A DESCRIPTIVE STUDY ON ATTITUDE TOWARDS E-LEARNING AMONG B.ED. STUDENTS

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ABSTRACT

The integration of digital technologies in education has significantly transformed teaching and learning processes, making e-learning an essential component of teacher education programme. The present study aimed to examine the level of attitude towards e-learning among B.Ed. students and to analyze differences based on gender and locality. A normative survey method was adopted, and a stratified random sampling technique was used to select a sample of 1000 B.Ed. students from government, government-aided, and private colleges across selected districts of Tamil Nadu. The data were collected using a self-constructed and validated Attitude Towards E-Learning Scale comprising five dimensions: e-learning and teacher attitude, ICT and computer uses, e-learning and teacher anxiety, benefits from e-learning, and teacher competency. Percentage analysis and t-test were employed for data analysis. The findings revealed that the majority of B.Ed. students possessed a moderate level of attitude towards e-learning. Significant differences were found between male and female students in the dimension of e-learning and teacher anxiety, while rural and urban students differed significantly in ICT and computer uses, e-learning and teacher anxiety, and overall attitude towards e-learning. The study highlights the need for targeted interventions in teacher education to strengthen positive attitudes towards e-learning and reduce technology-related anxiety among B.Ed. students.

KEYWORDS: Attitude towards e-learning; B.Ed. students; Digital learning; Teacher education; ICT integration.

INTRODUCTION

Education may be defined as a systematic process determining how the public achieves its objectives. According to Tagore (1917), Education is that which does not merely give us information but makes our life in harmony with all existence. As the twenty-first century approaches, the literate citizen is increasingly expected to use computer technology to access and manipulate information. Knowing how to manage electronic information from an ever-widening array of resources and in proliferating formats is essential. E-learning is a direct outcome of the amalgamation of technology and education, which enables the creation of innovative research and delivery devices, one of the features of modern learning, and the focus of this research. The fields of learning and education have benefited from electronic delivery to overcome obstacles of time, space, and geography providing learning opportunities for anyone, anytime, anywhere, and in any mode (Rajasingham, 2009).

Attitude towards e-learning refers to an individual's overall evaluation, feelings, beliefs, and predispositions toward learning that is delivered or supported through digital and online technologies. It encompasses learners' cognitive perceptions (what they believe about e-learning), affective responses (how they feel about it), and behavioral intentions (their willingness to use and engage with it). A positive attitude towards e-learning is often associated with perceptions of usefulness, ease of use, flexibility, and effectiveness, whereas a negative attitude may stem from technological anxiety, lack of interaction, or inadequate digital skills (Davis, 1989; Liaw, 2008).

In educational contexts, particularly in teacher education, attitude towards e-learning plays a critical role in determining learners' acceptance and effective use of digital learning environments. Students with favorable attitudes are more likely to participate actively, demonstrate higher motivation, and achieve better learning outcomes in online or blended settings. Conversely, unfavorable attitudes can hinder engagement and reduce the effectiveness of e-learning initiatives (Sun et al., 2008). Research also suggests that attitudes towards e-learning are influenced by factors such as prior technological experience, access to digital resources, instructional design, and institutional support (Selim, 2007).

Need and Significance of the Study

The rapid integration of digital technologies into education has transformed traditional teaching and learning practices, making e-learning an essential component of contemporary teacher education programmes. B.Ed. students, as future teachers, are expected to effectively utilize digital tools and online learning platforms in their professional practice. Understanding

their attitude towards e-learning is therefore crucial, as attitude plays a significant role in determining acceptance, engagement, and effective use of technology-mediated learning environments. A descriptive study on attitude towards e-learning among B.Ed. students is needed to assess their readiness for digitally enriched teaching and learning contexts. The shift towards e-learning has been accelerated by factors such as technological advancements, institutional digitalization, and the growing emphasis on blended and online learning models in higher education. Despite increased access to e-learning platforms, variations exist in students' perceptions, motivation, and confidence in using digital tools. Some B.Ed. students may perceive e-learning as flexible and beneficial, while others may experience challenges related to technological anxiety, limited digital skills, or lack of interaction. Identifying these attitudinal differences is necessary to design effective instructional strategies and support mechanisms within teacher education programmes. The significance of this study lies in its potential to provide valuable insights for teacher educators, curriculum planners, and educational administrators. By examining the attitudes of B.Ed. students towards e-learning, the study can help institutions identify strengths and gaps in existing digital learning practices. The findings may contribute to the development of targeted training programme, improved instructional design, and enhanced support systems that promote positive attitudes and meaningful engagement with e-learning. Such interventions can strengthen the quality of teacher preparation and ensure alignment with contemporary educational demands. Furthermore, this study holds importance in the context of national and global educational reforms that emphasize digital competence and technology integration in teaching. As future educators, B.Ed. students' attitudes towards e-learning will influence their willingness to adopt innovative pedagogical approaches in schools. Positive attitudes can lead to effective technology integration, learner-centered instruction, and improved learning outcomes, while negative attitudes may hinder digital transformation in education. Therefore, understanding and addressing attitudes towards e-learning among B.Ed. students is significant for fostering digitally competent and adaptable teachers capable of meeting the challenges of modern education.

Title of the Problem

The present study is entitled "A Descriptive Study on Attitude Towards E-Learning Among B.Ed. Students".

Objectives of the Study

· To find the level of attitude towards e-learning among B.Ed. students.

· To study the significant differences between the attitude towards e-learning B.Ed. students based on the select sub-samples are gender, locality

Hypotheses of the Study

• The level of attitude towards e-learning of B.Ed. students Teachers is moderate.

• There is no significant difference between the attitude towards e-learning of B.Ed. students based on the select sub-samples.

Method chosen for the study

The present study's Survey method was adopted.

Samples for the study

The researcher used a stratified random sampling technique for selecting the sample from the entire population. The sample consists of 1000 B.Ed. students who were selected from B.Ed. colleges from Salem and Karur districts in Tamil Nadu.

Sampling technique used for the study

A stratified random sampling technique was used for the present study.

Sample size

The sample size consists of 1000 B.Ed. students selected through the stratified random sampling technique from government, government-aided, and private institutions of education in Chennai, Madurai, Coimbatore, Namakkal, and Salem districts

Description of the tool

Attitude towards e-learning

The tool used to find the attitude towards e-learning titled attitude towards e-learning scale is constructed and validated by the Investigator. The tool was the B.Ed. students teachers containing 33 items. This background enabled the investigator to establish five dimensions are e-learning and teacher attitude, ICT and computer uses, e-learning and teacher anxiety, benefits from e-learning, and teacher competency in attitude towards e-learning of B.Ed. students. The estimated reliability of the scale in the present study is very high (Cronbach's alpha 0.859).

Statistical technique

- Percentage Analysis

- Interferential statistics [t-test]

Hypothesis -1

Level of attitude towards e-learning among B.Ed. students

Table-4.1 Level of Attitude Towards E-Learning among B.Ed. students.

Level of attitude towards e-learning	N	Percentage
Low	254	25.4%
Moderate	420	42.0%
High	326	32.6%

Interpretation

Table 4.4 and Figure 4.1 illustrate the distribution of B.Ed. students according to their level of attitude towards e-learning. The findings reveal that 556 B.Ed. students (32.64%) exhibit a high level of attitude towards e-learning, while 715 B.Ed. students (41.98%) demonstrate a moderate level of attitude. In contrast, 432 B.Ed. students (25.36%) show a low level of attitude towards e-learning. The results indicate that the majority of B.Ed. students possess a moderate to high attitude towards e-learning. Therefore, the hypothesis stating that "the level of attitude towards e-learning among B.Ed. students is accepted.

Hypotheses-2

There is no significant difference between in the attitude towards of e-learning among B.Ed. students with respect to gender, locality.

Gender: There is no significant difference between attitude towards e-learning among B.Ed. students based on gender.

Table: 2 Gender-wise Comparison of Attitude Towards E-Learning.

Dimensions	Male (215)		Female (785)		t-value	p-value
	M	SD	M	SD		
E-learning and Teacher Attitude	29.98	4.523	30.08	4.352	0.379	0.705*
ICT and Computer Uses	25.96	2.472	26.17	3.336	1.334	0.183*
E-learning and Teacher Anxiety	16.61	5.206	15.74	4.911	2.849	0.005**
Benefits from E-learning	29.88	3.217	30.08	3.105	1.064	0.288*
E-learning and Teacher Competency	30.56	3.049	30.50	3.039	0.304	0.761*
Overall E-Learning	132.90	10.35	132.57	10.291	0.668	0.504*

**S-Significant   *NS- Not Significant

Interpretation

From the results presented in Table 4.07, it is evident that a statistically significant difference exists between male and female B.Ed. students with respect to the attitude towards e-learning dimension e-learning and teacher anxiety (t = 2.849, p < 0.05) at the 0.05 level of significance. Therefore, the formulated hypothesis related to this dimension is not accepted. However, no statistically significant difference is observed between male and female B.Ed. students with regard to the remaining dimensions of attitude towards e-learning, namely e-learning and teacher attitude, ICT and computer uses, benefits from e-learning, e-learning and teacher competency, and overall e-learning (t = 0.379, 1.334, 1.064, 0.304, and 0.668; p > 0.05) at the 0.05 level of significance. Hence, the formulated hypothesis for these dimensions is accepted.

CONCLUSION

- Male and female students do not differ in the dimensions e-learning and teacher attitude, ICT and computer uses, benefits from e-learning, e-learning and teacher competency and over all e-learning.

- Male and female students differ in the dimension e-learning and teacher anxiety

Locality: There is no significant difference between attitude towards e-learning among B.Ed. students based on locality

Table: 3 Locality-wise Comparison of Attitude Towards E-Learning.

Dimensions	Rural (678)		Urban (322)		t-value	p-value
	M	SD	M	SD		
E-learning and Teacher Attitude	30.10	4.625	29.97	3.844	0.604	0.546*
ICT and Computer Uses	26.22	3.442	25.93	2.506	2.928	0.034**
E-learning and Teacher Anxiety	15.48	4.777	16.87	5.283	5.229	0.000**
Benefits from E-learning	30.01	3.128	30.10	3.135	0.607	0.544*
E-learning and Teacher Competency	30.47	3.057	30.60	3.007	0.817	0.414*
Overall E-Learning	**132.27**	**10.464**	**133.48**	**9.917**	**2.004**	**0.044**

**S-Significant   *NS- Not Significant

Interpretation

From the results presented in Table 4.08, it is evident that a statistically significant difference exists between rural and urban students with respect to the attitude towards e-learning dimensions ICT and computer uses, e-learning and teacher anxiety, and overall attitude towards e-learning (t = 2.928, 5.229, and 2.004; p < 0.05) at the 0.05 level of significance. Therefore, the formulated hypothesis related to these dimensions is not accepted. However,

no statistically significant difference is observed between rural and urban B.Ed. students with regard to the remaining dimensions of attitude towards e-learning, namely e-learning and teacher attitude, benefits from e-learning, *and* e-learning and teacher competency (t = 0.604, 0.607, and 0.817; p > 0.05) at the 0.05 level of significance. Hence, the formulated hypothesis for these dimensions is accepted.

CONCLUSION

- Rural and urban students do not differ in the dimensions e-learning and teacher attitude, benefits from e-learning, e-learning and teacher competency.

- Rural and urban students differ in the dimensions ICT and computer uses, e-learning and teacher anxiety and over all attitude towards e-learning.

DISCUSSION

The findings of the present study indicate that a majority of B.Ed. students exhibit a moderate level of attitude towards e-learning, suggesting a balanced perception of digital learning environments. This result implies that while B.Ed. students recognize the benefits and relevance of e-learning, there is still scope for enhancing their confidence and engagement with technology-enhanced learning. Similar findings have been reported in earlier studies, which suggest that moderate attitudes are often associated with limited exposure, inconsistent infrastructure, and varying levels of digital competence among teacher trainees (Liaw, 2008; Selim, 2007). The gender-wise analysis revealed a significant difference between male and female B.Ed. students only in the dimension of e-learning and teacher anxiety, with male students reporting higher levels of anxiety. This finding may be attributed to differences in prior exposure, self-efficacy, or perceived expectations related to technology use. However, no significant gender differences were observed in other dimensions, indicating that both male and female students demonstrate similar attitudes towards the usefulness, benefits, and competency aspects of e-learning. This supports previous research suggesting that gender gaps in technology attitudes are narrowing in contemporary educational contexts (Teo, 2011). With respect to locality, significant differences were observed between rural and urban B.Ed. students in ICT and computer uses, e-learning and teacher anxiety, and overall attitude towards e-learning. Urban students demonstrated relatively better ICT usage and lower anxiety, which may be linked to greater access to digital resources, exposure to technology, and institutional support. Rural students, on the other hand, may face infrastructural constraints and limited opportunities for hands-on experience with digital tools, contributing

to higher levels of anxiety. These findings are consistent with earlier studies highlighting the influence of access and environment on attitudes towards e-learning (Sun et al., 2008). Overall, the discussion underscores the importance of contextual and demographic factors in shaping B.Ed. students attitudes towards e-learning.

Recommendations

Based on the findings of the study, several recommendations are proposed to enhance positive attitudes towards e-learning among B.Ed. students. Teacher education institutions should provide systematic training programmes focusing on digital literacy, ICT skills, and effective use of e-learning platforms to reduce technology-related anxiety. Regular workshops, hands-on sessions, and blended learning experiences can help B.Ed. students develop confidence and competence in using digital tools. Special attention should be given to rural institutions by improving digital infrastructure, ensuring reliable internet access, and providing adequate technological resources. Teacher educators should integrate e-learning components across subjects rather than treating them as separate or supplementary elements. Mentoring and peer-support systems can also be introduced to encourage collaborative learning and sharing of best practices in e-learning. Policymakers and educational administrators should frame supportive policies that promote continuous professional development in educational technology, ensuring that future teachers are well-prepared for digital and blended learning environments.

CONCLUSION

The present study concludes that B.Ed. students generally possess a moderate attitude towards e-learning, indicating a positive inclination towards digital learning alongside certain challenges. Gender differences were found to be minimal, except in the area of e-learning-related anxiety, while locality emerged as a significant factor influencing ICT usage, anxiety, and overall attitude towards e-learning. These findings highlight the need for focused interventions to strengthen digital competence and reduce anxiety among B.Ed. students, particularly those from rural backgrounds. Enhancing attitudes towards e-learning during teacher preparation programmes is crucial, as it directly influences future classroom practices and the effective integration of technology in school education. By addressing the identified gaps, teacher education institutions can play a vital role in preparing digitally competent and confident educators for the evolving educational landscape.

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