AWARENESS OF E-LEARNING AMONG B.Ed. PROSPECTIVE TEACHERS

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Abstract

The present study was intended to find out the awareness of e-learning among B.Ed. Prospective Teachers in College of Education. The investigator has adopted stratified random sampling technique and sample collected from 100 B.Ed. Prospective Teachers in B.Ed. College in Guntur district of Andhra Pradesh. The major findings were that the awareness of e-learning of B.Ed. Prospective Teachers based on gender and locality shows significant and college management shows no significant difference.

Keywords: E -learning. B.Ed. Prospective Teachers.

Introduction

Current trends reveal that e-learning has become a prominent teaching tool and acts as an alternative to traditional classroom learning (Zhang, Zhou, Briggs, & Nunamaker, 2006). The development of e-learning primarily aims to deliver the content of training or education quickly, effectively, and economically (Halachev, 2009a). Zhang et al. (2006) demonstrate that e-learning plays an essential role in a student's academic performance. E-learning is also expected to resonate with today's millennial students, who typically love to explore online, and are proficient in using computers and the Internet. The advancements in science and technology result in developments in education field as in every field. These advancements require the utilization of various technologies in education e-learning technologies offer learners control over content, learning sequence, pace of learning, time and often media, allowing them to tailor their experiences to meet their personal learning objectives teacher takes great part in the making of good citizen. Good teacher awareness will reflect in the students and the society. The future society is in the hands of teacher trainees. Hence the present study is important to know the e-learning awareness among B.Ed. Prospective Teachers.

Statement of the Problem

E-learning is considered a more effective way of teaching to a large group of students, thereby providing consistency in educational quality, now the opportunity made available through e-learning are both significant and numerous. So that the investigator have selected the topic

"**Awareness of E-Learning among B.Ed. Prospective Teachers**"

Objectives of the Study

- To find out whether there is any significant difference in the awareness of e-learning among B.Ed. Prospective teachers with respect to their gender.
- To find out whether there is any significant difference in the awareness of e-learning among B.Ed. Prospective teachers with respect to their locality.
- To find out whether there is any significant difference in the awareness of e-learning among B.Ed. Prospective teachers with respect to their management.

Hypotheses of the Study

- There is no significant difference in the awareness of e-learning among B.Ed. Prospective teachers with respect to their gender.
- There is no significant difference in the awareness of e-learning among B.Ed. Prospective teachers with respect to their locality.
- There is no significant difference in the awareness of e-learning among B.Ed. Prospective teachers with respect to their management.

Methodology of the study

The investigator used normative survey method for collecting information related to awareness of e-learning by B.Ed. Prospective Teachers at present context. The investigator used self prepared research tool for identification of awareness of e-learning among B.Ed. Prospective Teachers. The sample consists of 100 B.Ed. Prospective Teachers from both Government and Private B.Ed. Colleges located in Guntur district of Andhra Pradesh. The investigator used stratified random sampling techniques for selecting the samples from the population.

Statistical Techniques Used

The statistical techniques of Mean (M), Standard Deviation (S.D), 't' test were used to analyse the data.

Analysis of the Data

Table-1: Comparison of Awareness of E-Learning among B.Ed. Prospective teachers with respect to their gender.

Variable	N	Mean	S.D	t-test
Male	50	52.35	4.84	3.79**
Female	50	56.45	5.91	

**Significant at 0.0level

Table-1 shows that the calculated 't' value 3.79 is greater than the critical value 2.58 at the 0.01 level of significance. This implies that the difference in e-learning awareness among B.Ed. Prospective Teachers between male and female mean scores under consideration is significant. Hence the null hypothesis is rejected. Therefore, it is concluded that Male and Female B.Ed. Prospective Teachers differ significantly in their awareness of e-learning.

Table-2: Comparison of Awareness of E-Learning among B.Ed. Prospective teachers with respect to their locality.

Variable	N	Mean	S.D	t-test
Urban	50	58.27	4.48	4.69**
Rural	50	53.52	5.57	

** Significant at 0.0level

Table-2 shows that the calculated 't' value 4.69 is less than the critical value 2.58 at the 0.01 level of significance. This implies that there is a difference in e-learning awareness among B.Ed. Prospective Teachers. Hence the null hypothesis is rejected. Therefore, it is concluded that urban and rural B.Ed. Prospective Teachers differ significantly in their awareness of e-learning.

Table-3: Comparison of Awareness of E-Learning among B.Ed. Prospective teachers with respect to their management.

Variable	N	Mean	S.D	t-test
Govt.	50	57.32	4.72	1.69#
private	50	55.54	5.74	

Significant at 0.05 level

Table-3 shows that the calculated 't' value 1.69 is less than the critical value 1.96 at the 0.05 level of significance. This implies that there is no difference in e-learning awareness among B.Ed. Prospective Teachers between management mean scores under consideration is significant. Hence the null hypothesis is accepted. Therefore, it is concluded that Govt. and Private B.Ed. Prospective Teachers do not differ significantly in their awareness of e-learning.

Findings

- There is significant difference in the mean scores of e-learning awareness among B.Ed. Prospective Teachers with respect to their gender.

- There is significant difference in the mean scores of e-learning awareness among B.Ed. Prospective Teachers with respect to their locality.

- There is no significant difference in the mean scores of e-learning awareness among B.Ed. Prospective Teachers with respect to their college management

Conclusion

The major findings were that the awareness of e-learning of B.Ed. Prospective Teachers based on gender and locality shows significant and college management shows no significant difference. The investigation end its findings will help educational experts, thinkers, teacher and all those who are interested in the field of education technology to focus their attention on the present problems. This findings and results are not the end of the problem, but just a beginning of the search for innovation. By applying these results, the quality of teaching learning process will improve.

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