

---

# International Multidisciplinary Research Journal

## *Golden Research Thoughts*

Chief Editor  
Dr.Tukaram Narayan Shinde

---

Publisher  
Mrs.Laxmi Ashok Yakkaldevi

Associate Editor  
Dr.Rajani Dalvi

Honorary  
Mr.Ashok Yakkaldevi

## Welcome to GRT

**RNI MAHMUL/2011/38595**

**ISSN No.2231-5063**

Golden Research Thoughts Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial board. Readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

## Regional Editor

Manichander Thammishetty  
Ph.d Research Scholar, Faculty of Education IASE, Osmania University, Hyderabad

## International Advisory Board

Kamani Perera Regional Center For Strategic Studies, Sri Lanka	Mohammad Hailat Dept. of Mathematical Sciences, University of South Carolina Aiken	Hasan Baktir English Language and Literature Department, Kayseri
Janaki Sinnasamy Librarian, University of Malaya	Abdullah Sabbagh Engineering Studies, Sydney	Ghayoor Abbas Chotana Dept of Chemistry, Lahore University of Management Sciences[PK]
Romona Mihaila Spiru Haret University, Romania	Ecaterina Patrascu Spiru Haret University, Bucharest	Anna Maria Constantinovici AL. I. Cuza University, Romania
Delia Serbescu Spiru Haret University, Bucharest, Romania	Loredana Bosca Spiru Haret University, Romania	Ilie Pintea, Spiru Haret University, Romania
Anurag Misra DBS College, Kanpur	Fabricio Moraes de Almeida Federal University of Rondonia, Brazil	Xiaohua Yang PhD, USA
Titus PopPhD, Partium Christian University, Oradea,Romania	George - Calin SERITAN Faculty of Philosophy and Socio-Political Sciences AL. I. Cuza University, Iasi	.....More

## Editorial Board

Pratap Vyamktrao Naikwade ASP College Devrukh,Ratnagiri,MS India	Iresh Swami Ex - VC. Solapur University, Solapur	Rajendra Shendge Director, B.C.U.D. Solapur University, Solapur
R. R. Patil Head Geology Department Solapur University,Solapur	N.S. Dhaygude Ex. Prin. Dayanand College, Solapur	R. R. Yaliker Director Managment Institute, Solapur
Rama Bhosale Prin. and Jt. Director Higher Education, Panvel	Narendra Kadu Jt. Director Higher Education, Pune	Umesh Rajderkar Head Humanities & Social Science YCMOU,Nashik
Salve R. N. Department of Sociology, Shivaji University,Kolhapur	K. M. Bhandarkar Praful Patel College of Education, Gondia	S. R. Pandya Head Education Dept. Mumbai University, Mumbai
Govind P. Shinde Bharati Vidyapeeth School of Distance Education Center, Navi Mumbai	Sonal Singh Vikram University, Ujjain	Alka Darshan Shrivastava Shaskiya Snatkottar Mahavidyalaya, Dhar
Chakane Sanjay Dnyaneshwar Arts, Science & Commerce College, Indapur, Pune	G. P. Patankar S. D. M. Degree College, Honavar, Karnataka	Rahul Shriram Sudke Devi Ahilya Vishwavidyalaya, Indore
Awadhesh Kumar Shirotriya Secretary,Play India Play,Meerut(U.P.)	Maj. S. Bakhtiar Choudhary Director,Hyderabad AP India.	S.KANNAN Annamalai University,TN
	S.Parvathi Devi Ph.D.-University of Allahabad	Satish Kumar Kalhotra Maulana Azad National Urdu University
	Sonal Singh, Vikram University, Ujjain	

Address:-Ashok Yakkaldevi 258/34, Raviwar Peth, Solapur - 413 005 Maharashtra, India  
Cell : 9595 359 435, Ph No: 02172372010 Email: ayisrj@yahoo.in Website: www.aygrt.isrj.org

# Golden Research Thoughts

International Recognition Multidisciplinary Research Journal

ISSN: 2231-5063

Impact Factor : 3.4052(UiF)

Volume - 5 | Issue - 9 | March - 2016



## ATTITUDE OF E-LEARNING CLASSROOM INSTRUCTION AMONG WOMEN B.ED. STUDENTS AT COLLEGE OF EDUCATION



Vasuki, R.<sup>1</sup>, Ranjith Kumar, A<sup>2</sup> and Sumathiral. K<sup>3</sup>

<sup>1</sup>Assistant Professors of History, Oxford College of Education, Trichy, Tamilnadu.

<sup>2</sup>Assistant Professors of English, Oxford College of Education, Trichy, Tamilnadu.

<sup>3</sup>Principal, Oxford College of Education, Trichy, Tamilnadu.

---

### ABSTRACT:

Information Communication Technology enables self paced learning to help all students to achieve high academic standards. This study attempts to assess the level of attitude of e-learning Classroom Instruction among women B.Ed. students at Colleges of Education. This study belongs to the Survey Research Method. The investigators had selected 148 Women B.Ed. Students as a sample by Simple Random sampling technique from Oxford College of Education, Trichy, Tamilnadu, India. Self-made tool was utilized for collection of data. Suitable descriptive and inferential statistical techniques were applied. From this study, it was concluded that there is no significant difference between UG and PG, Arts and Science and Rural and Urban women B.Ed. students in the possession of Attitude towards e-Learning classroom instruction but there is a significant difference in the possession of Attitude towards e-Learning classroom instruction among women B.Ed. Students with

their parental occupation and parental education. Educated and Employed parents wards (B.Ed Students) have high attitude towards e-learning classroom instruction when compared to other students. Awareness training should be organized for all parents to make them to understand about e-learning through mass media like film, television, radio and newspapers.

**KEYWORDS:** Attitude; E-Learning; Classroom Instruction; B.Ed. Students; Colleges of Education

**INTRODUCTION:**

The modern Information and Communication technologies are technological tools and resources used to communicate, create, disseminate, store and manage information. ICT enables self paced learning to help all students to achieve high academic standards. Hence the investigator sorted out the utilization of e-learning which is one of the best resources of ICT in Classroom Instruction in improving the teaching learning process. Since the quality and efficiency of education depends on the quality of teachers. Only quality teachers opt for change or innovation in their teaching aspect through integrating technology in the Classroom instruction to give the best to student-teachers. Besides the Technology is a powerful tool for problem solving, conceptual development and critical thinking which helps to make the learning process much easier for the B.Ed. Students. Therefore the Educational Institutions take steps to undertake innovative programmes for Teacher-Educators to uplift teaching competencies to facilitate the teaching learning process effectively.

**Review of the related literature:**

**Rehman and Ramzy (2004)** in their research on the awareness and use of electronic information resources among health academics found out that the library is extensively used for research needs, preparation of lectures, and for obtaining current knowledge. 37 percent respondents said their main reason for not using electronic resources is lack of time while 22.6 percent is unfamiliar with computerized searching. **Karthik (2007)** investigated a study on "Development and validation of e-content in History at the Under Graduate level". The purpose of the study was to develop an e-content learning material for a selected topic in History. To validate the developed e-content learning material based on the feedback test conducted. Simple random sampling method was used a sample of 25 under graduate students studying were selected. The major findings in the study were, 92% of students have got 90% and above scores. The feedback test, evident that the e-content is valid with respect to the content matter. **Vivek Kohli and Nirupma, Murlidhar (2013)** investigated that majority of students use www, e-mail, search engine, chatting, yahoo and Google. They are less aware about e-journals, e-books and e-purchase and Secondary school students are aware about Internet. There is no significant difference between male and female students as far as awareness about internet. Public school students are more aware about internet and its services than aided school students. **Bidyut., Baipai and Chakraborty (2013)** while working on their Collection, Development and Status of E-Resources in University Libraries in India. Observed that, in library collection, e-resources has become the buzzword, which on one hand and the development and impact of the technologies on libraries where as on their hand, pose new challenges for library professionals to manage the electronic information resources properly. University the top most higher education institute also changing its collection from print media to e-resources very rapidly to fulfill the requirement of their user community. **Soureche Venguidaragavane (2014)** while working on Awareness of Web Resources among Teacher Educators, revealed that teacher educators show low level of awareness towards e-learning resources used in teaching learning process. Urban based and M.Phil and Ph.D Degree holders shows enhanced level of

awareness towards e-learning than that of rural based and post graduates. **Alamgir Khani and Tridib Tripathi (2015)** view in their paper Use of E-Resources through Inflight N-List by the Users of Chandidas Mahavidyalaya, West Bengal: A Survey found that 76.36% (84) respondents are aware of INFLIPNET N List, and 23.64% (26) are not aware of INFLIPNET N List. A majority of users (72.72%) were aware through college library 27.72% through library professionals and 18.18% were aware through institute Website. Majority of users 81.81% were agree, 3.64% users strongly agree, 6.36% were neutral and 8.18% users were disagree for prior training for better utilization of e-resources. Majority of users have faced in accessing internet. Majority of users are not satisfied with internet facilities. A majority of users 81.81% use internet as good, followed by satisfactory 13.63%, very good 2.27% and outstanding 1.81% respectively of the satisfaction level of the internet facilities. **Sumathiraj and Ravi (2016)** analyzed and found the utilization of e-content among teacher educators of Coimbatore region. The findings indicated that majority of them (64%) of the selected teacher educators are utilizing e-resources occasionally.

#### **Need and Significance of the Study:**

Many higher education institutions are publishing books, modules, journals, advertisement and study material in electronic form. This paradigm shift in the field of education triggered by grey revolution in real life teaching-learning situations. The whole game of education becomes learner centric and learning centric. The world of education witnessed any teacher at any level of education must adapt his/her relationship with learners, switching from soloist with learners, switching from soloist to accompanist and shifting the emphasis from dispensing information to help learners seek, organize and manage knowledge guiding them rather than molding them. One of the main aims of education in a modern society is to keep pace with the advancement of Technology acquiring with related information from the reliable e-Resources. One has to change the mind set of people by educating them through the power of e-Learning. Online learning could help bridge the gap between distance education and formal education. The Attitude of e-Learning Classroom Instruction is important factor among B.Ed. Students in order to implement the usage of it in a productive way. Therefore the present study attempts to assess the level of "Attitude of e-Learning Classroom Instruction among B.Ed. Students at Colleges of Education".

#### **Objectives of the Study:**

The Major objective of the study is to find out the Attitude of e-Learning Classroom Instruction among B.Ed. Students at Colleges of Education.

The Specific objectives of the study are

1. To measure the level of Attitude of e-Learning
2. To find out if there is any significant difference among Attitude of e-Learning among the Women B.Ed students through variables such as Educational Qualification, Subject Studied, Locality, Parental Education and Parental Occupation.

#### **Methodology:**

This present study belongs to the Survey Research Method. The investigators had selected 148 Women B.Ed. Students as sample by Simple Random sampling technique from Oxford College of Education, Trichy, Tamilnadu, India. Investigators have developed the tool related to Attitude towards E learning. Suitable descriptive and inferential statistical techniques were used and interpret the data to draw out a meaningful picture of results from the collected data. In the present study, Mean, Standard

Deviation, t- test and Anova were calculated.

**Analysis and Interpretation:**

The data collected were processed and subjected to analysis in terms of the specific objectives of the study. The details of the analysis and interpretation of data are presented below.

**Hypothesis 1:**

There is no significant difference in Mean Scores towards the Attitude of e-Learning Classroom Instruction among B.Ed. Students between UG and PG with respect to the Educational Qualification.

**Table 1**  
*Statistical Measures and Result of Test of Significance of Difference between the Mean Scores of Attitude towards e-Learning classroom instruction among women B.Ed. students between UG and PG: Educational qualification-Wise.*

Variables	Sub Variables	N	Mean	S.D.	't' value	Level of significance at 0.05 level
Educational Qualification	UG	71	29.79	2.699	1.616	*NS
	PG	77	29.04	2.926		

**NS\*-Denotes Not Significant at 0.05 levels.**

The calculated 't' value (1.616) is lesser than the table value (1.96) at 0.05 levels of significance. This shows that there is no significant difference between UG and PG in the possession of Attitude towards e-Learning classroom instruction among women B.Ed. students.

**Comment:**

From the above findings it can be inferred that, UG and PG education does not play a vital role in the possession of Attitude towards e-Learning classroom instruction among women B.Ed. students.

**Hypothesis 2:**

There is no significant difference in Mean Scores towards the Attitude of e-Learning Classroom Instruction among the B.Ed Students between Arts and Science with respect to the Subject wise.

**Table 2**  
*Statistical Measures and Result of Test of Significance of Difference between the Mean Scores of Attitude towards e-Learning classroom instruction among women B.Ed. students: between Arts and Science: Major Subject-Wise.*

Variables	Sub Variables	N	Mean	S.D.	't' value	Level of significance at 0.05 level
Subject of Study	Arts	66	29.52	2.797	0.447	*NS
	Science	82	29.30	2.879		

**NS\*-Denotes Not Significant at 0.05 levels.**

The calculated 't' value (0.447) is lesser than the table value (1.96) at 0.05 levels of significance.

This shows that there is no significant difference between Arts and Science in the possession of Attitude towards e-Learning classroom instruction among women B.Ed. students.

**Comment:**

From the above findings it can be inferred that, subject of study does not play a vital role in the possession of Attitude towards e-Learning classroom instruction among women B.Ed. students.

**Hypothesis 3:**

There is no significant difference in Mean Scores towards the Attitude of e-Learning Classroom Instruction among B.Ed. Students between Rural and Urban with respect to Locality.

**Table 3**  
*Statistical Measures and Result of Test of Significance of Difference between the Mean Scores of Attitude towards e-Learning Classroom Instruction among women B.Ed. Students: between Rural and Urban: Locality-Wise.*

Variables	Sub Variables	N	Mean	S.D.	't' value	Level of significance at 0.05 level
Locality	Rural	73	29.16	2.843	-0.992	*NS
	Urban	75	29.63	2.827		

**NS\*-Denotes Not Significant at 0.05 levels.**

The calculated 't' value (-0.992) is lesser than the table value (1.96) at 0.05 levels of significance. This shows that there is no significant difference between rural and urban in the possession of Attitude towards e-Learning classroom instruction among women B.Ed. students.

**Comment:**

From the above findings it can be inferred that, locality does not play a vital role in the possession of Attitude towards e-Learning classroom instruction among women B.Ed. students. But urban students are little bit high attitude than rural students.

**Hypothesis 4:**

There is no significant difference in Mean Scores towards the Attitude of e-Learning Classroom Instruction among the B.Ed. Students with respect to the Parent Educational Qualification (Illiterate, School Education and Collegiate Education).

**Table 4**  
*Statistical Measures and Result of Test of Significance of Difference between the Mean Scores of Attitude towards e-Learning classroom instruction among women B.Ed. students: parental education-Wise.*

Parental Education	Sum of Squares	Df	Mean Square	F	Significance level
Between Groups	8.693	14	0.621	1.129	0.339
Within Groups	73.165	133	0.550		
Total	81.858	147			

The calculated F value (1.129) is higher than the table value (0.339) at 0.05 levels of significance. This shows that there is a significant difference between B.Ed. students parental education in the possession of Attitude towards e-Learning classroom instruction.

**Comment:**

From the above findings it can be inferred that, parental education play a vital role in the possession of Attitude towards e-Learning classroom instruction among women B.Ed. students. Because may be the educated parents were motivated their children's to use more communication technology tools to their studies.

**Hypothesis 5:**

There is no significant difference in Mean Scores towards the Attitude of e-Learning Classroom Instruction among the B.Ed. Students with respect to the Parent Occupation (Government Job, Private, and Self-Employment).

**Table 5**  
**Statistical Measures and Result of Test of Significance of Difference between the Mean Scores of Attitude towards e-Learning classroom instruction among women B.Ed. students: parental occupation-Wise.**

Parental Occupation	Sum of Squares	Df	Mean Square	F	Significance level
Between Groups	6.173	14	0.441	0.774	0.695
Within Groups	75.719	133	0.569		
Total	81.892	147			

The calculated F value (0.774) is higher than the table value (0.339695) at 0.05 levels of significance. This shows that there is a significant difference between B.Ed. students parental occupation in the possession of Attitude towards e-Learning classroom instruction.

**Comment:**

From the above findings it can be inferred that, parental occupation play a vital role in the possession of Attitude towards e-Learning classroom instruction among women B.Ed. students. Because it may be the employed parents were given higher motivation to their children to use communication tools in their studies.

**Findings of the Study:**

- There is no significant difference between UG and PG women B.Ed. students in the possession of Attitude towards e-Learning classroom instruction.
- There is no significant difference between Arts and Science women B.Ed. students in the possession of Attitude towards e-Learning classroom instruction.
- There is no significant difference between Rural and Urban women B.Ed. students in the possession of Attitude towards e-Learning classroom instruction.
- There is a significant difference among B.Ed. students in the possession of Attitude towards e-Learning classroom instruction with respect to parental education.
- There is a significant difference among B.Ed. students in the possession of Attitude towards e-



Learning classroom instruction with respect to parental Occupation.

#### CONCLUSION AND RECOMMENDATION:

E-Learning method is more enjoyable learning than traditional method in education. Through this innovative practice new technological feature like attractive images, animations, audio, video learning is possible. Furthermore, it stimulated the learner to gain more information. From this study, it was concluded that there is no significant difference between UG and PG, Arts and Science and Rural and Urban women B.Ed. students in the possession of Attitude towards e-Learning classroom instruction but there is a significant difference in the possession of Attitude towards e-Learning classroom instruction among B.Ed. Students with their parental occupation and parental education. Educated and Employed parents wards (B.Ed Students) have high attitude towards e-learning classroom instruction when compared to other students. Awareness training should be organized for all parents to make them to understand about e-learning through mass media like film, television, radio and newspapers.

#### Suggestion for Further Research:

- This study was conducted only one College of Education. In future, this research may be conducted on larger geographical area.
- The sample selection of the study was only in the Women B.Ed Trainees. In future, Research may be conducted for both men and Women trainees also.
- This work will be carried out with more number of samples with different variables.

#### REFERENCE:

1. Alamgir Khani, Md. and Tridib Tripathi. (2015). Use of E-Resources through Inflight N-List by the Users of Chandidas Mahavidyalaya, West Bengal: A Survey, **Asian Journal of Multidisciplinary Studies, Vol. 3(6)**, 52-58.
2. Bidyut, K., Baipai, R.P and Chakraborty, H.K. (2013). Collection, Development and Status of E-Resources in University Libraries in India, **International Journal of Information, Library and Society, Vol. 2(2)**, 1-4.
3. Karthik (2007) Development and Validation of e-Content in History at the Graduate level, **M.Ed, Dissertation**, Bharathidasan University, Trichi.
4. Rehman, S., and Ramzy, V. (2004). Awareness and Use of Electronic Information Resources at the Health Science Center of Kuwait University, **Library Review 53(3)**, 150-156.
5. Soureche Venguidaragavane, R (2014) Awareness of Web Resources among Teacher Educators, **International Journal of Multidisciplinary Research and Development, Vol. 1(5)**, 59-60.
6. Sumathirai.K and Ravi.R (2016).Utilization of e-Content among Teacher Educators, **International Journal of Innovative Research and Development, Vol. 5(3)**, 141-147.
7. Vivek Kohli and Nirupma, Murlidhar. (2013). Awareness about Internet among Secondary School Students, **International Journal of Research in Economics and Social Sciences, Vol. 3(2)**, 74-78.



**Vasuki, R.**

Assistant Professors of History, Oxford College of Education,  
Trichy, Tamilnadu.

# Publish Research Article International Level Multidisciplinary Research Journal For All Subjects

Dear Sir/Mam,

We invite unpublished Research Paper, Summary of Research Project, Theses, Books and Book Review for publication, you will be pleased to know that our journals are

## Associated and Indexed, India

- \* International Scientific Journal Consortium
- \* OPEN J-GATE

## Associated and Indexed, USA

- EBSCO
- Index Copernicus
- Publication Index
- Academic Journal Database
- Contemporary Research Index
- Academic Paper Database
- Digital Journals Database
- Current Index to Scholarly Journals
- Elite Scientific Journal Archive
- Directory Of Academic Resources
- Scholar Journal Index
- Recent Science Index
- Scientific Resources Database
- Directory Of Research Journal Indexing

Golden Research Thoughts  
258/34 Raviwar Peth Solapur-413005, Maharashtra  
Contact-9595359435  
E-Mail-ayisrj@yahoo.in/ayisrj2011@gmail.com  
Website : www.aygrt.isrj.org