



Impact 2ND wave of Covid-19 on the attitude towards E-learning among B. Ed & M. Ed student teachers

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Abstract

The purpose of the study is to study the impact of the 2nd wave of Covid-19 on the attitude towards E-learning. The major objective of the study is to find out to what extent the Covid-19 environment has influenced the attitude towards e-learning among B. Ed & M. Ed student teachers. The Test of e-learning Related Attitudes (Te LRA) the scale developed and validated by Kisanga and Ireson (2016). The data were collected from 185 samples by adopting online snowball sampling methods. Descriptive and inferential analysis was used for data analysis. The finding reveals that the 2nd wave of Covid-19 pandemic environment made a favorable impact on the attitude towards E-learning among graduate and postgraduate student teachers.

Keywords: 2nd wave, covid-19, attitude, e-learning, B. ed & M. ed

Introduction

The crucial 2nd wave of Covid-19 the situation made an impact on the entire lifestyle. Especially the teaching, learning methodology is a shift from the physical classroom to the digital classroom. The lockdown was imposed in India in February 2020 and the second wave of more than one the teaching and learning was taking place in online classes using information and communication technology. The attitude towards e-learning is very important for the effective achievement of educational objectives. The student-teacher who perusing. Ed & M. Ed during this pandemic environment fully engaged in their learning experience on online mode and their attitude towards e-learning is very essential because they are the future teacher. Hence, the researcher made an attempt to find out to what extent the student-teacher is favorable towards e-learning.

Statement of the problems

Teaching-learning is a holly process because while inculcating new knowledge the children are getting wisdom. The physical classroom is the ideal place to provide teaching and learning experiences for school education. The physical classroom alone able to provides opportunities for a precious experience such as love and affection, sharing, learning by doing, interaction, discussions, etc. But it is unfortunate that the COVID-19 pandemic situation forced us to engage the teaching and learning experiences through e-learning. In this turmoil situation to achieve the school education objectives, the teacher should adopt the e-learning strategies effectively. Otherwise, the teaching and learning process online became miserable. Especially attitude towards e-learning is very essential among the student teacher who is perusing teacher education course. Because they are immediately becoming a teacher and they should engage classes through e-learning technologies. Hence, the researcher made a study to find out to what extent the student teachers are favorable towards e-learning.

Need and Significance of the Study

The first wave of Covi-19 lockdown students and teachers are forced to engage the teaching and learning online and the students are eager and had curiosity in learning to learn online. The teaching communities also had interested and learned to teach online. But it very unfortunate that the second wave becomes very worst and the student and teacher are psychologically exhausted in teaching and learning online. In this critical environment, the student teachers such as B. Ed & M. Ed students are perusing their entire two-year teacher education course online. The student teachers who are perusing teacher education courses during Covi-19 first and second wave are completed their course online and they are immediately going become the teacher in the physical or online classroom. Hence, the attitude of students towards e-learning.

The contemporary studies such as Dixit, M., & Kaur, M. (2015) ^[2]. Attitude of Teachers Trainees towards ICT Teaching, Murthy & Sri shylam (2016) ^[8] Attitude towards E-Education among the Teacher Educators, The contemporary studies such as Konwar (2017) ^[5] A Study on Attitude of College Students towards E-learning with Special Reference to North Lakhimpur of Lakhimpur District, Assam, Kumar (2017) ^[6] Attitude of teacher educators towards e-learning, Dookhan (2018) ^[3] Attitude towards e-learning: the case of Mauritian students in public Teis, Behera, Sao, & Mohamed (2016) ^[11] Attitude of B. Ed. Student-Teachers towards E-Learning, Lepcha & Devi (2019) ^[7] A Study on the Attitude of B.Ed Trainees towards Cyber Resources of Biswanath District, Assam, Periasamy (2019) ^[10] Attitude towards e-learning among the B. Ed. Trainees, etc., conducted before Covid-19. But few study like Nachimuthu (2020) Student Teacher's Attitude towards Online Learning during COVID-19, conducted during Covid-19. There is none of the studies conducted during second waver. Hence, the present study will be interesting to understand the attitude towards E- teaching during second wave of Covid-19.

The present study helps to find out to what extent the student - teacher is favorable towards e-learning during Covid-19. The findings may help the teacher educator, teacher educational institutions, policymakers, curriculum farmworkers in the field of teacher education, researcher, etc., to do further action in the integration of ICT in preparation teachers with of 21st-century competency.

Objectives of the Study

1. To find out the student teachers’ (B. Ed & M. Ed) attitude towards e-learning.
2. To find out a significant difference in the mean score among student teachers (B. Ed & M. Ed) towards e-learning with respect to Gender (Male/Female), Educational Qualification (UG/PG), Course of Study (B. Ed & M. Ed) Faculty (Arts/Science), Locality (Rural/Urban), and ICT devices for E-Learning (Smart Phone/ Laptop).

Hypothesis of the Study

Based on the above objectives the null hypothesis were formulated test.

Delimitation of the Study

The present study has the following delimitation:

1. The investigators able to delimit only 186 samples of the student teachers studying in teacher education institute in Coimbatore District, Tamil Nadu.

Materials and Methods Used

The researcher adopted a research tool entitled “Test of e-Learning Related Attitudes” (TeLRA) scale, constructed and validated by Kisanga and Ireson (2016) [4]. The researcher made the necessary modifications, elimination, and updates for the present study. Finally, 35 items were used for the final study. The tool consists of a five-point Likert Scale type of questionnaire. The scores are Strongly Agree -5, Agree-4, Neutral -3, Disagree -2, and Strongly Disagree -1. Hence the maximum scores are 175, the minimum scores are 15 and there are no negative statements. The Cronbach's Alpha Reliability is 0.87.

Collection of Data

The researcher used a simple normative sampling method to collect data from the student teachers. Due to the Covid-19 pandemic situation, it is not possible to execute data collection by contacting physically. Hence, the researcher created Google forms and shared them in student teachers’ whats app goops and requested to share with their peer groups by adopting the snow ball sampling technique. One week's time duration allowed to receive the responses. The respondents were asked to take their own time to complete the Google Form. Finally, 186 samples were received.

Statistical Analysis

The collected data were analyzed by using descriptive and inferential analysis.

Analysis and Interpretation

Table 1: Attitude towards E-Learning

Total Samples	Mean	Mid Value	Result
186	114.05	87.5	Favorable

Above table No 1: reveals that the calculated mean value 114.05 is above the mid-value (87.5). Hence there is a favorable attitude towards E-learning among graduate and post-graduate student teachers. Further, it reveals that the second Covid-19 pandemic environment made a favorable impact on the attitude towards E-learning among graduate and post-graduate students.

Testing of Hypothesis

Ho1. There is no significant difference in the mean score among student teachers (B. Ed & M. Ed) towards e-learning with respect to a) Gender (Male/Female), b) Educational Qualification (UG/PG), c) Course of Study (B. Ed & M. Ed), d) Faculty (Arts/Science), e) Locality (Rural/Urban), and f) ICT devices for E-Learning (Smart Phone/ Laptop).

Table: 2. Significant difference in the mean score among student teachers (B. Ed & M. Ed) towards e-learning with respect to a) Gender (Male/Female), b) Educational Qualification (UG/PG), c) Course of Study (B. Ed & M. Ed), d) Faculty (Arts/Science), e) Locality (Rural/Urban), and f) ICT devices for E-Learning (Smart Phone/ Laptop).

Demographic Variables	Category	N	Mean	SD	't'-vale	'P' value	S/NS
a) Gender	Male	46	116.70	20.46	0.34	0.73	NS
	Female	138	115.84	12.28			
b) Educational Qualification	UG	101	115.64	13.42	0.41	0.67	NS
	PG	83	116.55	16.18			
c) Course of Study	B.Ed	142	116.42	15.32	0.61	0.54	NS
	M.Ed	42	114.83	12.47			
b) Faculty	Arts	83	116.55	17.72	0.41	0.67	NS
	Science	101	115.64	11.72			
e) Locality	Rural	112	116.27	16.69	0.24	0.80	NS
	Urban	72	115.72	11.00			
f) ICT devices for E-Learning	Smart Phone	152	117.58	15.33	2.81	0.00	S
	Laptop	29	109.34	8.27			

(*Significant at 5% level)

The above table-2 reveals that the calculated ‘t’ values of a) Gender (0.34), b) Educational Qualification (0.41), c) Course of Study (0.61), b) Faculty (0.41), and e) Locality (0.24) are less than the table values (1.96). Hence, the formulated null hypothesis Ho1 a, b, c, d, & e are accepted that there is no significant difference in the mean score of attitude towards E-learning among teacher educators with respect to gender, educational qualification, course of study, faculty, and locality.

However, the calculated ‘t’ value of ICT devices used for E-learning (2.81) is greater than the table value (1.96). Hence the formulated Null hypothesis Ho1 (f) is rejected and accepted that there is a significant difference in the mean score between the student teachers who are using smartphones and those who use laptops for E-learning. While comparing the mean score the student teacher who is using Smart Phone (117.58) have a more favorable attitude toward E-learning than those using Laptop (109.34).

Findings

The following findings are the drive for the study.

1. The student teacher in Coimbatore Districts have a favorable attitude towards E-learning.
2. The student-teacher do not differ in the attitude towards E-learning with respect to Gender (Male/Female), Educational Qualification (UG/PG), Course of Study (B. Ed & M. Ed), Faculty (Arts/Science), and Locality (Rural/Urban).

3. The student-teacher who are using Smart Phone for E-learning have a more favorable attitude towards E-learning than those using Laptop.

Educational Implication

1. 1. Need to introduce more training, workshop and awareness programme need to prove to the student teacher to boost the adaptation of E-learning.
2. The educational parent, institution, government, NGOs, etc, need to provide modern ICT devices such as smartphone facilities to the student communities to ensure a hundred percent favorable attitudes towards E-learning.

Conclusion

Education must change according to the social change. The Information and communication technology (ICT) made huge changes in all the fields. During Covid-19 first and second wave the students from all level are adopted the E-learning strategies. Acceptance of E-learning is very essential for teacher educators is very essential. Because, after the completion of the teacher education course they become the immediate teacher. Hence the present study brings an insight at what extent the student-teacher are had an attitude toward E-learning. A similar study may conduct on the other sector of students to understand their level of attitude towards E-learning.

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