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Attitude towards Learning through E-content among B. Ed Student-teachers

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Abstract

One of the major factor on which effective learning depending is the attitude of the learner. Students have different kinds of attitude when face with the learning tasks and problems. The way in which the students approach the learning tasks and the behaviour in learning situation determine their attitude. Achievement of effective Learning through e-content is mainly depending on the attitude of the students towards e-content. Therefore, a favourable attitude towards e-content is very much needed for teachers as well as learners. The e-content have created a revolution in the content of education and in the nature of learning process. They have the capability of multiplying the human intellect and have tremendous implications for education. They have a great impact upon our educational system. For this, a favourable attitude towards e-content is essential for B.Ed student-teachers. In this study, an attempt was made to study the Attitude towards Learning through E-content among B.Ed student-teachers. In the present study, random sampling technique was adopted to select a sample of 150 B.Ed student-teachers and self-made tool was used to collect data and for measuring the attitude of B.Ed student-teachers towards Learning through E-content. The result revealed that there is no significant difference between B.Ed student-teachers in their attitude towards Learning through E-content and their demographical variables.

Keywords: Attitude, Learning, E-content among

1. Introduction

Today's generation of students are growing up in a digital world where the application of ICT has become a modern day necessity in various spheres of activities ranging from livelihood, entertainment, science to education, health and environment. The fact is our living perspectives have drastically changed in all critical areas through ICT involvement and use. ICT changes teaching and learning through its potential as a source of knowledge, a medium to transmit content, a means of interaction and dialogue. Thus, ICT is both a cause of change and a means of achieving it.

2. Meaning of E-Content

E-content is valuable to the pupil and also helpful to teachers of all individual instruction systems. The ultimate aim of the E- content is abolish the disparity among the learners through effective education. E-content helps to quality of the material to the all level of learners. As a result, quality of effective education is possible.

Traditional educational practices no longer provide prospective teachers with all the necessary skills for teaching students, who must be able to survive economically in today's workplace. Teachers must teach students to apply strategies for solving problems and to use e-contents for learning, collaborating, and communicating.

3. Need and Significance of the Study

One of the major factor on which effective learning depending is the attitude of the learner. Students have different kinds of attitude when face with the learning tasks and problems. The way in which the students approach the learning tasks and the behaviour in learning situation determine their attitude. Achievement of effective Learning through e-content is mainly depending on the attitude of the students towards e-content. Therefore, a favourable attitude towards e-content is very much needed for teachers as well as learners. The e-content have created a revolution in the content of education and in the nature of learning process.

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They have the capability of multiplying the human intellect and have tremendous implications for education. They have a great impact upon our educational system. For this, a favourable attitude towards e-content is essential for B.Ed student-teachers.

As the attitude towards e-content contributes towards Achievement of effective Learning, it was decided to study about the attitude towards e-content of B.Ed student-teachers. Hence the investigator ventures to investigate in to this issue.

4. Statement of the Problem:

“Attitude towards Learning through E-content among B.Ed Student-teachers”

5. Definition of the Terms:

Attitude

According to L.L. Thurston, “Attitude is the sum total of an individual’s inclination, feelings, prejudices or biases, preconceived notions, ideas, threats and convictions or beliefs about any specific object”

E-content

Electronic content (E-content) or digital content is defined by those involved in creating, providing and distributing information as the digital content, which is viewed on screen and not on paper.

6. Objectives

1. To find out whether there is any significant difference between male and female B.Ed Student-teachers in their attitude towards Learning through E-content.
2. To find out whether there is any significant difference between rural and urban B.Ed Student-teachers in their attitude towards Learning through E-content.
3. To find out whether there is any significant difference between married and unmarried B.Ed Student-teachers in their attitude towards Learning through E-content.

7. Null Hypotheses

1. There is no significant difference between male and female B.Ed Student-teachers in their attitude towards Learning through E-content.
2. There is no significant difference between rural and urban B.Ed Student-teachers in their attitude towards Learning through E-content.

Table 2: Significance of difference between male and female B.Ed Student-teachers in their attitude towards Learning through E-content

S. No	Variable	N	Mean	S.D	Calculated ‘t’ value	Table ‘t’ value for d.f=148	Remark at 0.05 level
1	Male	52	97.808	6.168	0.057	1.96	Not Significant
2	Female	98	97.867	6.085			

It is inferred from the above table that the calculated ‘t’ value 0.057 is less than the table value 1.96 at 0.05 level, for d.f = 148.

Hence the null hypothesis is accepted. That is, there exists no significant difference between male and female B.Ed Student-teachers Teachers in their attitude towards Learning through E-content.

3. There is no significant difference between married and unmarried B.Ed Student-teachers in their attitude towards Learning through E-content.

8. Method Adopted For The Present Study

To investigate and to determine the status of present phenomenon the survey method is the best. The Phenomenon being studied is “Attitude towards Learning through E-content among B.Ed Student-teachers.”

9. Tool Used In The Present Study

Attitude scale

“Attitude scales have been designed to measure the attitudes of an individual or group of people, towards issues, institutions and group of people”. (Saxena N.R, 2006, p-399)

Description of the Tool

The investigator used a self-constructed tool for collecting the data and for measuring the attitude of B.Ed Student-teachers towards Learning through E-content.

The questionnaire consists of 40 items and each item contains three options such as (i) yes, (ii) sometimes and (iii) no. Hence each respondent could fall under anyone of the above options. There is no right or wrong answers to these questions.

Table 1: Scoring Key for Attitude Scale

Scale	Yes	Sometimes	No
Rating	3	2	1

10. Population For The Study

The population of the present study is the B.Ed Student-teachers in Ramanathapuram District.

11. Sample For The Study

In the present study, random sampling technique was adopted to select a sample of 150 B.Ed Student-teachers in Ramanathapuram District.

12. Statistical Techniques Used

Mean, Standard Deviation and ‘t’-test were the statistical techniques used.

13. Data Analysis

Null Hypothesis- 1

There is no significant difference between male and female B.Ed Student-teachers in their attitude towards Learning through E-content.

Null Hypothesis- 2

There is no significant difference between rural and urban B.Ed Student-teachers in their attitude towards Learning through E-content.

Table 3: Significance of difference between rural and urban B.Ed Student-teachers in their attitude towards Learning through E-content

S. No	Variable	N	Mean	S.D	Calculated 't' value	Table 't' value for d.f=148	Remark at 0.05 level
1	Rural	69	98.725	5.651	1.654	1.96	Not Significant
2	Urban	81	97.090	6.385			

It is inferred from the above table that the calculated 't' value 1.654 is less than the table value 1.96 at 0.05 level, for d.f = 148.

Hence the null hypothesis is accepted. That is, there exists no significant difference between rural and urban B.Ed Student-teachers in their attitude towards Learning through E-content.

Null Hypothesis- 3

There is no significant difference between married and unmarried B.Ed Student-teachers in their attitude towards Learning through E-content.

Table 4: Significance of difference between married and unmarried B.Ed Student-teachers in their attitude towards Learning through E-content

S. No	Variable	N	Mean	S.D	Calculated 't' value	Table 't' value for d.f=148	Remark at 0.05 level
1	Married	42	96.785	5.720	1.381	1.96	Not Significant
2	Unmarried	108	98.261	6.200			

It is inferred from the above table that the calculated 't' value 1.381 is less than the table value 1.96 at 0.05 level, for d.f = 148.

Hence the null hypothesis is accepted. That is, there exists no significant difference between married and unmarried B.Ed Student-teachers in their attitude towards Learning through E-content.

14. Findings

1. There is no significant difference between male and female B.Ed Student-teachers in their attitude towards Learning through E-content.
2. There is no significant difference between rural and urban B.Ed Student-teachers in their attitude towards Learning through E-content.
3. There is no significant difference between married and unmarried B.Ed Student-teachers in their attitude towards Learning through E-content.

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15. Conclusion

Attitude determines outcome. A correct and a willful attitude is the key to success. Achievement of effective Learning through e-content is mainly depending on the attitude of the students towards e-content. Favourable attitude towards e-content plays a very important role in making one really interested in it. Unless the student-teacher possess a favourable attitude towards e-content, they may not be interested in it and also they may feel that learning through e-content is very difficult. Therefore, if the student-teachers have favorable attitude towards e-content, then there may be a chance for them to be motivated in acquiring knowledge through e-content and in preparing e-content by themselves.

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