



A study on the attitude of B.Ed. college students towards online classes at covid-19 situation

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Abstract

The subject of my research is to investigate a study on the attitude of B.Ed college students towards online classes at Covid-19 situation. The three purposes for which I have studied are—to study the attitude of B.Ed college students towards online classes, to study the difference in attitude of B.Ed college students towards online classes with regard to gender, to study the difference in attitude of B.Ed college students towards online classes with regard to locality. The quantitative research method has been used for the study. The results I obtained through the self-constructed attitude scale are – there is no difference in attitude towards online classes between male and female B.Ed college students. And there is no difference in attitude towards online classes between rural and urban B.Ed college students. Most of B.Ed trainees do not find Online Class acceptable in B.Ed course and most of B.Ed trainees are not satisfied with Online Class. Moreover, most of B.Ed trainees have difficulty in doing Practicum and Theoretical Class in Online Mode. And most of the trainees think that Offline Class is more effective than Online Class in B.Ed course. Most of the B.Ed trainees think that their training is being disrupted in Online Mode and they are not being evaluated properly. So most of the trainees think that Online Class should be closed completely after Covid-19.

Keywords: online class, B.Ed student, attitude & Covid-19

Introduction

With the spreading of Covid-19 all over the world, most of the countries have decided to close the educational institutions so that the spreading of Corona virus can be prevented. As a result the face to face teaching is not being possible. Therefore, the current education system is being continued depending on Online Class in Covid-19 situation. But in our country online education system is not becoming convenient for all students, the main reason is poor network system, slow internet speed system and 14.56% P.G level students do not have good quality of 4G smart phone. So I make this study to know the attitude of B.Ed students towards Online Class. The COVID-19 pandemic has caused huge disruption of the educational field. The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2020) reported that more than 1.37 billion students (80% of the global student population) have been affected with the crisis. According to the Report 2020 by (UNESCO) United Nations Educational, Scientific and Cultural Organization, for any education system in this pandemic to respond is a big challenge. The schools are closed and parents, teachers, students, and the government are facing a remarkable challenge to ensure learning continuity. To continue the learning-teaching cycle, online modes of education had been adopted by India and other countries across the world during the global pandemic. However, They are facing some difficulties to practice distance learning due to lack of preparations and infrastructure. There is also a lack of alternatives for classroom instruction for economically weaker slow-income students, as per the report.

Research Objectives of the Study

1. To study the attitude of B.Ed college students towards online classes.

2. To study the difference in attitude of B.Ed college students towards online classes with regard to gender.
3. To study the difference in attitude of B.Ed college students towards online classes with regard to locality.

Hypothesis

Ho1: There is no significant difference in attitude towards online classes between male and female B.Ed college students.

Ho2: There is no significant difference in attitude towards online classes between rural and urban B.Ed college students.

Methodology

A brief description of the methodology of the study has been presented below:

Research Design

Quantitative research method has been used for the study on the attitude of B.Ed college students towards online classes at COVID-19 situation.

Tools

A self-constructed attitude scale was developed and applied for collecting the relevant data. Content validity is done during initial stages of tool development. The main method to assess content validity is through expert judgment. For content validity researcher requested three experts to review the questionnaire and assess each item based on 4 criteria including relevancy, clarity, simplicity and necessity. Students were supposed to rate the agree level by using the four level Likert Scale (1 – strongly disagree; 2 – disagree; 3 – agree, 4 – strongly agree).

Population

The population of the study is all B.Ed college students in State of West Bengal.

Sample

The total number of sample is 77 B.Ed college students.

Sampling Techniques

The study can be followed by Probability sampling – Simple Random Sampling Technique.

Variables

- **Independent Variable:** Selection of sample on the basis of Gender & Locality.
- **Dependent Variable:** Attitude of B.Ed college students regarding online classes at COVID- 19 situation.
- **Categorical Variable:** Gender: Male & Female, Locality : Rural & Urban.

Delimitation of the Study

The major limitations of the study are:

1. This research will be conducted with 77 numbers of B.Ed college students.
2. This research is delimited with in the area in the State of West Bengal.
3. This research will be conducted with these variables Attitude, Gender and Area.

Significance of the Study

1. This research can be applied to know the attitude of B.Ed college students regarding online classes at COVID-19 Situation.
2. This study can be applied to know the attitude of rural B.Ed college students regarding online classes at COVID-19 Situation.
3. This study can be applied to know the attitude of urban B.Ed college students regarding online classes at COVID-19 Situation.
4. This study can be applied to know the attitude of male B.Ed college students regarding online classes at COVID-19 Situation.
5. This study can be applied to know the attitude of female B.Ed college students regarding online classes at COVID-19 Situation.

Data Analysis

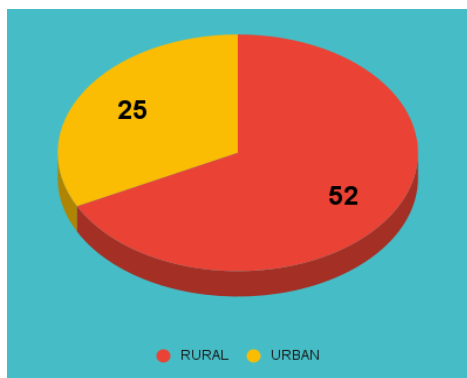


Fig 1: Distribution of samples: Geographical area basis

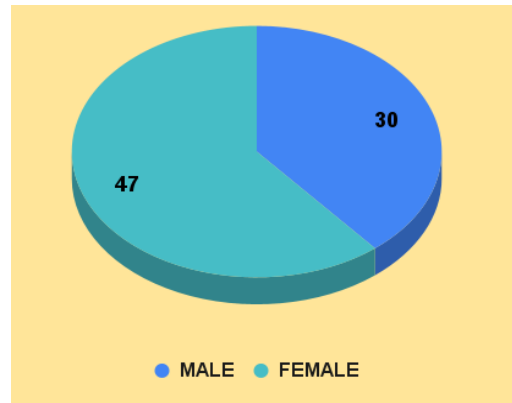


Fig 2: Distribution of samples: Gender basis

Table 1: Data analysis for Ho1

	Strongly Agree	Agree	Disagree	Strongly Disagree
For Positive direction question	4	3	2	1
For Negative direction question	1	2	3	4

Scoring Procedure

Table 2: Descriptive statistics of score obtained from Male and Female students

Male	Female
Mean = 40.67	Mean = 38.96
Standard Error = 1.29627672	Standard Error = 1.02543089
Median = 40.32	Median = 38.55
Mode = 39.62	Mode = 37.72
Standard Deviation = 7.10	Standard Deviation = 7.03
Kurtosis = 0.21297242	Kurtosis = 0.29498746
Skewness = 0.14788732	Skewness = 0.17496443
Range = 30	Range = 27
Minimum = 29	Minimum = 27
Maximum = 59	Maximum = 54
Sum = 1220	Sum = 1831
Count = 30	Count = 47

Table 3: Analysis of the result by using t-test in MS Excel

t-Test : Two – Sample Assuming Equal Variances		
	MALE	FEMALE
Mean	40.67	38.96
N	30	47
S.D	7.10	7.03
t- Stat	1.03	
d.f	75	
0.05 Critical Value (Two – tail)	2.00	
0.01 Critical Value (Two – tail)	2.65	

Ho1: Result – Null Hypothesis is Accepted at the 5% and 1% levels.

The ‘t’ value is 1.03. The table value should be $t_{0.05} = 2.00$ and $t_{0.01} = 2.65$ with $df = 75$ as per table 1.2. Whereas, the present t-value is 1.03, which does not exceed the table value of ‘t’ at both levels of the significance. The hypothesis “Ho1: There is no significant difference in attitude towards online classes between male and female B.Ed college students.” Is accepted.

Table-2. Data analysis for Ho2
Scoring procedure was same as done in table-1.

Table 4: Descriptive statistics of score obtained from Rural and Urban students

Rural	Urban
Mean = 39.37	Mean = 40.16
Standard Error = 0.94437708	Standard Error = 1.384
Median = 38.5	Median = 38.86
Mode = 36.76	Mode = 36.25
Standard Deviation = 6.81	Standard Deviation = 6.92
Kurtosis = 0.29570990	Kurtosis = 0.23227586
Skewness = 0.38325991	Skewness = 0.56358381
Range = 27	Range = 30
Minimum = 27	Minimum = 29
Maximum = 54	Maximum = 59
Sum = 2047	Sum = 1004
Count = 52	Count = 25

Table 5: Analysis of the result by using t-test in MS Excel

t-Test : Two- Sample Assuming Equal Variances		
	Rural	Urban
Mean	39.37	40.16
N	52	25
S.D	6.81	6.92
t- Stat 0.47		
df 75		
0.05 Critical Value (Two – tail) 2.00		
0.01 Critical Value (Two – tail) 2.65		

Ho2: Result – Null Hypothesis is Accepted at the 5% and 1% levels.

The ‘t’ value is 0.47. The table values should be $t_{0.05} = 2.00$ and $t_{0.01} = 2.65$ with $df = 75$ as per table 2.2. Whereas, the present t-value is 0.47, which does not exceed the table value of ‘t’ at both levels of the significance. The hypothesis “ Ho2: There is no significant difference in attitude towards online classes between rural and urban B.Ed college students.” Is accepted.



Fig 3: Graphical representation of mean score of Male & Female and Rural & Urban students.

Interpretation and Discussion

- 5.5% of students are Strongly Agree, 39.7% of students are Agree, 35.6% of students are Disagree and 19.2% of students are Strongly Disagree with the thought that the Online Class can be acceptable for the trainees of B.Ed Course.
- 6.8% of students are Strongly Agree, 67.1% of students are Agree, 20.5% of students are Disagree and 5.5% of

- students are Strongly Disagree with the thought that the trainees are able to make an interaction with the professors in Online Class.
- 11% of students are Strongly Agree, 54.8% of students are Agree, 28.8% of students are Disagree and 5.5% of students are Strongly Disagree with the thought that the trainees are to face with difficulty to make interaction with the professors.
- 2.8% of students are Strongly Agree, 34.2% of students are Agree, 42.5% of students are Disagree and 20.5% of students are Strongly Disagree with the thought that the trainees of B.Ed Course are satisfied with Online Class.
- 15.1% of students are Strongly Agree, 58.9% of students are Agree, 20.5% of students are Disagree and 5.5% of students are Strongly Disagree with the thought that the attention of the trainees are disrupted in Online Class.
- 31.5% of students are Strongly Agree, 38.4% of students are Agree, 23.3% of students are Disagree and 6.8% of students are Strongly Disagree with the thought that there is a problem to attend Practicum Class through Online Mode.
- 5.5% of students are Strongly Agree, 50.7% of students are Agree, 38.4% of students are Disagree and 5.5% of students are Strongly Disagree with the thought that there is a problem of attending Theoretical Class through Online Mode.
- 21.9% of students are Strongly Agree, 50.7% of students are Agree, 20.5% of students are Disagree and 6.8% of students are Strongly Disagree with the thought that the progress of their education is being decreased due to the Online Class.
- 5.5% of students are Strongly Agree, 72.6% of students are Agree, 19.2% of students are Disagree and 2.7% of students are Strongly Disagree with the thought that the trainees are being able to understand the subjects of B.Ed Course through Online Class.
- 58.9% of students are Strongly Agree, 32.9% of students are Agree, 5.4% of students are Disagree and 2.8% of students are Strongly Disagree with the thought that the Offline Class is more effective than Online Class in B.Ed Course.
- 5.5% of students are Strongly Agree, 12.3% of students are Agree, 37.7% of students are Disagree and 42.5% of students are Strongly Disagree with the thought that the Online Class is more effective than Offline Class in B.Ed Course.
- 32.9% of students are Strongly Agree, 49.3% of students are Agree, 13.7% of students are Disagree and 4.1% of students are Strongly Disagree with the thought that the trainees will have to face with difficulty if the Internship is arranged in Online Mode.
- 35.6% of students are Strongly Agree, 46.6% of students are Agree, 13.7% of students are Disagree and 4.1% of students are Strongly Disagree with the thought that the main purpose of the Internship in Online Mode is not being fulfilled.
- 30.1% of students are Strongly Agree, 46.6% of students are Agree, 20.5% of students are Disagree and 2.8% of students are Strongly Disagree with the thought that there is no opportunity of discussion with the classmates in Online Class.
- 27.4% of students are Strongly Agree, 58.9% of students are Agree, 9.6% of students are Disagree and

- 4.1% of students are Strongly Disagree with the thought that the Online Class should be continued in B.Ed Course at current Covid-19 situation.
16. 28.8% of students are Strongly Agree, 27.4% of students are Agree, 30.1% of students are Disagree and 13.7% of students are Strongly Disagree with the thought that the Online Class should be closed completely after Covid-19 pandemic.
 17. 31.5% of students are Strongly Agree, 45.2% of students are Agree, 21.9% of students are Disagree and 1.4% of students are Strongly Disagree with the thought that the training of B.Ed trainees is being hampered due to online class.
 18. 32.9% of students are Strongly Agree, 45.2% of students are Agree, 19.2% of students are Disagree and 2.7% of students are Strongly Disagree with the thought that the evaluation of B.Ed trainees is not being done properly through Online Mode.
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Conclusion

Judging from all aspects, there is no difference in attitude towards online classes between male and female B.Ed college students. And there is no difference in attitude towards online classes between rural and urban B.Ed college students. Most of B.Ed trainees do not find Online Class acceptable in B.Ed course and most of B.Ed trainees are not satisfied with Online Class. Moreover, most of B.Ed trainees have difficulty in doing Practicum and Theoretical Class in Online Mode. And most of the trainees think that Offline Class is more effective than Online Class in B.Ed course. Most of the B.Ed trainees think that they will have to be faced with difficulty if Internship is arranged in Online Mode and the main purpose of Internship will not be fulfilled. Most of the B.Ed trainees think that their training is being disrupted in Online Mode and they are not being evaluated properly. So most of the trainees think that Online Class should be closed completely after Covid-19.

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