

Self Efficacy And Attitude Of B. Ed Students Towards Online Learning

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Abstract - The present study was conducted to assess the Self-Efficacy and Attitude of B.Ed students towards Online Learning. The current research was followed by a descriptive survey method. For the study 100 students of B.Ed. from I to IV Semester of Miranda College Of Education were assessed. A self-made attitude scale with 25 items having five points scale (Strongly agree, Agree, neutral, Disagree, Strongly disagree,) was used and for study of Self Efficacy - Self-Efficacy Scale - By Dr. G. P. Mathur and Raj Kumari Bhatnagar was used to collect the data. The percentage of respondents against all items was calculated to assess the attitude of whole sample towards online learning. Mean, SD, and t-test was used to compare the Self Efficacy and attitude towards Online learning in reference to medium of Instruction and gender. The result obtained by the analysis of data stated that there was a significant difference in the Self Efficacy and attitude of boys and girls towards online learning. The result showed higher self-efficacy of English medium students in comparison to Kannada medium students. The boys have a more positive attitude towards online learning in comparison to girls. The analysis of data collected for Self-Efficacy stated that boys had less Self Efficacy than girls in English medium students, but it was reverse in Kannada medium.

Introduction - In the ever-evolving landscape of education, the battle between Online learning and traditional learning approaches continues to rage on. These two educational paradigms represent distinct methodologies, each with its own set of advantages and disadvantages. As the digital age progresses, the conversation about which is superior intensifies, leaving educators and learners pondering which path to choose.

Online learning may involve online exams, quizzes, and other forms of assessment that can be completed remotely. Understanding the Question & Answer pattern, and with suggestions provided by experienced teachers, students can find it more helpful to learn than when using generalized online notes and suggestions available on the internet. Thus, online learning may be more suitable for grownups who are continuing their education while they're working in their regular jobs. When facing a challenge, one feels like how can rise up and accomplish the goals. or have doubt on own abilities. To rise up and overcome the difficulties that life throws on the way one have to tend to keep going in the face of obstacles, a high degree of self-efficacy is required.

Self-efficacy is a person's belief in their ability to complete a task or achieve a goal. It encompasses a person's confidence in themselves to control their behavior,

exert an influence over their environment, and stay motivated in the pursuit of their goal. According to Bandura, self-efficacy is part of the self-system comprised of a person's attitudes, abilities, and cognitive skills. Such beliefs play a role in determining how people think, behave, and feel in wide area of behavior, proposing how individuals can conclude their skills to comparable situations in the future.

Need Of The Study- Researchers have explored the effectiveness and influence factors of online learning in higher education and found the methods and strategies to improve and bolster subject knowledge, but can also hone transferable skills, like communication, critical thinking, adaptability, and more in online environments. Therefore, it is crucial to develop online learning from the perspectives of cognitive, behavioral, and social aspects. On online, mode one will get a chance to participate in different discussion with classmates which will help in strengthen ability to make clear, strong, ways to express our true selves in a safe and supportive environment, build "the belief in own capabilities to organize and execute the courses of action required to manage prospective situations therefore Bandura and others have found that an individual's self-efficacy plays a major role in how goals, tasks, and challenges are approached.

To justify whether the Online interaction and social presence are critical elements for encouraging learners' thinking and learning and motivating them expressing, which developing their engagement in learning environments, above study was decided to conduct.

Statement Of The Problem: A Study On The Self Efficacy And Attitude Of B. Ed Students Towards Online Learning

Purpose Of The Study – The purpose of this investigation is to examine the self-Efficacy and Attitude of B.Ed students towards online learning in relation to few moderate variables such as sex, type of medium of Instruction.

Objectives Of The Study:

1. To study Self Efficacy and Attitude of B.Ed students towards Online learning.
2. To compare Self Efficacy and Attitude of B.Ed students towards Online learning in regards to mode of Instruction.
3. To compare Self Efficacy of English medium and Kannada medium B.Ed. students in regards to gender (Boys and Girls)
4. To compare Attitude towards online learning of English medium and Kannada medium B.Ed. students in regard to gender (Boys and Girls).
5. To compare Attitude of B.Ed students towards online learning in regards to total responses by both mode of Instruction.

Research Hypotheses: The following hypotheses guided the study:

1. There will be no significant difference in the Self Efficacy of B.Ed. students in regards to medium of Instruction.
2. There will be no significant difference in Self Efficacy of English medium and Kannada medium B.Ed. students in regards to gender.
3. There will be no significant difference in Attitude of B.Ed. students towards Online learning in regard to medium of Instruction.
4. There will be no significant difference in Attitude towards Online learning of English medium and Kannada medium B.Ed. students in regard to gender.
5. There will be no significant difference in Attitude towards Online learning of English medium and Kannada medium B.Ed. students in regard to total responses by total sample.

Methodology: The current research was followed by descriptive survey method and quantitative approach as the substantial method of the study. In a quantitative method, the researcher collected, analyzed and interpreted varied kinds of numerical data obtained from the subjects. A sample of 100 B.Ed. students from I to IV semester of Miranda college of Education was considered. Data was collected through A self-made attitude scale with 25 items having five points scale (Strongly agree, Agree, neutral, Disagree, Strongly disagree, with 15 items positive & 10

items negative was used. For study of Self Efficacy, Self-Efficacy Scale - By Dr. G. P. Mathur and Raj Kumari Bhatnagar was used. The collected data were analyzed by utilizing independent 't' in all. The level of significance was fixed at 0.05 and 0.01 confidence levels. The percentage of responses was calculated by data collected by respondents.

Data Analysis And Interpretation

Table-1 (Seen in last page)

Table-1 Representing the Mean value obtained from English medium students and Kannada medium students on Self efficacy is 88 and 83.5 respectively. Computed value of standard deviation of both is 7.29 and 6.33 respectively. The Higher Values of mean suggest higher level of Self efficacy in the English medium students in Comparison to Kannada medium students.

The calculated value of t-ratio is 3.18 which is greater than the tabulated value of 0.05 level of significance (1.67) and 0.01 level of significance (2.39), therefore it seems to be a significant difference in both the groups.

The table-1 also representing the Mean obtained from English medium students and Kannada medium students on Attitude towards online learning is 106.5 and 95 respectively. Computed value of standard deviation is 5.57 and 4.90 respectively. The Higher Values of mean suggest high level or positive attitude towards online learning in the English medium students in comparison to Kannada medium students.

The calculated t-ratio is 10.9 which is greater than the tabulated value at 0.05 level of significance (1.67) and at 0.01 level of significance (2.39), therefore it seems to be significant difference in both the groups.

Table-2 (Seen in last page)

Table 2 is showing that Mean score of boys is 80 and of girls is 96 in English medium calculated in students, indicating higher values of Self efficacy in girls in comparison to boys.

The calculated t-ratio was 7.04 which is greater than the tabulated value at 0.05 level of significance (2.06) and 0.01 level of significance (2.78), therefore suggested a significant difference in Self efficacy in regards to gender (boys and girls), in English medium students.

In Kannada, medium students' mean score of boys is 90 and of girls is 77, indicating higher values of Self efficacy in boys in comparison to girls. The value of t-ratio was calculated as 6.70 which is greater than the tabulated value at 0.05 level of significance (2.06) and on 0.01 level of significance (2.78), therefore suggested a significant difference in Self efficacy in regards to gender (boys and girls) in Kannada medium students.

Table-3 (Seen in last page)

Table 3 shows that Mean score of boys is 114 and of girls is 99 in English medium students, indicating higher positive attitude towards online learning in boys in comparison to girls.

The t-ratio was 9.49 which is greater than the tabulated value at 0.05 level of significance (2.06) and 0.01 level of significance (2.78), therefore suggested a significant difference in attitude towards online learning in regards to gender (boys and girls), in English medium students.

The Kannada medium students show mean score of boys 100 and of girls is 90 indicating higher positive attitude towards online learning in boys in comparison to girls.

The t-ratio is calculated and value obtained is 5.46 which was greater than the tabulated value at 0.05 level of significance (2.06) and on 0.01 level of significance (2.78), therefore suggests a significant difference in attitude towards online learning in regards to gender (boys and girls) in Kannada medium students.

Table-4 (Seen in last page)

Table 4 shows that 52.8% responses are collected against strongly agree in English medium students whereas 48.16% responses are collected against strongly agree in Kannada medium students. 7.2% responses against agree, 34.8% against strongly disagree, 4.8% against disagree from English medium students whereas 11.84% responses against agree, 30.56% against strongly disagree and 8.80% towards disagree from Kannada medium students. Less than 1% responses were against neutral. It concluded that English medium students showed higher level of attitude towards online learning in comparisons to Kannada medium students.

Findings:

1. The Higher Values of mean of English medium students suggested higher level of Self efficacy in the English medium students in Comparison to Kannada medium students.
2. The calculated t-ratio was 3.18 which is greater than the tabulated value of 0.05 level of significance showed significant difference in both the groups when Self efficacy was compared.
3. Mean score of boys was less than of girls in English medium students, indicating higher values of Self efficacy in girls in comparison to boys.
4. The t-ratio is calculated was 7.04 which is greater than the tabulated value of 0.05 level of significance, therefore suggests a significant difference in Self efficacy in regard to gender (boys and girls), in English medium students.
5. Mean score of boys was greater than girls in Kannada medium students, indicating higher values of Self efficacy in boys in comparison to girls.
6. The t-ratio calculated was 6.70 which is greater than the tabulated value at 0.05 level of significance, therefore suggested a significant difference in Self efficacy in regards to gender (boys and girls) in Kannada medium students.
7. The Higher Values of mean suggested high level or positive attitude towards On line learning in the English medium students in Comparison to Kannada

medium students.

8. The calculated t-ratio was 10.9 which is greater than the tabulated value of 0.05 level of significance, therefore it showed a significant difference in both the groups.
9. Mean score of boys was more than of girls in English medium students, indicating higher positive attitude towards online learning in boys in comparison to girls.
10. The calculated value of t-ratio was 9.49 which was greater than the tabulated value of significance, therefore suggested a significant difference in attitude towards online learning in regards to Gender.
11. Mean score of boys was higher than of girls is in Kannada medium students, indicating higher positive attitude towards online learning in boys in comparison to girls.
12. The t-ratio was calculated as 9.49 which was greater than the tabulated value at 0.05 level of significance (2.06) and 0.01 level of significance (2.78), therefore suggested a significant difference in attitude towards online learning in regards to gender (boys and girls), in English medium students
13. The t-ratio value was calculated as 5.46 which was greater than the tabulated value at 0.05 level of significance, therefore suggested a significant difference in attitude towards online learning in regards to gender (boys and girls) in Kannada medium students.
14. English medium students showed higher level of positive attitude towards on line learning in comparisons to Kannada medium students when total number of responses were analyzed towards S. agree, agree, Disagree, and S. Disagree.

Analysis Of Hypothesis

The following hypotheses guided the study

Ho-1-There will be no significant difference in Self Efficacy of B. Ed students in regards to medium of Instruction.

The calculated t-ratio was 3.18 which is greater than the tabulated value at 0.05 and .01 level of significance showed significant difference in Self Efficacy in both the groups.

Thus Ho-1 is rejected.

Ho-2-There will be no significant difference in Self Efficacy of English medium and Kannada medium B. Ed students in to regards to gender (Boys and Girls)

The calculated t-ratio was 7.04 which is greater than the tabulated value at 0.05 level of significance (2.06) and 0.01 level of significance (2.78), therefore suggested a significant difference in Self efficacy in regards to gender (boys and girls), in English medium students.

The value of t-ratio was calculated as 6.70 which is greater than the tabulated value at 0.05 level of significance (2.06) and on 0.01 level of significance (2.78), therefore suggested a significant difference in Self efficacy in regards to gender (boys and girls) in Kannada medium students.

Thus Ho-2 is rejected.

Ho-3-There will be no significant difference in Attitude of B.Ed students towards

Online learning with regard medium of Instruction.

The value of t-ratio was calculated as 10.9 which was greater than the tabulated value at 0.05 level of significance, therefore suggested a significant difference in Attitude of B.Ed students towards Online learning in both the groups.

Thus Ho-3 is rejected

Ho-4 There will be no significant difference in Attitude towards Online learning of English medium and Kannada medium B.Ed students in regards to gender (Boys and Girls).

The t-ratio was 9.49 which is greater than the tabulated value at 0.05 level of significance (2.06) and 0.01 level of significance (2.78), therefore suggested a significant difference in attitude towards online learning in regards to gender (boys and girls), in English medium students.

The t-ratio was calculated and value obtained was 5.46 which was greater than the tabulated value at 0.05 level of significance (2.06) and on 0.01 level of significance (2.78), therefore suggested a significant difference in attitude towards online learning in regards to gender (boys and girls) in Kannada medium students.

Thus Ho-4 is rejected

Ho-5-There will be no significant difference in Attitude towards Online learning of English medium and Kannada medium B.Ed students in regards to total responses

English medium students showed higher percentage revealed higher level of positive attitude towards online learning in comparisons to Kannada medium students when total number of responses were analysed towards Agree, Neutral, Disagree, and Strongly Disagree.

Thus Ho-5 is rejected

Results:

1. There is a significant difference in Self Efficacy in relation to medium of instruction.
(English medium students and Kannada medium students). The level of Self efficacy is higher in the English medium students in Comparison to Kannada medium students.
2. A significant difference in Self efficacy is observed in regards to gender (boys and girls), English medium students, indicated higher values of Self efficacy in girls in comparison to boys, whereas Kannada medium students, indicated higher values of Self efficacy in boys in comparison to girls.
3. A significant difference was found in level of attitude towards online learning in both the groups in regards to medium of Instruction. English medium students showed higher level of positive attitude towards online learning in comparisons to Kannada medium students.
4. A significant difference in attitude towards online learning was observed in regards to Gender. English medium students were indicating higher positive attitude

towards online learning in boys in comparison to girls, same as Kannada medium students, indicated higher positive attitude towards online learning in boys in comparison to girls.

5. English medium students showed higher level of positive attitude towards online learning in comparisons to Kannada medium students when total number of responses were analyzed.

Conclusion: The above study concluded that boys of both medium have higher positive attitude towards online learning than girls as girls prefer physical attendance in class by direct, real-time interaction between students and educators, facilitates instant feedback, clarifications, and the creation of a dynamic learning atmosphere. They feel classroom notes are very useful for studying and passing exams. In contrast, boys agreed with the views that online learning may involve online exams, quizzes, and other forms of assessment that can be completed remotely. Understanding the Question & Answer pattern, and with suggestions provided by experienced teachers, can find it more helpful to learn than when using generalized online notes and suggestions available on the internet. Thus online learning may be more suitable for grownups who are continuing their education while they're working in their regular jobs. The girls showed higher Self-efficacy as they have the belief in their capabilities to organize and execute the courses of action required to manage prospective situations to succeed in a particular situation. Their beliefs, punctuality, sincerity, and devotion towards work play a role in determining how they think, behave, and feel in wide area of behavior, proposing how their skills to comparable situations in the future.

Educational Implication: Such a form of implementation allows the role of the teacher to shift from a source of information to a facilitator. Online learning promotes the use of instruction and modern technology to facilitate interactive collaboration, which is an important feature of the modern classroom.

Additionally, Online learning can offer a customized learning experience with a variety of activities and collaboration tools, online discussions, and student-tailored feedback.

Furthermore online learning platform can help in keeping a balance between the material covered in the course and the number of tasks and activities.

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Table-1. Showing significant difference on Self Efficacy and Attitude towards online learning with regards to medium of Instruction.

S.	English Medium				S.	Kannada Medium				
	Variable	N	Mean	S D		N	Mean	S.D.	t- value	Significance
1.	Self- Efficacy	50	88	7.29	1.	50	83.5	6.33	3.18	Significant
2.	Attitude towards online learning	50	106.5	5.57	2.	50	95	4.90	10.9	Significant on .05 and .01 levels*, S**

01=2.39, .05=1.67

Table-2-To compare Self Efficacy of English Medium and Kannada Medium B.Ed. students in regards to Gender

S.	English Medium						S.	Kannada Medium				
	Sample	N	Mean	SD	t	Significance		N	Mean	S.D.	t- value	Significance
1.	Boys	25	80	10.7	7.04	Significant	1.	25	90	6.18	6.70	Significant S*, S**
2.	Girls	25	96	3.89			2.	25	77	7.48		

Value at - .01 level = 2.78, at .05 = 2.06

Table-3 To compare attitude towards online learning of English Medium students and Kannada Medium students in relation to Gender

S.	English Medium						S.	Kannada Medium				
	Sample	N	Mean	SD	t	Significance	Sample	N	Mean	S.D.	t- value	Significance
1.	Boys	25	114	4.84	9.49	Significant on both levels*, S**	Boys	25	100	5.16	5.46	Significant S*, S**
2.	Girls	25	99	6.30			Girls	25	90	4.65		

Table-4 Analysis on the basis of Total Responses (1250) collected on Attitude Scale by respondents of both mode of Instructions.

	English Medium					Kannada Medium				
	S.Agree	Agree	N	Dis	S.Dis	S.Agree	Agree	N	Dis Agree	S.Dis
T.R	660	90	05	60	435	602	148	08	110	382
Per	52.8	7.2	0.4	4.8	34.8	48.16	11.84	0.62	8.80	30.56

TR = Total responses, Per = Percentage
