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A STUDY ON ATTITUDES OF B.ED. STUDENT-TEACHERS TOWARDS ONLINE COACHING

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Abstract:

This research paper was undertaken to study the attitudes of B.Ed. student-teachers towards online coaching. The data was collected in two-phase, Firstly by self-made questionnaire form wherein twenty-five questions were pioneered having 20 positives and 5 negative items along with the five-point Likert scale of strongly agree, agree, don't know, disagree, strongly disagree carrying a weightage of 5,4,3,2,1 for the positive item and just the reverse in case of the negative item and secondly, an interview session was taken to all the participants to know the suggestions they have to overcome the challenges of online coaching. A total of 300 students have selected randomly of which 150 students were from the rural area and the other 150 students were from the urban area. To analyze the data; Frequency, Percentage, Mean, Standard deviation (S.D.), and 't' test was used. Results revealed that overall 74 per cent of B.Ed. student-teachers gave a positive attitude towards online coaching and 26 per cent of B.Ed. student-teachers gave a negative attitude towards online coaching. Also, there was a significant difference in the attitudes toward online coaching among different variables. There were no significant differences found in the attitudes of rural and urban B.Ed. student-teachers.

1.0 Introduction:

Technology is everywhere in our Educational system. Mainly in higher education, it's a necessity for both the students and teachers. In the modern world, everybody wants to be smart and technology-friendly. The educational system also adopts the technological world for the betterment of the teaching-learning process. Generally, everybody habituated to the traditional offline (face-to-face) mode of teaching-learning. An online mode of teaching-learning has also been introduced to make our educational system more advanced and flexible.

Online mode of teaching-learning can convey new educational prospects for everyone. It offers vast opportunities to renovate global education at all age levels. Online coaching is an innovative method of teaching-learning where teachers and students can easily take part in the teaching-learning process by using a computer, smartphone, tab, or the same kinds of devices through an internet connection. Students can attend and study according to their convenience and in the comfort of their homes. Different students have different needs, and that's why many popular coaching centers provide two kinds of teaching modes: Online and Offline. Students who are technology-friendly mostly prefer the online mode of coaching because it is cost-effective, gives

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flexibility in time, and reduces geographical distance. Students can easily access the e-resources through the internet and teachers also gives all academic notes through the online process.

According to Behera. et al. (2016) e-learning brings a considerable alteration in the method of spreading knowledge to improve the quality of teacher education and will make teachers of global standards. E-learning is very much beneficial to education, corporations, and all types of teachers/learners. It is an effective learning process created by combining digitally delivered content with learning support and service. As it is known to all that teachers are the backbone of our education system, their opinion towards online coaching is a vital asset for the teaching-learning process.

So, the main purpose of the present study is to know the attitudes of the B.Ed. student-teachers (means a student who is studying to be a teacher) towards online coaching as it is known that the B.Ed. student-teachers are the would-be teacher and they are the future piller in our educational world. The study also covers an interview session with participants (who are selected as a sample) to know the usability, challenges, and suggestions to overcome those challenges of online coaching.

2.0 Review of Related Literature:

Omar, et al. (2011) showed that learners' attitudes play a role in predicting e-mentoring. To ascertain the success of the e-mentoring program, this research provides evidence learners' attitudes are critical factors to ensure students would stay involved with their mentors.

According to Huss, J. &Eastep, S. (2013) students have definite perceptions about online education and they believe that there is a necessity for it. It provides flexibility to the students. Students did not directly express anxiety or apprehension about online education.

Johnson, R. (2013) shows that there seems to be a real need due to budgetary concerns and student retention issues for more university courses to be adapted into both blended and online environments in which students are encouraged to actively engage with the course material and produce better results than they might produce in the traditional learning environment.

Zhu. et al. (2013) conducted a study on university students' attitudes toward online learning in a blended course. The result revealed that the students became more positive toward online learning by the end of the course at a significant level. By completing the course, the students may become more familiar with the subject area, more competent in using different online learning tools, and more capable of using the knowledge and skills acquired from the course in their future teaching.

According to Wong, L., & Fong, M. (2014) digital literacy, ICT anxiety, and ICT teaching self-efficacy have an impact on the lecturers' behavioural intention to use mobile learning. The findings of this research help to identify the role these factors have in influencing the acceptance of mobile learning, thus enabling educators and their institutions to assess and plan a successful introduction of mobile learning.

Kar. et al. (2014) studied on Attitude of University Students toward e-learning in West Bengal. The study revealed that students have a high attitude toward e-learning and their attitude scores did not differ significantly with their variables such as gender, a stream of study, and residence.

According to Ullah. et al. (2017) Slow and meagre internet facilities, with the least understanding of students about online learning, often develop negative approaches among students regarding online learning. Policymakers should include online learning topics in the curriculum and the government needs to organize workshops and seminars for teachers to equip them with knowledge and application of computers in the academic process.

Bali, S. & Liu, M (2018), this study indicates that face-to-face learning perception was higher than online learning in terms of social presence, social interaction, and satisfaction. However, there is no statistically significant difference in learning preference found among the level of students. Meanwhile, some students were very comfortable with online learning since it led them to the chance of being innovative by using computer technology.

Linjawi, A. &Alfadda, L.(2018) studied the perception, attitudes, and readiness of a cohort group toward the challenges of online learning in dental education in Saudi Arabia. The participants in the current study reported a high level of computer skills and adequate e-learning experience. dental students in Saudi Arabia are ready for e-learning adoption from a technological skill point of view. The success of e-learning adoption is also highly dependent on technological accessibility and having a good Internet connection.

According to Peytcheva-Forsyth. et al. (2018) the majority of them not only use ICT in their everyday life but would also like to use ICT actively in their education. It could be concluded that students' main aspirations are related to the employment of an effective online learning environment with integrated technologies for providing online communication between participants, online assignment submission, and online support by the teacher.

So, from the above research studies, some research gaps can be made. Most of the studies discuss the attitudes of students especially the students at the university level. The studies cover the importance and benefits of e-learning and online learning. But previous research does not focus on the attitude of those students who are the would-be a teacher of our education system. We need to know the perception of our future generation of the teaching profession towards the online teaching-learning process so that improvements in teaching techniques and methods can be done. The present study tries to work on previous research gaps.

3.0 Rationale of the Study:

It can be concluded from the above-mentioned previous research that online learning and e-learning are accepted by most students in any field of study. If there are sufficient internet connections and knowledge of ICT among the users, then online learning is beneficial for the students. Keeping in mind the above findings, the rationale of the study is the present researcher could not find any research regarding online coaching and its challenges. The present study is going to discuss the attitudes of B.Ed. student-teachers towards online coaching which involves both of the teaching-learning processes.

4.0 Statement of the Problem:

The present study was stated as "A study on attitudes of B.Ed. student-teachers towards Online Coaching."

5.0 Objectives of the Study:

The present study was conducted to achieve the following objectives:

- To study the overall attitudes of the B.Ed. student-teachers towards online coaching.
- To compare the attitudes towards online coaching among female and male B.Ed. student-teachers.
- To compare the attitudes towards online coaching among rural and urban B.Ed. student-teachers.
- To compare the attitudes towards online coaching among working and non-workingB.Ed. student-teachers.

- To find out the challenges of online coaching and suggestions to overcome those challenges.

6.0 Hypothesis of the Study

The hypotheses of the present study were as follows:

H_{01}: There would be no significant difference in attitudes between the female and male B.Ed. student-teachers towards online coaching.

H_{02}: There would be no significant difference in attitudes between rural and urban B.Ed.student-teachers towards online coaching.

H_{03}: There would be no significant difference in attitudes between working and non-workingB.Ed. student-teachers towards online coaching.

7.0 Delimitations of the Study:

The study was delimited to the following:

- The study was delimited to the B.Ed. student-teachers studying in B.Ed. colleges.

- Only the South 24 Parganas district of West Bengal was selected for the study.

- The study was restricted to the students located in and around South 24 Parganas both urban and rural.

- The variable of the study was delimited to a demographic variables like gender (Female and Male), location of the students (Rural and Urban), and the job category of the B.Ed. student-teachers (working and non-working).

- The study was delimited to 300 samples from the B.Ed. level.

8.0 Methodology of the Study

8.1 Population: All the B.Ed. college student-teachers of the South 24 Parganas district in West Bengal were considered as a population of the study.

8.2 Sample: The sample of the study was comprised of 300 B.Ed. college student-teachers were taken from 10 randomly selected colleges (5 colleges from the rural area and 5 colleges from the urban area) in the South 24 Parganas district based on Gender wise, location-wise, and job category of students wise.

Table 1: Distribution of Samples

Locality	Female		Male	
	Working	Non-Working	Working	Non-Working
Urban	28	43	47	32
Rural	23	47	52	28

Source: Prepared by the author

8.3 Tools: It was proposed to construct the following data gathering tools to be used in the study;

Questionnaires on the usefulness of online coaching to assess the attitudes of B.Ed. student-teachers towards online coaching was prepared by the present researcher. 25 questions were having 20 positive and 5 negative items along with the five-point Likert scale of strongly agree, agree, don't know, disagree, and strongly disagree carrying a weightage of 5,4,3,2,1 for the positive item and just the reverse in case of the negative item and secondly, an interview session was taken to all the participants to know the suggestions they have to overcome the challenges of online coaching. The total scores of every sample were counted in two parts. Scores between 76 to 125 were taken as a positive attitude toward online coaching and scores between 25 to 75 were taken

as a negative attitude towards online coaching. Secondly, an interview session was taken with all the participants to know the suggestions they have to overcome the challenges of online coaching.

8.4 Research Approach: The present research was a descriptive survey type study.

8.5 Statistical Techniques: The collected data were analyzed through the application of required statistical techniques i.e. Frequencies, Percentage, Mean, Standard Deviation (S.D.), and 't' test.

9.0 Results:

The first objective was to study the overall attitudes of the B.Ed. student-teachers towards online coaching. The result has been shown in the following table.

Table 2: Overall attitudes of the B.Ed. student-teachers towards online coaching

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25 to 75	78	26.0	26.0	26.0
	76 to 125	222	74.0	74.0	100.0
	Total	300	100.0	100.0	

Source: Prepared by the author

Table 2 shows that 78 students out of 300 students score between 25 to 75 and 222 students out of 300 students score between 76 to 125. That means 74% B.Ed. student-teachers give a positive attitude toward online teaching and 26% B.Ed. student-teachers give a negative attitude toward online teaching.

A graphical representation of the overall attitude towards online coaching in percentage is given in Fig. 1.

The second objective was to compare the attitudes towards online coaching among female and male B.Ed. student-teachers. The result has been shown in the following table:

Table 3: Gender-wise mean and standard deviation of the score

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Score_1	Female	141	86.4326	23.33400	1.96508
	Male	159	92.8994	24.86271	1.97174

Source: Prepared by the author

Table 4: Gender-wise 't' value and the significance level of the attitudes of B.Ed. student-teachers towards online coaching.

		Levene's Test for Equality of Variances		t-test for Equality of Means							
										95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score_1	Equal variances assumed	1.377	.241	-2.314	298	.021	-6.46675	2.79440	-11.96600	-.96750
	Equal variances not assumed			-2.323	297.031	.021	-6.46675	2.78376	-11.94513	-.98836

Source: Prepared by the author

Table 3 shows the gender-wise mean and standard deviation value of the scores of attitudes of B.Ed. student-teachers towards online coaching and Table-4 shows that the 't' value is -2.314 and

in a 95% confidence interval, the level of Significance in the Two-tailed test was 0.021. Thus, the difference between the means was significant. Hence, the Research Hypothesis was accepted and the Null Hypothesis H$_1$ was rejected. That meant, there is a significant difference between the attitudes of female and male B.Ed. student-teachers towards online coaching.

The graphical representation of the two means of the gender-wise attitude of B.Ed. student-teachers towards online coaching are given in Fig. 2.

The third objective was to compare the attitudes towards online coaching among rural and urban B.Ed. student-teachers. The result has been shown in the following table:

Table 5: Locality wise mean and standard deviation of the scores

	Locality	N	Mean	Std. Deviation	Std. Error Mean
Score_1	Rural	150	89.2667	20.93732	1.70953
	Urban	150	90.4533	27.36740	2.23454

Source: Prepared by the author

Table 6: Location-wise 't' value and the significance level of the attitudes of B.Ed. student-teachers towards online coaching.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score_1	Equal variances assumed	17.201	.000	-.422	298	.673	-1.18667	2.81347	-6.72346	4.35013
	Equal variances not assumed			-.422	278.913	.674	-1.18667	2.81347	-6.72501	4.35167

Source: Prepared by the author

Table 5 shows the location-wise mean and standard deviation value of the scores of attitudes of B.Ed. student-teachers towards online coaching and Table-6 shows that the 't' value is -.422 and in a 95% confidence interval, the level of Significance in the Two-tailed test was 0.673. Thus, the difference between the means was insignificant. Hence, the Null Hypothesis H2 was accepted. That meant, there is no significant difference between the attitudes of rural and urbanB.Ed. student-teachers towards online coaching.

The graphical representation of the two means of the location-wise attitude of B.Ed. student-teachers towards online coaching are given in Fig. 3.

The fourth objective was to compare the attitudes toward online coaching among working and non-working B.Ed. student-teachers. The result has been shown in the following table:

Table 7: Job category-wise mean and standard deviation of the score

	Job_Category	N	Mean	Std. Deviation	Std. Error Mean
Score_1	Non-Working	150	82.5067	24.08284	1.96636
	Working	150	97.2133	22.34284	1.82429

Source: Prepared by the author

Table 8: Job category wise 't' value and the significance level of the attitudes of B.Ed. student-teachers towards online coaching.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score_1	Equal variances assumed	.129	.720	-5.483	298	.000	-14.70667	2.68227	-19.98526	-9.42808
	Equal variances not assumed			-5.483	296.340	.000	-14.70667	2.68227	-19.98538	-9.42796

Source: Prepared by the author

Table 7 shows the job category-wise mean and standard deviation value of the scores of attitudes of B.Ed. student-teachers towards online coaching and Table-8 shows that the 't' value is -5.483 and in a 95% confidence interval, the level of Significance in the Two-tailed test was 0.000. Thus, the difference between the means was significant. Hence, the Null Hypothesis H3 was rejected. That meant, there is a significant difference between the attitudes of working and non-workingB.Ed. student-teachers towards online coaching.

The graphical representation of the two means of the job category wise attitude of B.Ed. student-teachers towards online coaching are given in Fig. 4.

The fifth objective was to find out the challenges of online coaching and suggestions to overcome those challenges. An interview session was conducted to know the challenges and suggestions about how to overcome those challenges of online coaching from the B.Ed. student-teachers who are selected as the sample of the present study. According to the participants, the most relevant challenges of online coaching are technological knowledge barriers (both students and teachers), and insufficient internet access. Some suggestions are given by the participants, such as 1) Students and teachers need to be more updated about the technological world and should use different kinds of technological activities in their daily life, 2) Regularly students and teachers should access academic information by using e-resources so that it looks easier to cope with the technological world. 3) In the interior area of the village, there may be a problem with internet connection but lots of students are addicted to social media and maximum internet data is spent by them only for it. Not only for the village, but it is a real picture of the urban area also. So, students need to be more conscious about it and should use the internet for educational purposes.

10.0 Findings and Discussion:

The major findings of the study are:

- 74% B.Ed. student-teachers of the total sample gave a positive attitude towards online teaching and 26% B.Ed. student-teachers of the total sample gave a negative attitude towards online teaching.

- There was a significant difference between the attitudes of female and male B.Ed. student-teachers towards online coaching. Male participants showed more interest and positive attitudes than their female counterparts.

- There is no significant difference between the attitudes of rural and urbanB.Ed. student-teachers towards online coaching. There was hardly any difference found in the attitudes towards online coaching between rural and urban participants.

- There is a significant difference between the attitudes of working and non-workingB.Ed. student-teachers towards online coaching. Working participants showed more interest and positive attitudes than the non-working population.

The study implies that it will help to start and develop online coaching for the teaching-learning process in any academic field. It will start a revolution in the whole educational system. It will be beneficial for both the students and the teachers. It is an innovative method and computer-based learning where students can attend/study according to their convenience and in the comfort of their homes.
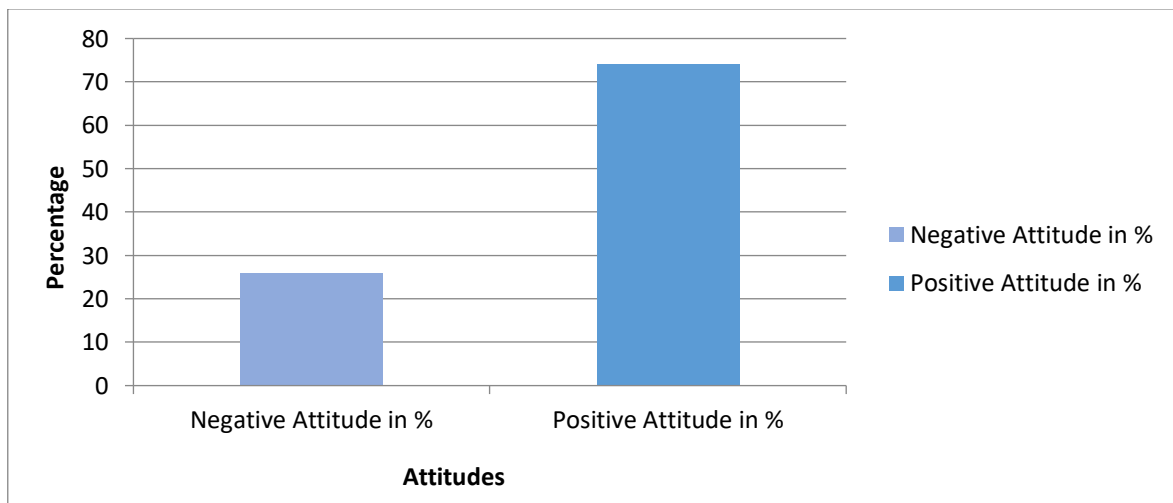

Fig. 1: Overall attitudes of B.Ed. student-teachers towards online coaching in percentage
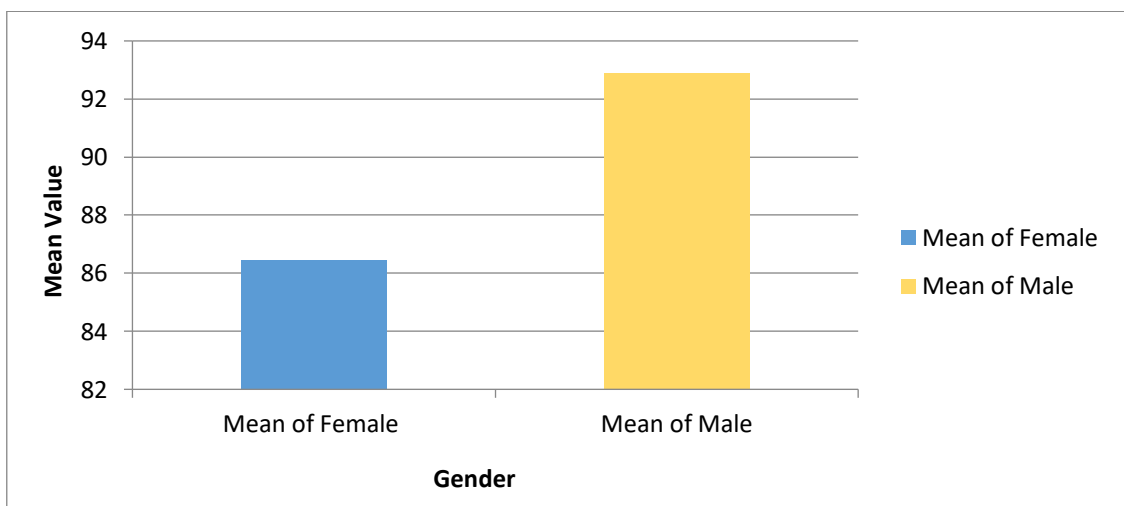Source: Prepared by the author

Fig. 2: Gender-wise mean value of the attitudes of B.Ed. student-teachers towards online coaching
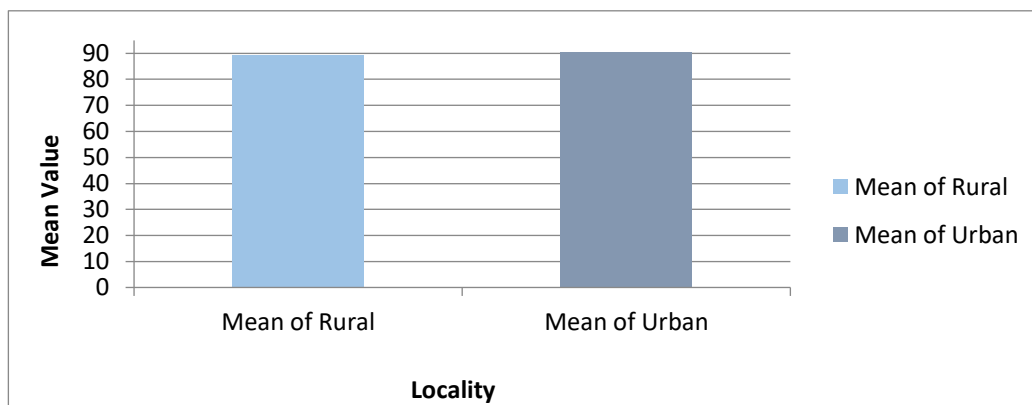Source: Prepared by the author

Fig. 3: Gender wise mean value of the attitudes of B.Ed. student-teachers towards online coaching
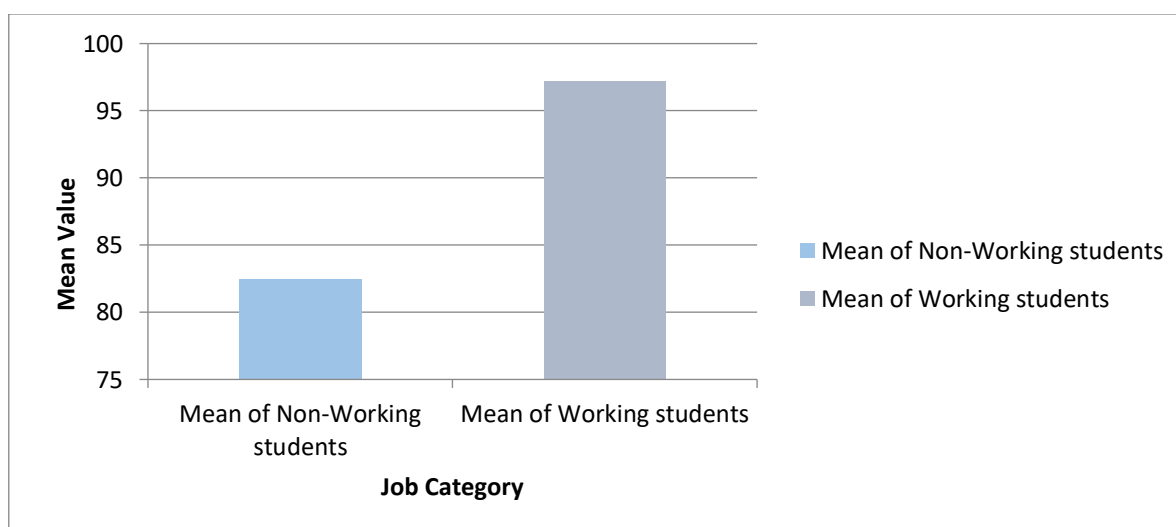
Source: Prepared by the author

Fig. 4: Job category-wise mean value of the attitudes of B.Ed. student-teachers towards online coaching
Source: Prepared by the author

11.0 Conclusion:

Online coaching is an innovative and modern concept of the teaching-learning process. Though there are some difficulties for some students related to internet connectivity, the majority of the participants show positive attitudes towards online coaching. The whole world is changing rapidly. The educational system also needs to be updated and technology-friendly. Online classes give the students the absolute leverage of time flexibility. It is cost-effective and financially friendly. So, It is expected that if the teachers are fully aware, they will be able to guide their learners through online coaching and brighten their future.

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