



# CHETANA

International Journal of Education (CIJE)

Peer Reviewed/Refereed Journal  
ISSN : 2455-8279 (E)/2231-3613 (P)

Impact Factor  
SJIF 2024 - 8.029



Prof. A.P. Sharma  
Founder Editor, CIJE  
(25.12.1932 - 09.01.2019)

## A Study of the E-learning challenges of teacher Trainees of B.Ed colleges

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*First draft received: 16.01.2025, Reviewed: 31.01.2025*

*Final proof received: 24.01.2025, Accepted: 29.02.2025*

### Abstract

*The rapid adoption of e-learning has presented unique challenges for teacher trainees in B.Ed colleges. This study examines the various e-learning obstacles faced by these trainees, including technological difficulties, access to resources, and psychological stress. Through data analysis, we aim to identify the impact of these challenges on their academic performance and professional development. The findings underscore the need for targeted interventions and support mechanisms to enhance the e-learning experience for future educators. Understanding and addressing these challenges is critical to ensuring that teacher trainees are well-prepared to meet the demands of a digital education landscape.*

**Key words:** *E-learning, Teacher Trainees, B.Ed Colleges, Technological Challenges, Professional Development etc.*

### Introduction

The educational landscape has transformed significantly, with e-learning becoming a key mode of instruction. This transition accelerated during the global COVID-19 pandemic, pushing educational institutions, including B.Ed colleges, to adopt online learning rapidly. For teacher trainees in these colleges, this shift presents a unique set of challenges. They must not only absorb their subject matter but also develop pedagogical skills in a virtual environment. These challenges range from technological barriers and limited access to resources to psychological stress from prolonged screen time and isolation. Such difficulties are further magnified by disparities in technological infrastructure and internet accessibility, leading to unequal learning experiences among trainees from different socio-economic backgrounds.

Addressing these e-learning challenges is crucial, as they directly impact the quality of future educators. Teacher trainees are the bedrock of the next generation's education, and any obstacles they face during their training can have long-term effects on their teaching effectiveness. This study aims to identify and understand these challenges to inform targeted interventions that can support trainees and enhance their e-learning experiences. By examining data on the specific obstacles faced by B.Ed trainees, this research provides insights that can guide policymakers and

educational institutions in developing strategies for more inclusive and effective e-learning environments.

### Objectives

To know the e-learning challenges of teacher trainees of B.Ed. colleges on the basis of Locale (Urban & Rural).

### Hypothesis

H1. There is no significant difference between the e-learning challenges of teacher trainees of urban and rural B.Ed. colleges.

### Method of the Study

In the present study, a descriptive survey method has been utilized. This approach is advantageous as it allows for the rapid creation and easy administration of surveys, facilitating the efficient collection of data on elearning challenges faced by B.Ed teacher trainees.

### Population & Sample

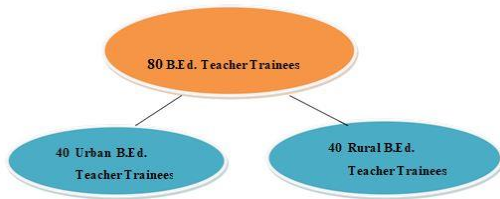
In the present study, the population comprises Teacher Trainees of B.Ed Colleges of the Jaipur district.

### Sample Method

In this study, the sample has been selected using a simple random sampling method. This approach ensures that two B.Ed teacher trainee in the population has an equal chance of being included in the sample, thereby providing a representative and unbiased subset for analysis.

**Sampling**

80 B.Ed. Teacher Trainees



**Nature of Data**

The researcher will utilize both quantitative and qualitative data in this study.

**Variables**

- Independent Variable - E-Learning Challenges
- Dependent Variable- Teacher Trainees of B.Ed Colleges

**Sources of Data**

In the present study, both primary data and secondary data have been utilized. This approach ensures a comprehensive analysis by incorporating firsthand information from the teacher trainees and existing literature or records related to e-learning challenges.

**Tools Used**

In the present study, a self-constructed tool has been used.

**Research Statistics**

To analyze and interpret the data, the researcher will utilize the following statistical techniques:

**Mean:** This measures the average response of teacher trainees to various e- learning challenges, providing a central value that summarizes the dataset.

**Standard Deviation:** This indicates the variability in the trainees' responses, helping to identify how consistent or varied their experiences are.

**t-test:** This statistical test compares the means of two groups (e.g., different levels of digital literacy) to determine if there are significant differences in their e-learning experiences.

**Hypothesis Wise Findings**

There is no significant difference between the e-learning challenges on teacher trainees of urban and rural B.Ed. colleges.

| Category                   | Total Student (N) | Mean (M) | Standard deviation (S) | t Value | Result                  |
|----------------------------|-------------------|----------|------------------------|---------|-------------------------|
| Urban B. Ed. colleges      | 40                | 21.33    | 2.82                   | 1.17    | hypothesis Not accepted |
| Rural B. Ed. colleges      | 40                | 20.63    | 2.48                   |         |                         |
| Degree of Freedom (df) =   |                   |          | N1+N2-2                |         |                         |
|                            |                   |          | 40+40-2                |         |                         |
|                            |                   |          | 78                     |         |                         |
| Value of t at 0.05 level = |                   |          | 1.99                   |         |                         |
| Value of t at 0.01 level = |                   |          | 2.63                   |         |                         |

**Analysis**

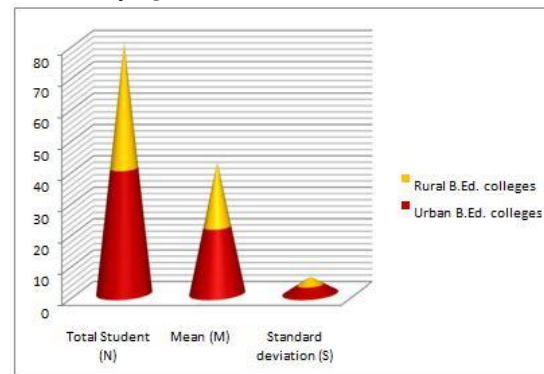
The t-value for comparing e-learning challenges faced by urban and rural B.Ed. teacher trainees, based on the table data provided, is 1.17. This value is less than the critical values of 2.021 (at 0.05 level ) and 2.704 (at 0.01 level) as given in the t-table. The mean scores are 21.33 and 20.63 for urban and rural B.Ed. colleges, respectively, with standard deviations of 2.82 and 2.48. Therefore, which means that there is statistically no difference between the rural and urban E-learning challenges. Hence, the hypothesis is not accepted.

**Conclusion**

Based on the analysis, it can be concluded that the mean value of e-learning challenges faced by teacher trainees in urban B.Ed. colleges (M = 21.33, SD = 2.82) is slightly higher than those in rural B.Ed. colleges (M = 20.63, SD = 2.48). The calculated t-value of 1.17 is lower than the critical values of 2.021 at the 0.05 significance level and 2.704 at the 0.01 significance level. This indicates that the difference of e-learning challenges on teacher trainees of urban and rural B.Ed. colleges is not statistically significant at these levels of confidence.

Hence, the null hypothesis, which posits that there is no significant difference between the e-learning challenges on teacher trainees of urban and rural B.Ed. colleges, is not accepted. This finding suggests that while there may be some differences in the challenges faced by teacher trainees in urban and rural settings, these differences are not substantial enough to be considered

**Statistically significant**



**Findings**

- In this study the urban trainees mean score (21.33) slightly exceeds rural trainees' mean score (20.63), indicating a marginally higher impact of elearning challenges in urban settings.
- In this study the urban trainees show slightly higher variability (SD = 2.82) compared to rural trainees (SD = 2.48), indicating more diverse experiences in urban settings.
- In this study the t-value (1.17) is lower than the critical values (2.021 and 2.704), indicating no statistically significant difference in e-learning challenges between urban and rural trainees.
- In this study the null hypothesis is not accepted, suggesting that while differences exist, they are not

statistically significant, and e-learning challenges similarly affect trainees in both urban and rural settings.

### Suggestions

- B.Ed. teacher trainees should actively engage in digital literacy programs to enhance their technological skills and confidence in using E-Learning platforms effectively.
- B.Ed. teacher trainees should advocate for and utilize available resources, such as high-speed internet and digital libraries, to ensure a seamless E-learning experience.
- B.Ed. teacher trainees should take advantage of mental health support systems, including counseling sessions and stress management workshops, to cope with the psychological challenges of E-Learning.
- B.Ed. teacher trainees should engage in feedback mechanisms to share their e-learning experiences and contribute to the continuous improvement of E-Learning programs.
- Educational Implications
- Educational institutions need to redesign curriculum frameworks to integrate digital literacy and e-learning competencies, ensuring future educators are prepared for a technologically advanced environment.
- Schools and colleges should prioritize resource allocation to improve digital infrastructure, especially in rural areas, by providing high-speed internet, computers, and digital libraries.
- Teacher training programs must include modules on managing online classrooms, engaging students in virtual settings, and adapting teaching strategies for e-learning environments.
- Institutions should implement support systems to address the psychological challenges of e-learning, offering mental health check-ins, counseling services, and stress management workshops.
- Establishing robust feedback mechanisms allows for ongoing assessment and improvement of e-learning strategies based on regular input from teacher trainees.
- Efforts should be made to create inclusive e-learning environments catering to diverse needs, including providing accessible digital tools and personalized support for trainees with disabilities.

### Conclusion

In conclusion, the study of e-learning challenges faced by B.Ed. teacher trainees reveals important insights into the impacts of digital education on their academic and professional development. While the mean values indicate slightly higher E-Learning challenges for rural trainees compared to urban trainees, the statistical analysis shows no significant difference between the two groups. This suggests that e-learning challenges affect

teacher trainees similarly, regardless of their urban or rural settings.

By implementing targeted interventions such as enhanced digital training programs, improved access to resources, mental health support, and robust feedback mechanisms, educational institutions can better support B.Ed. teacher trainees. Addressing these challenges will ensure that future educators are well prepared to navigate and succeed in a digital education landscape.

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