

# A Study of Online Learning Challenges on Teacher Trainees of B.Ed Colleges

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## Abstract

The rapid integration of online learning into educational systems has presented distinct challenges for both male and female teacher trainees in B.Ed colleges. This study investigates the specific E-Learning obstacles faced by these trainees, including technological barriers, disparities in access to digital resources, and psychological stress stemming from the virtual learning environment. By analyzing collected data, the research aims to assess the impact of these challenges on their academic achievements and professional development. The findings highlight the necessity of implementing tailored interventions and support mechanisms to enhance the online learning experience for aspiring educators of all genders. Addressing these challenges is vital to equipping male and female teacher trainees with the skills and confidence needed to succeed in a digitalized education framework.

**Keywords:** online learning, Digital resources, Teacher trainees, Psychological stress, Academic performance, Professional development, Technological barriers, Support mechanisms

## INTRODUCTION

The educational landscape has undergone a profound transformation, with online learning emerging as a pivotal mode of instruction. This transition gained momentum during the global COVID-19 pandemic, compelling educational institutions, including B.Ed colleges, to adopt E-Learning platforms at an unprecedented pace. For teacher trainees in B.Ed colleges, this shift represents not only an opportunity but also a set of complex challenges that must be navigated effectively.

Teacher trainees are tasked with the dual responsibility of mastering subject-specific knowledge and honing pedagogical skills, all within the confines of virtual environments. However, the adoption of online learning is far from seamless, and these trainees encounter multifaceted barriers. Technological challenges, such as unreliable connectivity, outdated devices, and limited technical proficiency, impede their ability to fully engage with E-Learning. Furthermore, disparities in access to digital resources are significant, with trainees from underserved communities often facing an unequal playing field compared to their peers.

The psychological toll of online learning adds another layer to these challenges. Prolonged screen exposure can lead to fatigue and strain, while social isolation diminishes collaborative learning opportunities and peer interactions. These mental and emotional strains are compounded by the pressure to adapt to digital teaching methodologies without adequate support or prior experience.

For male and female teacher trainees alike, socio-economic disparities play a critical role in shaping the E-Learning experience. Variations in technological infrastructure and internet accessibility exacerbate

these inequalities, creating distinct obstacles for trainees from diverse backgrounds. Gender-related factors may also influence how male and female trainees perceive and respond to the challenges of online learning, warranting a deeper exploration of their unique experiences.

Addressing these challenges is imperative, as they directly affect the quality of future educators and their preparedness to meet the demands of a digitalized education system. This study seeks to identify and analyze the specific E-Learning barriers faced by teacher trainees in B.Ed colleges, offering actionable insights into how these issues impact their academic performance and professional growth. By understanding these obstacles, policymakers and educational institutions can implement targeted interventions—such as improved technological access, dedicated psychological support, and gender-sensitive strategies—to create a more inclusive and effective E-Learning framework.

Ultimately, this research underscores the need to equip teacher trainees with the tools and resilience required to thrive in a rapidly evolving educational landscape. As the educators of tomorrow, their ability to overcome the challenges posed by online learning will determine their capacity to inspire and shape the next generation of learners.

### **OBJECTIVES:**

To know the online learning challenges of teacher trainees of B.Ed. colleges on the basis of Gender (Male & female).

### **HYPOTHESIS**

There is no significant difference between the online learning challenges on teacher trainees of Male and Female B.Ed. colleges.

### **METHOD OF THE STUDY**

In the present study, a descriptive survey method has been adopted to examine the E-Learning challenges on teacher trainees in B.Ed colleges. This approach is particularly advantageous for its ability to efficiently design and administer surveys, enabling the collection of detailed data on the challenges faced by trainees. These challenges include technological barriers, limited access to digital tools, and psychological stress stemming from prolonged screen time and reduced social interactions. The method also facilitates the exploration of inequalities, such as disparities in internet connectivity and digital resources, which affect trainees from diverse socio-economic backgrounds differently.

By utilizing this descriptive survey method, the study aims to gain a comprehensive understanding of how these challenges influence the academic performance and professional development of teacher trainees. The findings will provide valuable insights to inform the development of targeted interventions and support systems that address the specific needs of B.Ed students. This, in turn, will contribute to creating an inclusive and effective e-learning environment that prepares teacher trainees for the demands of a digitalized education system.

### **POPULATION & SAMPLE**

In the present study, the population comprises Teacher Trainees of B.Ed Colleges of parishkar college of education Jaipur.

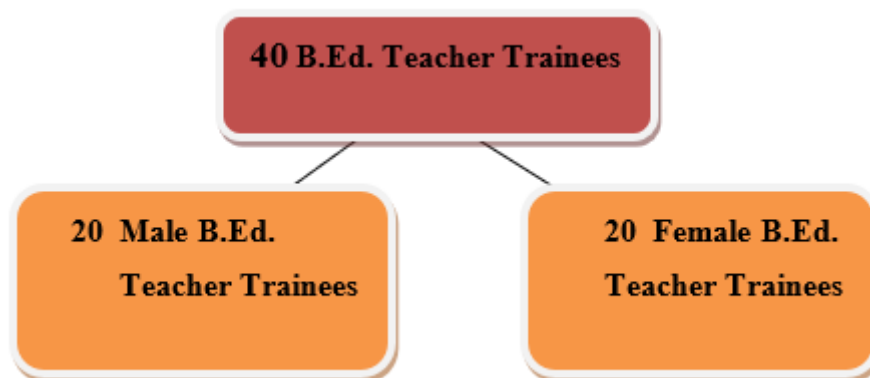
## SAMPLE METHOD

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-

### 40 B.Ed. Teacher Trainees

- Male B.Ed. Teacher Trainees
- Female B.Ed. Teacher Trainees



## NATURE OF DATA-

The researcher will utilize both quantitative data in this study.

## VARIABLES

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

## SOURCES OF DATA

In the current study, both primary and secondary data will be utilized to analyze the impact of online learning on teacher trainees in B.Ed colleges. Primary data will provide firsthand insights into the specific challenges faced by the trainees, gathered through surveys or interviews. Secondary data, including existing literature and institutional records, will complement this by offering a broader understanding of E-Learning obstacles and their implications. This combination ensures a thorough and balanced analysis, enhancing the reliability and depth of the findings.

## TOOLS USED

In the present study, a self-constructed tool will be used by Researcher.

## RESEARCH STATISTICS

To analyze and interpret the data on the impact of online learning on teacher trainees in B.Ed colleges, the following statistical techniques will be employed:

- **Mean:** This will be used to calculate the average responses from teacher trainees regarding various E-Learning challenges, providing a central value that encapsulates the general experience of trainees.

- It serves to summarize the dataset effectively.
- **Standard Deviation:** This technique will Assess the variability in the trainees' responses, shedding light on the consistency or diversity in their experiences with online learning. A higher standard deviation may indicate widely differing perspectives among trainees.
- **t-test:** This statistical test will compare the mean responses of two distinct groups (e.g., male and female trainees or varying levels of digital literacy) to determine if significant differences exist in their online learning experiences.

These techniques ensure a robust and precise analysis of the challenges faced, aiding in understanding trends and drawing meaningful conclusions.

## HYPOTHESIS

**There is no significant difference between the E-Learning challenges of male and female teacher trainees of B.Ed. colleges.**

Category	Total Student (N)	Mean (M)	Standard deviation (S)	t Value	Result
Male	20	19.22	1.15	3.11	Hypothesis Not accepted
Female	20	20.65	1.70		

<b>Degree of Freedom (df) =</b>	$N_1 + N_2 - 2$
	$20 + 20 - 2$
	38
Value of t at 0.05 level =	2.021
Value of t at 0.01 level =	2.704

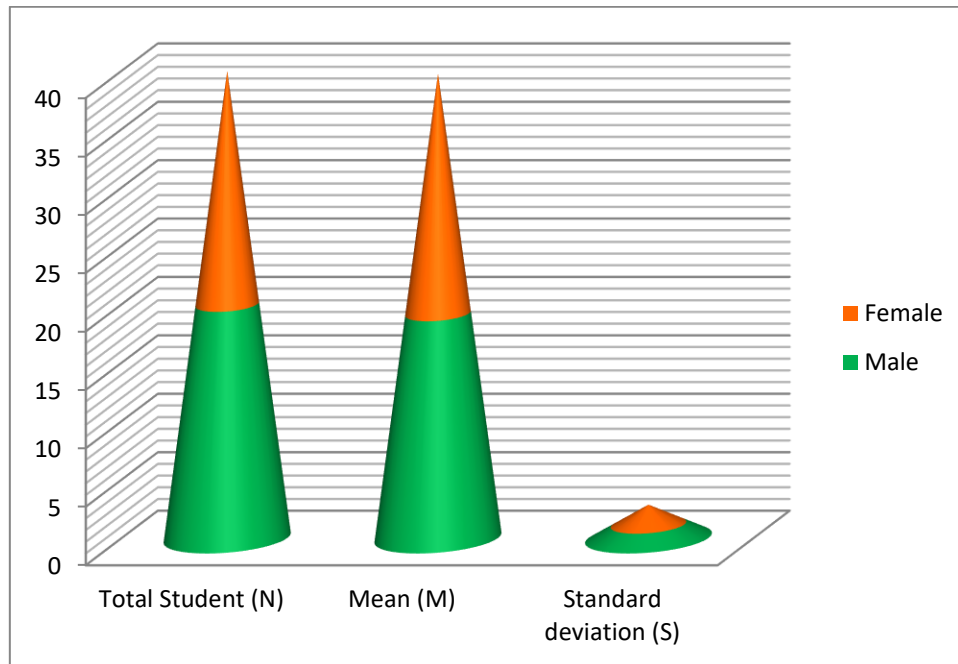
## ANALYSIS

The t-value for comparing the E-Learning challenges faced by male and female B.Ed. teacher trainees, based on the table data provided, is 3.11. This value is greater 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 19.22 and 20.65 for male and female B.Ed. teacher trainees, respectively, with standard deviations of 1.15 and 1.70. Therefore, a significant difference was found in the null hypothesis which states there is no significant difference in the impact of e-learning challenges on male and female teacher trainees of B.Ed. colleges. 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 female teacher trainees in B.Ed. colleges ( $M = 20.65$ ,  $SD = 1.70$ ) is higher than those faced by male teacher trainees ( $M = 19.22$ ,  $SD = 1.15$ ). The calculated t-value of 3.11 is greater than the critical values at both the 0.05 and 0.01 significance levels. This indicates a significant difference in the impact of E-Learning challenges on male and female teacher trainees of B.Ed. colleges.

Hence, the null hypothesis, stating no significant difference between E-Learning challenges on male and female teacher trainees of B.Ed. colleges, is not accepted. This finding suggests that there is a substantial difference in the challenges faced by male and female teacher trainees, with female trainees experiencing a higher level of E-Learning challenges compared to male trainees.



## Hypothesis Wise Findings:

- The null hypothesis, stating no significant difference in the E-Learning challenges faced by male and female teacher trainees, is rejected. The analysis shows that female trainees ( $M = 20.65$ ,  $SD = 1.70$ ) face significantly higher E-Learning challenges compared to male trainees ( $M = 19.22$ ,  $SD = 1.15$ ).
- The t-value of 3.11, exceeding the critical values at both the 0.05 (2.021) and 0.01 (2.704) significance levels, confirms a statistically significant difference in the impact of E-Learning challenges on male and female trainees.
- Variations in the mean scores indicate that gender plays a role in shaping the experiences of E-Learning challenges, with female trainees encountering more pronounced difficulties, potentially due to socio-economic or environmental factors.
- The higher standard deviation for female trainees ( $SD = 1.70$ ) compared to males ( $SD = 1.15$ ) suggests greater variability in the challenges faced by female trainees, implying that the impact of E-Learning challenges may not be uniformly experienced within this group.
- These findings highlight the need for gender-sensitive interventions to address the unique challenges faced by male and female teacher trainees in B.Ed. colleges.

## SUGGESTIONS

- To address the significant differences in E-Learning challenges faced by male and female teacher trainees, B.Ed. trainees should actively participate in digital literacy programs, enhancing their technological skills and bridging gaps in digital confidence.

- B.Ed. trainees should advocate for equitable access to essential resources, such as high-speed internet and digital libraries, to mitigate disparities in learning experiences caused by socio-economic inequalities.
- Considering the higher psychological challenges reported, particularly by female trainees, all trainees should utilize mental health support systems, such as counseling and stress management workshops, to foster emotional well-being during e-learning.
- To improve the e-learning framework, B.Ed. trainees should engage in structured feedback mechanisms, ensuring that their experiences contribute to tailored interventions and the continuous refinement of E-Learning programs.

### **EDUCATIONAL IMPLICATIONS**

- B.Ed colleges should prioritize the incorporation of comprehensive digital literacy programs to equip teacher trainees with the necessary technological skills to navigate and utilize E-Learning platforms effectively.
- Institutions must address socio-economic disparities by providing equal access to essential resources such as reliable internet connectivity, digital devices, and E-Learning materials, ensuring all trainees have a fair learning experience.
- Given the psychological stress reported by trainees, it is crucial to implement mental health support systems, such as counseling services and stress management workshops, to help trainees manage the challenges of online learning.
- Recognizing the differences in E-Learning challenges faced by male and female trainees, educational institutions should design gender-sensitive strategies to address the unique needs of each group and create a more inclusive learning environment.
- Establishing mechanisms for teacher trainees to provide feedback on their E-Learning experiences can help institutions refine their programs, implement targeted improvements, and enhance the overall effectiveness of online education.

### **CONCLUSION**

In conclusion, the study of Based on the findings, it is evident that online learning poses significant challenges for teacher trainees in B.Ed colleges. Female trainees, in particular, experience higher levels of E-Learning obstacles compared to their male counterparts, as reflected in the mean scores and statistical analysis. The disparities in access to digital resources, technological barriers, and psychological stress have a profound impact on the academic performance and professional development of the trainees. These challenges underscore the need for targeted interventions to address the unique needs of both male and female trainees, ensuring that they are equipped to thrive in a digital education system.

The study highlights the importance of implementing equitable access to technology, promoting digital literacy programs, and offering mental health support to mitigate the challenges posed by online learning. Addressing these issues is crucial, not only for the personal and professional growth of teacher trainees but also for the overall quality of future educators who will shape the next generation. By fostering an inclusive and supportive E-Learning environment, educational institutions can ensure that teacher trainees are prepared to meet the demands of a rapidly evolving digital landscape.

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