

A Study on the Effect of Online Education on the Achievement of B.Ed. Students in the Subject School Management and Administration

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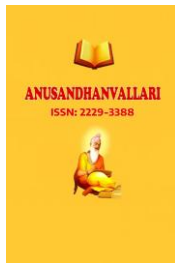
Abstract

Online education is giving a positive impact on the learning of the students' community. Online education has gained much attention in the present scenario of education for the convenience and availability it gives to the learners. The process of education is made simple through online education. Students are taught using the lesson modules and these modules are readily available to the students. Thus, there is a preference among the students to learn through online education. The present study investigates the effect of the online education on the academic achievement of B.Ed. students in the subject school management and administration. The sample consisted of B.Ed. students selected from Chennai city. The findings revealed that the online education positively influenced students' achievement and enhanced their interest in learning one of the core papers school management and administration.

Keywords: online education, online education package, achievement, school management and administration, B.Ed. students

Introduction

A vital tool for individual, societal, and national growth is education. The conventional classroom system has changed significantly as a result of the quick development of information and communication technology. With the ability to access educational information at any time and from any location, online education has become a successful teaching and learning method. Education is now more accessible and adaptable thanks to the integration of digital platforms, virtual classrooms, video conferencing tools, and online learning management systems. During the COVID-19 pandemic, when educational institutions all over the world switched from in-person instruction to online learning, the significance of online education became especially clear. The advantages and difficulties of digital schooling were brought to light by this shift. For teacher education programmes such as the Bachelor of Education (B.Ed.), online learning has played a crucial role in ensuring continuity of academic activities and professional training. One key measure of students' learning outcomes and academic success is their academic achievement. It shows how much information, abilities, and competencies students have gained over their academic careers. The academic success of B.Ed. students in an online learning environment can be influenced by a number of factors, including the learning environment, teaching strategies, motivation, technological proficiency, and access to digital resources. To comprehend the efficacy of digital



learning methods in teacher education, research on online education and its effects on B.Ed. students' academic performance is crucial. Teachers, organizations, and legislators can improve teaching quality, student engagement, and learning outcomes in online settings by looking at this relationship. Therefore, the present study seeks to explore the role of online education in influencing the achievement of B.Ed. students.

Need and Significance of the Study

The growing use of online learning has prompted significant concerns about how well it supports students' academic success. While self-paced learning, access to a variety of educational resources, and improved technology skills are just a few benefits of online learning, there are drawbacks as well, including issues with student engagement, internet connectivity, and learning results. Thus, it is essential to investigate how online learning affects B.Ed. students' academic performance. This study's importance stems from its capacity to offer insightful information about the connection between online learning and academic achievement among B.Ed. students. The results may aid teacher educators in comprehending the advantages and disadvantages of virtual learning environments and in determining methods to enhance the efficacy of education. Additionally, the study can help educational institutions create more effective online learning programs that promote professional growth and student accomplishment. Furthermore, the study is significant because it contributes to the growing body of knowledge on digital education and teacher preparation. The results may be useful for policymakers, curriculum planners, and educational administrators in formulating policies and practices that enhance the quality of online education. By understanding the impact of online education on academic achievement, stakeholders can make informed decisions to improve learning experiences and educational outcomes for B.Ed. students. Thus, the present study is both timely and relevant, as it seeks to evaluate the effectiveness of online education in fostering the academic achievement and professional growth of future teachers.

Objectives of the Study

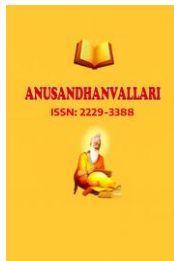
Following are the objectives of the present study.

- ✓ To find out the effect of online education package on the achievement of B.Ed. students in school management and administration.
- ✓ To find out the significant difference in the academic achievement of control group and experimental group students based on selected biographic variables

Hypotheses of the Study

Hypothesis of the present study can be listed as follows.

1. There is no significant difference in the mean scores of post- test between the experimental group (Online instruction package) and control group (traditional learning) B.Ed. students.
2. There is no significant difference in the academic achievement of control group students (traditional teaching method) and experimental group students (Online Education Package) on school management and administration based on gender.
3. There is no significant difference in the academic achievement of control group students (traditional teaching method) and experimental group students (Online Education Package) on school management and administration based on stream.
4. There is no significant difference in the academic achievement of control group students (traditional teaching method) and experimental group students (Online Education Package) on school management and administration based on locality.



Methodology

The study was carried out using experimental research. The pretest posttest equivalent group design of research was employed by the researcher. The population of the study was B.Ed. students from which 100 B.Ed. students were selected as the sample of the study. The sample of 100 B.Ed. students were split into control group and experimental group with 50 B.Ed. students in each group. The students in control group were taught with traditional teaching method and the students in the experimental group were taught using online education package. A pretest was employed to the students belonging to both control and experimental group after which the treatment was given to them. After the treatment, a post test was conducted to measure the effectiveness of online education package on the achievement of B.Ed. students.

Tool Used for the Study

The researcher after discussion with the research supervisor and after carefully considering the suggestions from the research supervisor and subject experts, has constructed and validated a criterion test tool containing 50 multiple choice questions. Content validity was established for the criterion test tool and the reliability of the tool was found to be 0.82. For every correct response, '1' mark was given and for every wrong response '0' mark was given.

Data Analysis and Interpretation

H₀₁ – There is no significant difference in the mean scores of post- test between the experimental group (Online instruction package) and control group (traditional learning) B.Ed. students.

Table 1 - Significance of difference in the mean achievement in the post-test scores in school management and administration between experimental (Online education package) and control (traditional learning) group B.Ed. students.

Sub Variable	Test	Group	N	Mean	SD	't' Value	df	Level of Significance
General	Post-test	Control group	50	28.44	4.95	9.571	1.98 for df of 97 at 0.05 level	Significant
		Experimental group	50	37.24	4.14			

It is evident from the above table that the 't' value between control group and experimental group B.Ed. students in the post-test is 9.571. It is greater than the critical value of 1.98 for degrees of freedom of 97 at 0.05 level. It is significant. Hence, the null hypothesis stated as "There is no significant difference in the mean scores of post- test between the experimental group (online education package) and control group (traditional learning) B.Ed. students" is rejected. The mean value of experimental group students is 37.24 with standard deviation 4.14 and the mean value of control group students is 28.44 with standard deviation 4.95. The mean value of experimental group students is higher than the control group students. It can be inferred that the experimental group B.Ed. students have performed better than control group B.Ed. students in the post-test scores. It means that the treatment of online education package has had a positive effect on B.Ed. students' achievement in school management and administration.

H₀2 – There is no significant difference in the academic achievement of control group students (traditional teaching method) and experimental group students (Online Education Package) on school management and administration based on gender.

Table 2 - Significance of difference in the mean achievement in the post-test scores of control group students (traditional teaching method) and experimental group students (Online Education Package) on school management and administration based on gender

Gender	N	Mean	SD	't' Value	df	Level of Significance
Male	17	35.65	4.69	1.876	2 for df of 47 at 0.05 level	Not Significant
Female	33	38.09	3.61			

From the above table, it is evident that the mean value of male B.Ed. students is 35.65 with standard deviation 4.69. The mean value of female B.Ed. students is 39.09 with standard deviation 3.61. The calculated 't' value is 1.876. It is less than the critical value 2 for the degrees of freedom 47 at 0.05 level. It is not significant. Hence, the null hypothesis stated as "There is no significant difference in the post test scores of experimental group (online education package) B.Ed. students in school management and administration based on gender" is accepted.

It is inferred from the above table that female B.Ed. students show a slightly better performance than the male B.Ed. students. It means that online education package instruction has had a good effect on achievement of female B.Ed. students in school management and administration. As far as learning through online education package is concerned, there is an improvement in the achievement level of the students. The same has been reflected in the finding.

H₀3 – There is no significant difference in the academic achievement of control group students (traditional teaching method) and experimental group students (Online Education Package) on school management and administration based on stream.

Table 3 - Significance of difference in the mean achievement in the post-test scores of control group students (traditional teaching method) and experimental group students (Online Education Package) on school management and administration based on stream

Stream	N	Mean	SD	't' Value	df	Level of Significance
Arts	37	37.76	4.10	1.560	2 for df of 47 at 0.05 level	Not Significant
Science	13	35.67	4.01			

From the above table, it is evident that the mean value of B.Ed. students who are from arts stream is 37.76 with standard deviation 4.10. The mean value of B.Ed. students who are from science is 35.67 with standard deviation 4.01. The calculated 't' value is 1.560. It is less than the critical value 2 for the degrees of freedom 47 at 0.05 level. It is not significant. Hence, the null hypothesis stated as "There is no significant difference in the academic achievement of control group students (traditional teaching method) and experimental group students (Online Education Package) on school management and administration based on stream" is accepted.

It is inferred from the above table that B.Ed. students who are from arts stream show better level of performance than the students who are from science stream. It means that online education package has had a good effect on achievement of B.Ed. students who are from arts stream. Hence, online education package has proved to show significant impact on the learning of B.Ed. students in school management and administration.

H₀₄ –There is no significant difference in the academic achievement of control group students (traditional teaching method) and experimental group students (Online Education Package) on school management and administration based on locality.

Table 4 - Significance of difference in the mean achievement in the post-test scores of control group students (traditional teaching method) and experimental group students (Online Education Package) on school management and administration based on locality

Locality	N	Mean	SD	't' Value	df	Level of Significance
Rural	22	36.67	4.66	0.817	2 for df of 47 at 0.05 level	Not Significant
Urban	28	37.68	3.73			

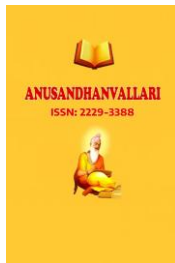
From the above table, it is evident that the mean value of B.Ed. students from rural locality is 36.67 with standard deviation 4.66. The mean value of B.Ed. students from urban locality is 37.68 with standard deviation 3.73. The calculated 't' value is 0.817. It is less than the critical value 2 for the degrees of freedom 47 at 0.05 level. It is not significant. Hence, the null hypothesis stated as "There is no significant difference in the academic achievement of control group students (traditional teaching method) and experimental group students (Online Education Package) on school management and administration based on locality" is accepted.

It is inferred from the above table that B.Ed. students from both rural and urban locality show uniform level of performance. It means that online education package has had a good effect on achievement of B.Ed. students in school management and administration. Online education package has proved to show significant impact on the learning of B.Ed. students in school management and administration.

Findings of the Study

The findings of the present study can be listed as follows.

- There is significant difference in the mean scores of post- test between the experimental group (online education package) and control group (traditional learning) B.Ed. students.
- There is no significant difference in the academic achievement of control group students (traditional teaching method) and experimental group students (Online Education Package) on school management and administration based on gender.
- There is no significant difference in the academic achievement of control group students (traditional teaching method) and experimental group students (Online Education Package) on school management and administration based on stream.
- There is no significant difference in the academic achievement of control group students (traditional teaching method) and experimental group students (Online Education Package) on school management and administration based on locality.



Educational Implications

The findings related to online education and the achievement of B.Ed. students have several important implications for teacher education institutions, educators, curriculum planners, and policymakers.

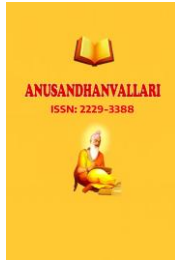
- ✓ Teacher education programmes should incorporate digital literacy and technological skills as essential components of the curriculum.
- ✓ B.Ed. students should be trained to use online teaching platforms, digital resources, and educational technologies effectively.
- ✓ Educators can use multimedia resources to improve student engagement and understanding.
- ✓ Online learning promotes independent learning, time management, critical thinking, and problem-solving abilities among B.Ed. students.
- ✓ Teacher education programmes should encourage students to take greater responsibility for their own learning. Investment in technological infrastructure is essential for improving academic achievement.
- ✓ Exposure to online education equips B.Ed. students with the skills needed to teach in technology-rich classrooms.
- ✓ Educational policymakers should develop guidelines and standards for quality online teacher education.

Conclusion

Due to its flexibility, accessibility, and variety of learning opportunities, online education has become a significant modality of instruction in modern education. The learning experiences of B.Ed. students have been greatly impacted by the use of digital technologies into teacher education programs. Through online platforms, students can access educational resources, participate in interactive learning activities, and develop technological competencies that are essential for their future teaching careers. According to a study on the relationship between online education and B.Ed. students' academic performance, online learning can enhance academic performance when it is accompanied by efficient teaching methods, sufficient technology infrastructure, and engaged student participation. It fosters ongoing engagement with academic information, improves digital literacy, and supports self-directed learning. However, if they are not adequately addressed, issues like restricted internet access, technological issues, and decreased in-person engagement may have an impact on learning results. In conclusion, online education plays a significant role in enhancing the academic achievement and professional development of B.Ed. students. With proper planning, resources, and support systems, online learning can serve as an effective and sustainable approach to teacher education, contributing to the development of competent, skilled, and digitally empowered future educators.

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