

A Study on the B.Ed. Students Engagement towards Online Education

Dr. P. Subramanian

Assistant Professor, Department of Educational Planning and Administration

Tamil Nadu Teachers Education University, Karapakkam, Chennai – 600 097

Corresponding Author Email: subramaniteu@gmail.com

Abstract: The rapid integration of online learning in Bachelor of Education (B.Ed.) programs, has significantly altered the teaching-learning process. The efficiency of learning in virtual environments increasingly heavily depends on student engagement, which has an impact on motivation, involvement, knowledge acquisition, and overall academic success. The purpose of this study is to evaluate B.Ed. students' level of engagement in online education. The study is expected to show the extent of student engagement in online education as well as the factors that either support or obstruct meaningful interaction. The findings will provide crucial information for developing engaging online learning environments and improving teaching strategies for teacher educators, curriculum designers, and educational institutions. Additionally, the study is expected to enhance the quality and effectiveness of online teacher education programs and contribute to the body of information already available on online learning by providing evidence-based recommendations for promoting active involvement among B.Ed. students.

Keywords – Student Engagement, Online Education, B.Ed., Technology

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I. Introduction

With its flexible access to instructional materials, digital platforms, and interactive learning opportunities, online education has become a significant part of the modern educational system. The organization of teaching and learning has been drastically altered by the quick growth of information and communication technologies, especially in higher education and teacher preparation. Meaningful participation in online learning is particularly crucial for B.Ed. students who plan to become teachers since it affects both their academic growth and their preparedness to incorporate digital technologies into their future teaching methods. The degree to which students actively participate in class activities, communicate with peers and teachers, make use of digital resources, and show interest in and dedication to the learning process is referred to as student engagement in online education. Behavioral, emotional, and cognitive aspects may all be involved in engagement. Teacher educators can determine the elements that facilitate or impede successful involvement in online learning by knowing the degree of engagement among B.Ed. students.

Therefore, studying the engagement of B.Ed. students in online education is significant for improving the quality and effectiveness of teacher education. The present study, “A Study on the B.Ed. Students’ Engagement in Online Education,” seeks to examine the nature and level of engagement of B.Ed. students in online learning and provide insights that may contribute to the development of more engaging and learner-centred online educational practices.

II. Need and Significance of the Study

The rapid advancement of digital technology has brought significant changes to the field of education, making online education an important mode of teaching and learning. Teacher education has also been influenced by this transformation, with B.Ed. students increasingly participating in online classes, digital learning activities, virtual discussions, and technology-mediated assessments. As prospective teachers, B.Ed. students need to develop not only subject knowledge and pedagogical skills but also the ability to participate effectively in digital learning environments. Student engagement is a key factor in determining the effectiveness of online education. Unlike traditional classroom settings, online learning requires students to demonstrate greater responsibility, active participation, self-regulation, interaction, and motivation. However, factors such as limited interaction, technological difficulties, lack of motivation, inadequate digital skills, and distractions may influence the extent to which students engage in online learning. Therefore, it is necessary to understand how actively B.Ed. students participate in online education and the factors associated with their engagement. The study may further benefit teacher education institutions by providing insights into the effectiveness of their existing online learning practices and identifying areas for improvement. The findings can also be useful for educational planners and policymakers in developing strategies and programmes that promote meaningful digital learning experiences in teacher education. Since B.Ed. students are future teachers, strengthening their engagement with online education may also contribute to their preparedness to use

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technology effectively in their future classrooms. Thus, the study is significant because understanding B.Ed. students' engagement in online education can contribute to improving the quality of teacher education, promoting active and meaningful learning, and preparing future teachers for the growing role of technology in education.

III. Objectives of the Study

Following are the objectives of the present study:

- To find out the level of student engagement towards online education.
- To find out the significant difference in the students engagement towards online education based on social media usage, data usage and internet speed.

IV. Hypotheses of the study

Following are the hypotheses of the present study

- There is no significant difference in student engagement towards online education among B.Ed. students based on social media usage.
- There is no significant difference in student engagement towards online education among B.Ed. students based on data usage.
- There is no significant difference in student engagement towards online education among B.Ed. students based on internet speed

V. Methodology

The methodology of the present study is designed to examine the engagement of B.Ed. students in online education. The study focuses on understanding the extent to which B.Ed. students are actively engaged in online learning activities. The study will be conducted systematically by identifying the population, selecting an appropriate sample, developing or adopting a suitable research tool, collecting relevant data, and analysing the data using appropriate statistical techniques. The researcher has adopted **descriptive survey research design**. The descriptive survey method is considered appropriate because the study aims to assess and describe the existing level of engagement of B.Ed. students in online education without manipulating any variables. Data will be collected from the sample selected through a structured tool designed to measure their engagement in online learning.

Tool used for the study: The tool used for the present study is self-constructed and validated by the researcher. The researcher after getting proper guidance from his guide, framed appropriate questions to measure student engagement in online education. The initial draft was corrected and the tool was set for the pilot study. Content validity was established and the reliability of the tool was found to be 0.83. The drafted tool consisted of 60 items in a five point rating scale. The final tool consisted of 50 items.

Population and Sample: Population of the present study includes the students who are studying B.Ed. course in B.Ed. institutions. A sample of 100 B.Ed students were selected for the present study using simple random sampling.

Statistical Technique used: The researcher has used mean, standard deviation, 't' test and 'F' test for arrival at results and interpretation.

Data Analysis and Interpretation: H_01 – There is no significant difference in student engagement towards online education among B.Ed. students based on social media usage.

	Sum of Squares	df	Mean Square	F	Level of Significance
Between Groups	899.296	3	299.765	1.264	Not Significant
Within Groups	22760.094	96	237.084		
Total	23659.390	99			

It is evident from the above table, that the calculated F value is 1.264. It is lesser than the critical value 3.15 for the degrees of freedom 2 for 96 at 0.05 level. It is not significant. Hence, the null hypothesis stated as "There is no significant difference in student engagement towards online education among B.Ed. students based on social media usage" is accepted.

It is inferred from the above table that the B.Ed. students whose social media usage as rarely, sometimes, and frequently show uniform level engagement towards online education. It means that B.Ed. students show equal engagement towards online education.

H_02 – There is no significant difference in student engagement towards online education among B.Ed. students based on data usage.

Variable	Sub Variable	N	Mean	Std. Deviation	t value	Level of Significance
Data usage	Above 2 GB	39	218.54	14.362	1.859	Not Significant
	Below 2 GB	60	224.25	15.781		

From the above table, it is evident that the mean value of B.Ed. students whose data usage is above 2GB is 218.54 with standard deviation 14.362. The mean value of B.Ed. students whose data usage is below 2GB is 224.25 with standard deviation 15.781. The calculated 't' value is 1.859. It is less than the critical value 2 for the degrees of freedom 98 at 0.05 level. It is not significant. Hence, the null hypothesis stated as "There is no significant difference in student engagement towards online education among B.Ed. students based on data usage" is accepted.

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It is inferred from the above table that students who use less than 2GB of data show good level of engagement towards online education when compared to the students who use above 2GB of data. This means that lower the usage of data, higher the engagement of students in online education.

H₀₃ – There is no significant difference in student engagement towards online education among B.Ed. students based on internet speed

	Sum of Squares	df	Mean Square	F	Level of Significance
Between Groups	498.193	3	166.064	0.688	Not Significant
Within Groups	23161.197	96	241.262		
Total	23659.390	99			

It is evident from the above table, that the calculated F value is 0.688. It is lesser than the critical value 2.31 for the degrees of freedom 2 for 96 at 0.05 level. It is not significant. Hence, the null hypothesis stated as “There is no significant difference in student engagement towards online education among B.Ed. students based on internet speed” is accepted.

It is inferred from the above table that the B.Ed. students whose internet speed as good, average and poor show uniform level engagement towards online education. It means that B.Ed. students show equal engagement towards online education.

VI. Findings of the Study

The finding of the present study are as follow:

- There is no significant difference in student engagement towards online education among B.Ed. students based on social media usage.
- There is no significant difference in student engagement towards online education among B.Ed. students based on data usage.
- There is no significant difference in student engagement towards online education among B.Ed. students based on internet speed

VII. Conclusion

Active student participation in the online learning process is crucial, according to the study on B.Ed. Students' Engagement in Online Education. Effective engagement allows B.Ed. students to access digital resources, engage in learning activities, communicate with peers and teachers, and take on more responsibility for their own education. The study highlights how student motivation,

proper digital tools, meaningful connection, and supporting teaching methods may all lead to increased engagement. Developing B.Ed. students' online learning skills is crucial for training them to use technology in the classroom because they will be teachers in the future. The quality of teacher education can therefore be improved by encouraging an interactive, inclusive, and learner-centred online learning environment.

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