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Awareness of web resources among teacher educators

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Abstract

A survey was undertaken to find out the level of awareness of teacher educators towards web learning resources. Questionnaire consists of 30 test items in the form of multiple choice was given to the sample of 160 teacher educators randomly selected from 20 self financed colleges of education in Puducherry. The data collected were analyzed by SPSS package. The result revealed that the sample have low level of awareness towards different types of e-learning resources. Significant difference was evident in the level of awareness of teacher educators towards e-learning resources with respect to different demographic variables used in the present study.

Keywords: E-learning resources; Teacher educators; E-learning.

1. Introduction

The advancement of Science and technology popularized the usage of electronic media technology in the field of education. E-learning synonymic as web resources were inevitable in this grey silicon era especially in teaching-learning process. India has the capacity to become hub of technology enabled teaching learning with its IT prowess and strong education systems. Web tools as an innovative trigger used for deliver the concrete educational concepts in the form of well-designed, learner centered, interactive mode in a democratic learning environment. The e-resources utilize the advantages of digital sources and given to the learner as a unified technology. Web resources includes e-learning environment where lectures and educational content are deployed on CD's or web servers. Facilities are provided for interaction with media and direct discussions with the clients through meet or chat in the forms of text, graphics and images apart from web tools usage like blogs; internet relay chat, e-mail, search engines like wikis, podcasts, webcast, digital/virtual library, e-books, EDUSAT, ROT, SIT, CD ROM, repositories, instant messaging and real time syndications.

2. Need For The Study

The application of e-learning tools for teaching in a real classroom depends very much on the knowledge and attitude of the teacher with respect to e-learning skills and tools. A variety of e-tools and skills are there for usage, hence the teachers have to prepare themselves to acquire comprehensive knowledge of those skills and tools of web sources so that he/she can perform effectively. Nowadays the need to possess web sources mediated skills for teaching college students is mandatory for the teacher educators. Therefore the study gains its own significance. Teachers who makes rational choices about the use and management of web resources for teaching will be able to contribute more to the learning needs of the students and ultimately to meet the need and ambitions of the nation. Hence technology facilitates communication; problem solving, analysis research and application more effectively for transcend the subject content to the learning in an interesting form.

3. Objectives

1. To find out the level of awareness of teacher educators towards web-learning resources.
2. To find out whether any significant difference in the level of awareness of teacher educators towards web-learning resources with respect to different demographic variables such as gender, locality, educational qualification, subject specialization and marital status.

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4. Hypotheses

1. The level of awareness of teacher educators towards web-learning resources is high
2. There is no significant difference in the level of awareness of teacher educators towards web-learning resources with respect to gender, locality, educational qualification, subject specialization and marital status

5. Sample

The sample consists of 160 teacher educators (includes both gender) randomly selected from 20 self financed colleges of education situated in Puducherry region.

6. Methodology

6.1 Method: Normative survey method was used for the present study

6.2 Tool: Awareness questionnaire consists of 30 test items under multiple choice form was given to the sample to elicit their response towards web-learning resources. The tool encompasses details about various web-learning resources like different web tools, databases, online

resources and software used for teaching learning purposes.

6.2.1 Scoring procedure: The right answer for each test item yield one marks and no mark was awarded for wrong response.

7. Result and Discussion

The collected data was statistically analyzed by SPSS package and the result was presented in Table 1 and 2.

Table 1: shows the level of awareness of teacher educators towards web-learning resources

N	Mean	Median	Standard deviation
160	13.14	14.6	6.15

The mean value of the sample is 13.14 which indicates that the sample have low level of awareness towards web-learning resources. Hence the hypothesi-1 is rejected.

Table 2: shows the significant difference in the level of awareness of teacher educators towards web-learning resources with respect to different demographic variables.

Variables	Sub variables	N	Mean	SD	t-value
Gender	Male	93	14.57	5.78	0.36**
	Female	67	14.09	4.99	
Locality	rural	87	13.98	5.44	2.76*
	urban	73	16.72	5.12	
Marital status	Unmarried	87	14.76	5.11	0.98**
	Married	73	13.90	5.48	
Subject specialization	Science	84	14.64	5.22	0.95**
	Arts	76	13.98	5.67	
Degree qualified	PG	98	14.67	5.11	2.15*
	Above PG	62	16.02	5.62	

*** Significant at 0.05% level** Not significant**

The tabulated result revealed that significant difference exists in the level of awareness of teacher educators towards web-learning resources with respect to their locality and educational qualification. The gender, marital status and their subject specialization do not have significant effect towards their level of awareness of web-learning resources.

8. Major Findings

The sampled teacher educators show low level of awareness towards e-learning resources used in teaching-learning process.

The urban based teacher educators and the teacher educators possess more than post graduate degree (M. Phil / Ph. D) shows enhanced level of awareness towards e-learning resources than that of rural based and Post-graduates.

9. Educational Implications

- ❖ Each and every college of education should have full fledged computer lab connected with internet as mandatory basis.
- ❖ The teacher educators should be given orientation regularly towards various ICT tools and skills in the form of in-service computer training, value added course etc.
- ❖ The teacher educators reinforce to make use of online resources for their teaching purpose.

10. Conclusion

ICT boast huge potentials and skills that are required for the 21st century teacher educators. The governing bodies of teacher educations like NCERT, NCTE, MHRD along with state Government and university experts should joint hands to trigger stimulation and evolve strategies to create web learning awareness among teacher educators. The inculcation of ICT knowledge especially in the field of education could definitely reshape the structure of each and every individuals involved in the teaching learning process and the education system as a whole.

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