DIGITAL PORTFOLIO AND BLENDED LEARNING ENVIRONMENT AMONG THE MATHEMATICS FACULTY MEMBERS OF THE TECHNICAL AND TECHNOLOGICAL INSTITUTIONS – A CORRELATION STUDY

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ABSTRACT

The main objective of the study is to find out the relationship between Digital Portfolio and Blended Learning Environment among the Maths Faculty of the technical and technological institutions and for which, the normative survey method is used as a method of the study. The 200 members of Maths faculty were considered as a sample of the study and they were administered the tool that correlate their Digital Portfolio and Blended Learning Environment. The results have shown that the Digital Portfolio and Blended Learning Environment are positively correlated.

INTRODUCTION

Technology plays a vital role in the lives of the younger generation. In this era, the use of mobiles and computers is extensive in schools and colleges. The teachers are obliged to give importance to the digital initiatives in the educative process. Students can easily curate, archive, analyse and keep their sample for the present as well as for future learning on their finger tips. So teachers should direct them along the Techno Stream. They should update themselves in terms of Technology. Especially Maths teachers who are working in Technical and technological institutions should change their teaching methodology accordingly. They should search for data

and study material as per the syllabus and compile them into a single portfolio in order to deliver and share it with the students. Students are also interested to learn both online and offline learning modes. Thus, the changes in teacher education are required in terms of Digital Portfolio and Blended Learning Environment**.**

NEED FOR THE STUDY

Today the learning has been brought into the optimum level in terms of technical, technological with a wide variety of knowledge acquisition. The approaches, methods, techniques, theories, models, strategies and games that are used for the instructional purpose, are also changed according to the time and the level of Institutions. There is no single default approach or method that can be incorporated in to all types of Teachers, Students, Concepts, Subjects and Institutions. These approaches are definitely subjected to change. Technology, especially information and communication technology, is playing a vital role in the instructional purpose. Out of the different technological innovations and interventions, the Digital Portfolio and Blended Learning Environment are very important that indicate the expertise, expectation, endeavour and educative experience of the teachers. These technological interventions are very important to teachers today in general and Maths teachers in particular. Hence, this study attempts to find out the relationship of Digital Portfolio and Blended Learning Environment among the members of Maths faculty.

ASSUMPTIONS

It is assumed that there is no significant relationship between the Digital Portfolio and Blended Learning Environment among the Maths teachers who are working in the technical and technological institutions. It is assumed that the demographic variables have no influence in the

relationship between Digital Portfolio and Blended Learning Environment among the Maths faculty.

OBJECTIVES

1. To study the relationship between Digital Portfolio and Blended Learning Environment of the Maths faculty working in polytechnic and engineering colleges.
2. To study the relationship between Digital Portfolio and Blended Learning Environment of the Maths faculty working in polytechnic and engineering colleges with respect to the selected demographic variables such as Gender, Locality of the Institutions, Types of Institutions and Nature of Institutions.

HYPOTHESES

1. There exists a significant relationship between the Digital Portfolio and Blended Learning Environment among the members of Maths faculty.
2. There exists a significant relationship between the Digital Portfolio and Blended Learning Environment among the Maths faculty with respect to the demographic variables.

METHODOLOGY

The researcher has adapted the Normative Survey Method for this investigation.

SAMPLE

Data were collected from 200 Maths teachers who are working in Technical and Technological Institutions. For this study, the investigator has used the simple Random Sampling Technique.

TOOL

A scale that measures the Digital Portfolio and Blended Learning Environment among the teachers who are working in the technical and technological institutions were constructed and validated by the investigator and administered to the selected sample.

ANALYSIS OF DATA

Hypothesis 1

There exists a significant relationship between the Digital Portfolio and Blended Learning Environment among the Maths faculty.

Table 1

RELATIONSHIP BETWEEN THE DIGITAL PORTFOLIO AND BLENDED LEARNING ENVIRONMENT AMONG THE MATHS FACULTY MEMBERS

S.No	N	Digital portfolio ($\bar{X}$)	Infographic ($\bar{Y}$)	Correlation value	Level of significance
1	200	141	142	0.91	S

(Significant @ 0.01 level)

From the above table, it is understood that there exists a significant relationship between Digital Portfolio and Blended Learning Environment among the Maths teachers.

Hypothesis 2

There exists a significant relationship between the Digital Portfolio and Blended Learning Environment among the Maths faculty in relation to the demographic variables.

Table 2

SIGNIFICANT RELATIONSHIP BETWEEN THE DIGITAL PORTFOLIO AND BLENDED LEARNING ENVIRONMENT AMONG THE MATHS FACULTY WITH RESPECT TO THE DEMOGRAPHIC VARIABLES

Sl. No	Variable	Sub variable	N	Digital portfolio ($\bar{X}$)	Infographic ($\bar{Y}$)	Correlation	Level of significance
1.	Gender	Male	104	142	142	0.93	S
		Female	96	142	144	0.93	S
2.	Locality of Institutions	Rural	108	139	141	0.91	S
		Urban	92	144	144	0.94	S
3.	Types of Institutions	Government	93	142	142	0.90	S
		Private	107	142	143	0.95	S
4.	Nature of Institutions	Technical	106	138	140	0.97	S
		Technological	94	145	144	0.85	S

(Significant @ 0.01 level)

From the above table, it is understood that there exists a significant relationship between Digital Portfolio and Blended Learning Environment among the Maths teachers in relation to the variables selected for the present study.

EDUCATIONAL IMPLICATIONS

The findings reveal that there exists **a** significant relationship between the digital Portfolio and Blended Learning Environment among the Maths faculty. This is an indication that the teachers are good at using the Blended Learning Environment and their Portfolio. This result indicates that both the avenues can be taken a greater height among the Maths teachers by providing them with adequate training programmes. The Maths teachers may be oriented to take up the usage of both Blended Learning Environment and Digital Portfolio by undergoing the training programmes, workshops and necessary plans.

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