UTILIZATION OF E-RESOURCES AMONG THE B.Ed., STUDENTS

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ABSTRACT

The aim of this study was to find out the utilization of E-resources among the B.Ed., students. The survey method was used for the present study. The sample consisted of 400 B.Ed., students from 8 colleges of education in Theni District. An E-resources tool with 6 dimensions, namely E-learning, E-tutoring, E-books, E-library, E-banking and E-shopping was used to find out the level of utilization of E-resources and the significant difference between variables. It was found that the level of utilization of E-resources among B.Ed., trainees is average. There was significant difference between B.Ed., students having computer and those not having computer in the dimensions E-tutoring and E-shopping.

INTRODUCTION

The rapid advancement of Information and Communication Technology (ICT) has brought a revolutionary change in the information scenario giving rise to a number of options to handle varied information sources conveniently and effortlessly. Information technology has changed the world and has become one of the very important tools for retrieving information. The electronic information resources have acquired a major portion of library collections. The value and use of information resources particularly E-resources have increased with time.

Features of E-resources such as speed, capacity, automation, communication, replication, interactivity, non linearity, multi modality etc. can be used for better advantage in the teaching and learning process, but the shift in the pedagogical approaches are necessary for both teachers and students for effective utilization of E-resources. Therefore, there is necessity to make a study of the utilization of E-resources among B.Ed. students, the would-be teachers.

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SIGNIFICANCE OF THE STUDY

Now we are in the age of knowledge explosion. Teaching-learning process has changed from being teacher centered to student centered. It is true that the learning process is optimum when it is assisted and personalized. Technology Enhanced Learning (TEL) plays an important role in personalizing the learning process. Thus knowing about E-resources and its utilization is very important for B.Ed., students. Hence the investigator has taken the following topic for her investigation.

TITLE OF THE PROBLEM

The problem undertaken by the investigator for study is ***"Utilization of E-resources among B.Ed., Students"***.

OBJECTIVES OF THE STUDY

1. To find out the level of utilization of E-Resources and its dimensions among B.Ed., trainees in terms of a) qualification and b) having computer.
2. To find out whether there is any significant difference in the utilization of E-resources and its dimensions among B.Ed., trainees in terms of a) qualification and b) having computer.

HYPOTHESES OF THE STUDY

1. There is no significant difference between B.Ed., students having computer and those not having computer in their utilization of E-resources and its dimensions.
2. There is no significant difference among B.Ed., students with different educational qualifications in their utilization of E-resources and its dimensions.

SAMPLE

The investigator selected B.Ed., colleges in Theni Educational District. Random sampling technique was used for selecting 400 B.Ed., students from 8 colleges in this district, giving importance to the nature of college, gender, age etc.

METHODOLOGY

The investigator adopted the survey method to find out the level of Utilization of E-resources among B.Ed. Students.

TOOLS

The investigator developed 60 items in consultation with the guide and subject experts based on the materials collected pertaining to E-resource from various sources like reference books, research journals, websites, magazines and text books.

On the basis of the suggestions given by them, some items were dropped, some were modified and some were also added. Thus the validity of the tool was established.

A pilot study was conducted on 40 students in St. Xavier's College of Education (Autonomous), Palayamkottai. The investigator used item-whole correlation to find out the 'γ' values. The items having 'γ'values between 0.4 to 0.6 were retained and the other items were rejected. The final tool consisted of 29 items only. Thus the tool was standardized.

The investigator administered the tool to the same 40 B.Ed., students of St. Xavier's College of Education (Autonomous), Palayamkottai after 15 days. The reliability coefficient was calculated and it was found to be 0.691.

STATISTICAL TECHNIQUES

Statistical techniques such as percentage analysis, arithmetic mean, standard deviation,'t'-test were used.

FINDINGS

Objective : 1.a

The level of utilization of E-resources and its dimensions among B.Ed., students in terms of qualification.

TABLE 1

LEVEL OF UTILIZATION OF E-RESOURCES AND ITS DIMENSIONS AMONG B.Ed., STUDENTS IN TERMS OF QUALIFICATION

Dimensions	Variables	Low		Average		High	
		Count	%	Count	%	Count	%
E-learning	U.G	70	22.2	167	53.0	78	24.8
	P.G	25	31.6	35	44.3	19	24.1
	M.Phil.	3	50.0	2	33.3	1	16.6
E-tutoring	U.G	64	20.3	179	56.8	72	22.9
	P.G	18	22.8	43	54.4	18	22.8
	M.Phil.	1	16.7	5	83.3	0.0	0.0
E-books	U.G	65	20.6	176	55.9	74	23.5
	P.G	24	30.4	41	51.9	14	17.7
	M.Phil.	3	50.0	3	50.0	0.0	0.0
E-library	U.G	63	20.0	177	56.2	75	23.8
	P.G	17	21.5	43	54.4	19	24.1
	M.Phil.	1	16.7	4	66.7	1	16.7

E-banking	U.G	73	23.2	179	56.8	63	20.0
	P.G	16	20.3	43	54.4	20	25.3
	M.Phil.	3	50.0	3	50.0	0.0	0.0
E-shopping	U.G	54	17.1	181	57.5	80	25.4
	P.G	15	19.0	48	60.8	16	20.2
	M.Phil.	1	16.7	5	83.3	0.0	0.0
E-resources in total	U.G	70	22.2	163	51.7	82	26.1
	P.G	24	30.4	37	46.8	18	22.8
	M.Phil.	2	33.3	4	66.7	0.0	0.0

It is inferred from the above table that the level of utilization of E-resources and its dimensions among B.Ed., students in terms of qualification is average whereas,the level of M.Phil., qualified B.Ed., students in the dimension E-Learning is low (50.0%) . It is found that the level of B.Ed., students having M.Phil., qualification is higher (66.7%) than that of B.Ed., students having U.G. qualification (51.7%) and B.Ed., students having P.G. qualification (46.8%) in their use utilization of E-resources in toto. Among the average values B.Ed., students having M.Phil., qualification have scored high value (83.3%) in the dimensions E-tutoring and E-shopping and P.G. qualified students having low value (44.3%) in the dimension E-learning.

Objective : 1.b

The level of utilization of E-resources and its dimensions among B.Ed., students in terms of having computer.

TABLE 2

LEVEL OF UTILIZATION OF E-RESOURCES AND ITS DIMENSIONS AMONG B.Ed., STUDENTS IN TERMS OF HAVING COMPUTER

Dimensions	Variables	Low		Average		High	
		Count	%	Count	%	Count	%
E-learning	Yes	67	27.3	108	44.1	70	28.6
	No	31	20.0	96	61.9	28	18.1
E-tutoring	Yes	46	18.8	136	55.5	63	25.7
	No	37	23.9	91	58.7	27	17.4
E-books	Yes	59	24.1	132	53.9	54	22.0
	No	33	21.3	88	56.8	34	21.9
E-library	Yes	47	19.2	130	53.1	68	27.8
	No	34	21.9	94	60.6	27	17.4

E-banking	Yes	50	20.4	138	56.3	57	23.3
	No	42	27.1	87	56.1	26	16.8
E-shopping	Yes	36	14.7	135	55.1	74	30.2
	No	34	21.9	99	63.9	22	14.2
E-resources in toto	Yes	62	25.3	110	44.9	73	29.8
	No	34	21.9	94	60.6	27	17.4

It is inferred from the above table that the level of utilization of E-Resources and its dimensions among B.Ed., students in terms of having computer is average. It is found out that the level of B.Ed., students who do not have computer is higher (60.6%) than B.Ed., students having computer (44.9%) in utilization of E-resources in toto.

Among the average values B.Ed., students who do not have computer have scored high value (63.9%) in the dimension E-shopping and B.Ed., students having computer have scored low value (44.1%) in the dimension E-learning.

Hypothesis 1

There is no significant difference between B.Ed., students having computer and those not having computer in their utilization of E-resources and its dimensions.

TABLE 3

SIGNIFICANT DIFFERENCE BETWEEN B.ED., STUDENTS HAVING COMPUTER AND NOT HAVING COMPUTER IN THEIR UTILIZATION OF E-RESOURCES AND ITS DIMENSIONS

Dimensions	Variation	N	Mean	Standard Deviation	Calculated 't' Value	Remark
E-learning	Yes	245	34.88	5.912	0.888	NS
	No	155	34.37	5.343		
E-tutoring	Yes	245	18.67	3.488	2.328	S
	No	155	17.81	3.778		
E-books	Yes	245	23.23	3.908	0.027	NS
	No	155	23.24	3.593		
E-library	Yes	245	11.61	2.421	1.357	NS
	No	155	11.28	2.318		
E-banking	Yes	245	11.49	2.396	1.568	NS
	No	155	11.10	2.413		

E-shopping	Yes	245	10.87	2.565	2.613	S
	No	155	10.23	2.315		
E-resources in toto	Yes	245	110.76	17.271	1.651	NS
	No	155	108.04	15.231		

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between B.Ed., students having computer and those not having computer in the use of E-resources in toto and its dimensions E-learning, E-books, E-library and E-banking, whereas there is significant difference in the dimensions E-tutoring and E-shopping.

Hypothesis 2

There is no significant difference among B.Ed., students with different educational qualifications in their utilization of E-resources and its dimensions.

TABLE 4

SIGNIFICANT DIFFERENCE AMONG THE B.Ed., STUDENTS WITH DIFFERENT EDUCATIONAL QUALIFICATIONS IN THEIR UTILIZATION OF E-RESOURCES AND ITS DIMENSIONS

Dimensions	Source of Variation	Sum of Squares	Mean Square	df	Calculated 'F' Value	Remark
E-learning	Between groups	124.505	62.253	2	1.927	NS
	Within groups	12825.805	32.307	397		
E-tutoring	Between groups	35.458	17.729	2	1.353	NS
	Within groups	5200.302	13.099	397		
E-books	Between groups	74.924	37.462	2	2.637	NS
	Within groups	5640.454	14.208	397		
E-library	Between groups	2.233	1.117	2	0.196	NS
	Within groups	2265.677	5.707	397		
E-banking	Between groups	23.694	11.847	2	2.056	NS

	Within groups	2288.066	5.763	397		
E-shopping	Between groups	6.953	3.477	2	0.560	NS
	Within groups	2463.044	6.204	397		
E-resources in toto	Between groups	991.148	495.574	2	1.818	NS
	Within groups	108214.042	272.579	397		

(At 5% level of significance, the table value of 'F' is 3.02)

It is inferred from the above table that there is no significant difference among the B.Ed., students with different educational qualifications in their utilization of E-resources in total and its dimensions, since the calculated 'F' values are lower than the table value.

INTERPRETATIONS

According to percentage analysis

1. It is found out that the utilization of E-resources among B.Ed., students having M.Phil., qualification is high. This may be due to fact that the M.Phil. students may have more knowledge and experience in usage of E-resources for their seminars, assignments and project work than P.G. and U.G. students.

2. It is found out that the utilization of E-resources among the B.Ed., students who do not have computer is high. This may be due to fact that they have their own interest to learn and utilize the E-resources for their future teaching. Hence owning a computer becomes secondary.

According to 't' test results

3. The 't' test result shows that there is significant difference between B.Ed., students having computer and those not having computer in the dimensions E-tutoring and E-shopping. This may be due to the fact that everyone wants to know about computer and its applications. They try to learn more about computers and so they have a computer in their home.

RECOMMENDATIONS

1. In B.Ed., course along with regular programmes, seminars, workshops, symposia and some training on the utilization of E-resources can be conducted.
2. Teacher training should familiarize the future teachers with various innovative methods and strategies to teach effectively.

3. Internet based teaching can be followed in B.Ed., colleges.
4. Training must be given for the B.Ed., students to browse texts from E-library and E-books.
5. Modify the computer lab with free internet facility.
6. Develop the E-library facility in the institutions.
7. Give freedom for the students to use the available E-resources in the institution.
8. Curriculum should be modified and introduce new topics about E-resources in their subjects.
9. Modern methods and techniques in teaching should be adopted by the teacher educators.

CONCLUSION

The teacher occupies a very important place in society because they bring about the transfer of the intellectual tradition from one generation to another. They maintain the level of technological skill and keep the light of civilization burning bright. They should be able to constantly adjust methods and approach to suit the changing times.

In the present study titled "Utilization of E-resources among B.Ed., students", the researcher has made an attempt to investigate the utilization of E-resources among B.Ed., students for their learning process.

The study has revealed that the utilization of E-resources among B.Ed., students is average and can be improved. This should be improved through the proper designing of curriculum and providing proper facilities for utilization of E-resources. E-resource learning which is able to supplement and complement regular learning, can greatly enhance the outcome of the process of learning and widen the vista of knowledge with regard to any given subject. A student teacher with proper skills to leverage E-resources can benefit from its complementary nature and thus emerge as a competent teacher in the future.

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