Research Article

Awareness of Digital Learning among Prospective B.Ed Teachers

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Abstract

The progress of Science is marked as an accumulation and emergence of scientific method and digital learning. Science would provide an intellectual atmosphere for the pupils to be developed by providing the problem solving activities for every day. In such situations, it is essential to understand Hence, Awareness of Digital Learning is an offshoot to know about the awareness of /CT application in education by the prospective B.Ed teachers is the need of our present day. The problem has been stated as " AWARENESS OF DIGITAL LEARNING AMONG PROSPECTIVE B.Ed TEACHERS". The population of the study is prospective B.Ed teachers studying in Colleges of Education from Kanyakumari, Tuticorin and Tirunelveli districts affiliated with Manonmaniam Sundaranar University, Tirunelveli. The investigators has used random sampling technique for selec;:.ting the sample for the investigation. The investigator randomly selected 242 Prospective B.Ed teachers studying in College of Education from Kanyakumari, Tuticorin and Tirunelveli ·districts affiliated with Manonmaniam Sundaranar University, Tirunelveli. Digital Learning Scale prepared by the investigator was used for collecting data for this survey method. The investigator has used arithmetic mean, 't'-test; standard deviation and ANOVA for analysing the data. The findings of the study shows that male are better than female prospective B.Ed teachers, rural prospective B.Ed teachers are better than urban Prospective B.Ed teachers and day scholar are better than hostel students in their digital awareness and it may be due to their curiosity to know the innovative and new things their environment and also their freedom to know new things of this digital world.

Keywords: *Digital Learning, ICT Awareness, Prospective B.Ed Teachers, Gender Differences, Rural and Urban Students, Day Scholars and Hostel Students, Teacher Education, Digital Competency.*

RATIONALE FOR THE STUDY

Science is an accumulated and systematised learning. The -progress of Science is marked as an accumulation and the emergence of scientific method and digital learning. Science would provide an intellectual atmosphere for the pupils to be developed by providing the problem solving activities for every day. The student teachers of today's digital world need scientific knowledge not only t9 understand the nature of the planet on which they live and its relationship to the rest of the universe, but also they should have computer skills to enhance their teaching skills. Every student teacher. should have awareness and adequate knowledge of computer and its advancement, in order to take intelligent decisions and for solving personal as well as classroom problems. For that, the student teachers should know about advantages of digital learning, limitations of digital learning, digital learning and its components, role of digital learning, fundamentals of e-learning and fundamental of internet.

Digital technology makes informative content easier to find, to access, to manipulate and remix, and to disseminate. All of these steps are central to teaching, scholarship and study. Together they constitute a dynamic process of "digital learning." Digital learning can be stated in the words of C. H. Aswani Kumar and S. Srinivas as 'electronic information made available to the users by interconnected environments like internet and corporate intranets.' Hence, Awareness of Digital Learning is an offshoot to know about the awareness of ICT application in education by the prospective B.Ed teachers is the need of our present day. •

STATEMENT OF THE PROBLEM

The problem has been stated as **" AWARENESS OF DIGITAL LEARNING AMONG PROSPECTIVE B.Ed TEACHERS".**

GENERAL OBJECTIVES

To study the awareness of digital learning among prospective B.Ed teachers

SPECIFIC OBJECTIVES

To study the awareness of digital learning between prospective B.Ed teachers in terms of demographic variables like: -

- Gender (Male/Female)
- Locality (Rural/Urban)
- Optional Subject (Arts/Science)

- Residence (Hosteller/Day Scholar) and
- Marital Status (Married/Unmarried)

HYPOTHESES

1. There is no significant difference between the mean scores of male and female prospective B.Ed teachers in the factor of digital learning awareness.
2. There is no significant difference between the mean scores of rural and urban prospective B.Ed teachers in the factor of digital learning awareness.
3. There is no significant difference between the mean scores of. arts and science prospective B.Ed teachers in the factor of digital learning awareness.
4. There is no significant difference between the mean scores of hosteller and day scholar prospective B.Ed teachers in the factor of digital learning awareness.
5. There is no significant difference between the mean scores of married and unmarried B.Ed teachers in the factor of digital learning awareness.

POPULATION AND SAMPLE

The population of the study is Prospective B.Ed teachers studying in College of Education from Kanyakumari, Tuticorin and Tirunelveli districts affiliated with Manonmaniam Sundaranar University, Tirunelveli. The investigator has used random sampling technique for selecting the sample for her investigation. The investigator randomly selected 242 Prospective B.Ed teachers studying in College of Education from Kanyakumari, Tuticorin and Tirunelveli districts affiliated with Manonmaniam Sundaranar University, Tirunelveli.

TOOL

Digital Learning Scale prepared by the investigator was used for collecting data.

Construction and validation of Digital learning Scale:

As the first step towards the preparation of the Digital Learning Scale, the investigator has gone through many computer science books, magazines, research journals and discussions with computer science teachers of colleges and computer science teacher educators for collecting statements for the Digital Learning Scale. The items, thus collected were restricted to the topic. The topic Digital Learning of prospective B.Ed teacher has many dimensions, but the investigator had selected only six important dimensions. The dimensions are as follows: 1) Advantages of digital learning, 2) Limitations of digital learning, 3) Digital learning and its

components, 4) Role of digital learning, 5) Fundamentals of e-learning and 6) Fundamentals of Internet

Under these six dimensions, there were 90 items in the Digital learning. The investigator has modified certain items and finalized the scale, based on the expert opinion. The investigator established validity and reliability of the tool on final draft of Digital learning scale.

Establishing the validity and reliability:

To establish validity, the tool was submitted to experts of different colleges of Education. In accordance with their suggestions and opinions, they modified a few items The finalized scale contains 70 items. Thus the content validity has been established. The· finalized tool was admini•stered to 40 prospective B.Ed teachers, studying in Dr. Sivanthi Aditanar College of Epucation, Tiruchendur. The tool was administered. After 10 days, it was re-administered. The tool was administered to the same set of prospective B.Ed teachers. The responses were scored and the co-efficient of correlation between two sets of scores was calculated. The reliability co-efficient was found to be 0.81. The reliability of the tool has been established by test-retest method.

Final study:

The investigator went to Colleges and met the Head of the institutions and· got their permission. The investigator distributed the tools to the prospective B.Ed teachers, after giving instructions to them. The prospective B.Ed teachers completed the tools at the prescribed time.

STATISTICS

The investigator has used arithmetic mean, 't'-test; standard deviation and ANOVA for analysing the data.

FINDINGS

Difference between the mean scores of male and female prospective B.Ed teachers in digital learning awareness

Gender	N	Mean	S.D	't' value	Remarks at 5% level
Female Male	158	10.95 84	12.64 46.76	3.05 11.72	Significant

Difference between the mean scores of rural and urban prospective 8.Ed teachers in digital learning awareness

Locality	N	Mean	S.D	't' value	Remarks at 5% level
Rural	179	50.73	11.53	1.99	Significant
Urban	63	47.49	10.95		

Difference between the mean scores of arts and science prospective B.Ed teachers in digital learning awareness

Optional Subject	N	Mean	S.D	't' value	Remarks at 5% level
Arts	84	49.15	11.38	0.6881	Not Significant
Science	158	50.21	11.47		

Difference between the mean scores of hosteller and day scholar prospective B.Ed teachers in digital learning awareness

Residence	N	Mean	S.D	't' value	Remarks at 5% level
Day scholar	133	51.46	10.16	2.40	Significant
Hosteller	109	47.87	12.56		

Difference between the mean scores of married and unmarried prospective B.Ed teachers in digital learning awareness

Marital Status	N	Mean	S.D.	't' value	Remarks at 5% level
Married	36	50.38	11.31	0.3108	Not Significant
Un Married	206	49.75	11.47		

INTERPRETATIONS

1. There is a Significant difference between the mean scores of male and female prospective B.Ed teachers in Dignital learning awareness

2. There is a significant difference between the mean scores of digital learning awareness of rural and urban prospective B.Ed teachers.
3. There is no significant difference between the mean scores of digital learning awareness of arts and science prospective B.Ed teachers.
4. There is a significant difference· between the mean scores of digital learning awareness of hosteller and day scholar prospective B.Ed teachers.
5. There is no significant difference between the mean scores of digital learning awareness of married and unmarried B.Ed teachers.

Conclusion

The 't'-test result shows that male are better than the female prospective B.Ed teachers, rural prospective B.Ed teachers are better than urban Prospective B.Ed teachers and day scholar are better than hosteller in their digital awareness and it may be due to their curiosity to know the innovative and new things and their environment and also their freedom to know new things of this digital world.

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