



A STUDY ON AWARENESS OF E-BASED LEARNING OF PROSPECTIVE TEACHERS

Srungarapu Saradhi

SGT MPPS (ABM), Kondapalli

Chennamsetti Ramesh

Research Scholar, Department of Education, Krishna University Machlipatnam

Abstract

The present study has been specifically intended towards the awareness of Prospective teachers for e-learning in College of Education. In this paper, the investigator is eager to find the awareness of e-learning of Prospective teachers. The investigator has adopted simple random sampling technique and sample collected from 150 Prospective teachers in B.ED Colleges in Tirupati, Chittoor district of Andhra Pradesh. The major findings were that the awareness of e-learning of Prospective teachers based on gender and locality shows significant and college management shows no significant difference.

Keywords: E-learning. Prospective teachers.

INTRODUCTION

Teaching methodology will shift from teacher centred education to learner centred education. Teacher's dominance will be replaced by the knowledge dominance. So students now learn through computer teacher, television teacher and internet teacher. In future, another teacher who applies these technologies in the classrooms will replace a teacher who does not apply these technologies. Current trends reveal that e-learning has become a prominent teaching tool and acts as an alternative to traditional classroom learning (Zhang, Zhou, Briggs, & Nunamaker, 2006). The development of e-learning primarily aims to deliver the content of training or education quickly, effectively, and economically (Halachev, 2009a). Zhang et al. (2006) demonstrate that e-learning plays an essential role in a student's academic performance. E-learning is also expected to resonate with today's millennial students, who

typically love to explore online, and are proficient in using computers and the Internet. The advancements in science and technology result in developments in education field as in every field. These advancements require the utilization of various technologies in education e-learning technologies offer learners control over content, learning sequence, pace of learning, time and often media, allowing them to tailor their experiences to meet their personal learning objectives teacher takes great part in the making of good citizen. Good teacher awareness will reflect in the students and the society. The future society is in the hands of teacher trainees. Hence the present study is important to know the awareness of e-based learning of Prospective teachers.

STATEMENT OF THE PROBLEM

As we know the teaching learning technology has progressed from classroom lectures to seminars to objects. Learning objects includes CD's electronic books and electronic journals; audio-visual aids etc., Technology continuous to move forward. The development in computer technology has resulted in e-learning. E-learning is considered a more effective way of teaching to a large group of students, thereby providing consistency in educational quality, now the opportunity made available through e-learning are both significant and numerous. So that the investigator have selected the topic "**A Study On Awareness of E-Based Learning of Prospective Teachers**"

OBJECTIVES OF THE STUDY

1. To find out whether there is any significant difference in the mean scores of awareness of e-based learning of Prospective teachers with respect to their gender.
2. To find out whether there is any significant difference in the mean scores of awareness of e-based learning of Prospective teachers with respect to their locality.
3. To find out whether there is any significant difference in the mean scores of awareness of e-based learning of Prospective teachers with respect to their college management.

HYPOTHESES OF THE STUDY

1. There is no significant difference in the mean scores of awareness of e-based learning of Prospective teachers with respect to their gender.
2. There is no significant difference in the mean scores of awareness of e-based learning of Prospective teachers with respect to their locality.
3. There is no significant difference in the mean scores of awareness of e-based learning of Prospective teachers with respect to their college management.

METHODOLOGY

The investigator used normative survey method for collecting information related to awareness of e-learning by Prospective teachers at present context.

Tool Used

The investigator here self-framed research tool for identification of awareness of e-based learning levels.

Sample of the Study

The sample consists of 150 Prospective teachers from both Government and Private B.ED Colleges located in Tirupati, Chittoor district of Andhra Pradesh. The investigator used simple random sampling techniques for selecting the samples from the population.

Statistical Techniques Used

Mean (M), Standard Deviation (S.D), 't' test

ANALYSIS OF THE DATA

Null Hypothesis 1:

There is no significant difference in the mean scores of awareness of e-based learning of Prospective teachers with respect to their gender.

| Sr. No. | Group | N | Mean | S.D | t-test | Level of significance |
|---------|--------|----|-------|------|--------|-----------------------|
| 1 | Male | 77 | 68.60 | 5.48 | 3.04 | Significant |
| 2 | Female | 73 | 70.54 | 5.79 | | |

Table 1 shows that the calculated' value 3.04 is greater than the critical value 1.96 corresponding to the 0.05 level of significance. This implies that the difference in awareness of e-based learning of Prospective teachers between male and female mean scores under consideration is significant. Hence the null hypothesis is rejected. Therefore, it is concluded that Male and Female Prospective teachers differ significantly in their awareness of e-learning.

Null Hypothesis 2:

There is no significant difference in the mean scores of awareness of e-based learning of Prospective teachers with respect to their locality.

| Sr. No. | Group | N | Mean | S.D | t-test | Level of significance |
|---------|-------|----|-------|------|--------|-----------------------|
| 1 | Rural | 81 | 14.46 | 3.27 | 7.82 | Significant |
| 2 | Urban | 69 | 17.51 | 3.47 | | |

Table 2 shows that the calculated' value 7.82 is greater than the critical value 1.96 corresponding to the 0.05 level of significance. This implies that the difference in awareness of e-based learning of Prospective teachers between locality mean scores under consideration is significant. Hence the null hypothesis is rejected. Therefore, it is concluded that Rural and Urban Prospective teachers differ significantly in their awareness of e-learning.

Null Hypothesis 3:

There is no significant difference in the mean scores of awareness of e-based learning of Prospective teachers with respect to their college management

. Table 3. Awareness of e-based learning of Prospective teachers with respect to their college management

| Sr. No. | Group | N | Mean | S.D | t-test | Level of significance |
|---------|------------|----|-------|------|--------|-----------------------|
| 1 | Government | 56 | 15.72 | 3.43 | 1.20 | Not Significant |
| 2 | Private | 94 | 16.25 | 3.75 | | |

Table 3 shows that the calculated' value 1.20 is less than the critical value 1.96 corresponding to the 0.05 level of significance. This implies that the difference in awareness of e-based learning of Prospective teachers between Government and Private mean scores under consideration is not significant. Hence the null hypothesis is accepted. Therefore, it is concluded that Government and Private Prospective teachers do not differ significantly in their awareness of e-learning.

FINDINGS

1. There is significant difference in the mean scores of awareness of e-based learning of Prospective teachers with respect to their gender.
2. There is significant difference in the mean scores of awareness of e-based learning of Prospective teachers with respect to their locality.
3. There is no significant difference in the mean scores of awareness of e-based learning of Prospective teachers with respect to their college management

CONCLUSION

The major findings were that the awareness of e-learning of Prospective teachers based on gender and locality shows significant and college management shows no significant difference. The investigation end its findings will help educational experts, thinkers, teacher and all those who are interested in the field of education technology to focus their attention on the present problems. This findings and results are not the end of the problem, but just a

beginning of the search for innovation. By applying these results, the quality of teaching learning process will improve.

REFERENCES

1. Aggarwal. Y.P. (1989). Statistical Methods: Concepts, Application and Computation, Third Edition, New Delhi: Sterling Publishers Pvt.Ltd.
2. Andersson, A., (2008). Seven Major Challenges for e-learning in Developing Countries: Case Study Best, J.W. (2007). Research in Education. Fourth Edition, New Delhi: Prentice Hall of India (P) Ltd.
3. Dublin, L. (2003). If you only look under the street lamps.....Or nine e-Learning Myths. The e- Learning developers journal.<http://www.eLearningguild.com>.
4. Fry, K. (2001). E-learning markets and providers: some issues and prospects. Education Training, 233-239.
5. Rosenberg. M.J. (2001). E-learning: strategies for delivering knowledge in the digital age. New York: McGraw-Hill.