



“ATTITUDE TOWARDS E-EDUCATION AMONG THE TEACHER EDUCATORS”

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Abstract: Education is a powerful weapon to change the world. It is a continuous complex, dynamic and lifelong process. Now days Educational Technology occupies a prominent place in the teaching learning processes. The purpose of Educational Technology is to improve the effectiveness of the teaching-learning processes. It will help the teachers to teach well and learners to learn well. E-Education is one of the most sought after modes of delivery of educational institutions in any time any where mode; there is a close relationship between the quality of education and the quality of teachers. The quality of education depends upon the knowledge and attitude of teachers, In this context, every teacher educator should be aware of Educational Technology. Hence the investigators had conducted a study ‘A Study on Attitude towards E-Education among Teachers educators. For the present study the investigators randomly selected Fifty Teacher Educators in Mahabubnagar district. After framing necessary objectives and hypotheses appropriate analysis was carried out on the collected data. From the analysis it was found that there is significant difference in the Mean scores of attitude towards e-Education among the Teacher Educators with respect to their gender, residence, and streams.

Key words: E-Education, Teacher Education, Teacher Educators, Attitude, Classroom environment.

INTRODUCTION:

Education is a continuous complex and dynamic process. The importance of education has been realized by everyone and every nation. It is quite evident that the strength of the country depends on the strength of education, which in turn depends on the efficiency of teachers and the process of teaching.

The Indian Education Commission (1964-1966) observed that education must serve as a powerful instrument of social economic and cultural transformation necessary for the realization of the national goals. “Education is a process in which and by which knowledge, character and behavior of the young are shaped and molded.” - Prof. Drever.

Education, to the complete must be humane; it must include not only the training of the intellect but also the refinement of the least and the discipline of the spirit. Dr. S. Radhakrishnan.”

The role of education in individual growth and social development is unquestionable. Education includes all the influences which not upon an individual during his passage from cradle to grave. In other words, Education is life and life is Education’. It is not the giving of facts and details alone, but it is a man making process.

Today one, who knows computers well, can utilize these tools to change his lifestyle and sufficiently earn for himself. Computer screens can be used as a shop to sell the products kept in that shop. The e-business is such that everything can be sold on the screen if handled skillfully. One can design his own programs and project them on the web pages in such a manner that those who pay can access these web page and the programs covered.

The teaching learning process has been greatly influence by rapid advances in e-education Integration of students’ activities that lead to meaningful and sustainable learning experiences. It supports students in their own constructive thin inking, allows them to transcend their cognitive limitations. It boundaries of classroom by exploring new possible of e-education one of the basic requirements for education in this era of information explosion is to prepare learners for participation in a newt worked information society. All over the world, educational institutions are being forced to find better pedagogical methods to cope up with these new challenges. Most of the recent research on qualitative improvement of learning mediated through e-education is more or less explicitly considering technology’s possibilities how to facilitate social interaction between teacher and student as well as among students globally.

In this perspective, e-education is meditational tool incorporated within learning environment with authentic goals for both students and teachers. Therefore, it can be considered that mediated Collaborative Learning is one of the most promising innovative pedagogical practices at present to build a classroom culture supportive of active knowledge construction that can transform individual learning to the group level mediated by e-education.

E-EDUCATION:

An innovative application of computer in the teaching and learning process is e-education.. E-education may be network based, intranet-based or Internet-based, which includes text video audio, animation and virtual environmental. E-education provides faster learning at reduced costs increased access to learning and clear accountability for all participants in the learning process.

SIGNIFICANCE AND PURPOSE OF THE STUDY:

The rapid advancement in e-education has been greatly influence to the teaching learning process. Integration of e-education in classroom helps to create an environment for students' activities that lead to meaningful and sustainable learning experiences. This integration. Supports students in their constructive thinking and allows them to transcend their cognitive limitations. It is possible to bring the process of learning beyond the boundaries of classroom by exploring new possibilities of E-Education. One of the basic requirements for education in this era of information explosion is to prepare learners for participation in a networked information society. This basic requirements can be available only when teachers aware about e-education very well. All over the world, all types of educational institutions are being forced to find better pedagogical methods to cope up with these new challenges. Most of the recent research on qualitative improvement of learning mediated through E-Education is more or less explicitly considering possibilities of technology how to facilitate social interaction between teacher and student and among the students globally. When learning interaction takes place through E-Education it opens new possibilities like interaction free of the limitations of time and place. The synchronous and distance communication are new features of collaboration which challenge our traditional pedagogical practices is possible only by utilizing the advancements in E-Education. Thus, e-education mediated collaborative learning brings the schools of different countries together so that global sharing of interaction takes place. So, this type of present study will be very helpful in realizing the ideas and thought on E-education in the colleges of education by the teacher educators. **“A study as attitude towards E-Education among the Teacher Educators in Mahabubnagar Dist”**

Statement of the Problem:

The present study is entitled 'A study on attitude towards E-Education among the Teacher Educators in Mahabubnagar Dist'.
Operational Definitions of Key Terms

Teacher Educators:

The Teacher Educators are those who are working at Teacher Education Institutions. (Academic year 2015-2016).

Attitude

Attitude presents individual feeling for or against something. In other words the degree of feeling of favorableness or unfavorableness towards some objects, person, groups, and ideas is called attitude.

Attitude towards e-Education:

It is the attitude towards the uses of electronic material for educational and other information purposes to improve one's knowledge.

General Objective:

To find out the teacher educators' attitude towards e-education.

Objectives:

1. To study the significant difference between male and female teacher educators attitude towards use of e-education in teaching.
2. To study the significant difference between Rural and Urban teacher educator's attitude towards use of e-education in teaching.
3. To study the significant difference between science and arts teacher educators attitude towards use of e-education in Teaching.

HYPOTHESES:

1. There is no significant difference between male and female teacher educators attitude towards use of e-education in teaching.
2. There is no significant difference between experienced and less-experienced teacher educators' attitude towards use of e-education in teaching.
3. There is no significant difference between science and arts teacher educators attitude towards use of e-education in teaching.

METHODOLOGY OF THE STUDY (RESEARCH DESIGN):

In this study investigator has incorporated the descriptive survey method, a survey was employed to collect data.

Population

Teacher educators of the colleges of education constituted the population of the study.

Sample and Sampling Techniques of the Study:

Teacher educators of the colleges of education constituted the population of the study of which are located in Mahabubnagar District, were selected as sample of the study of which only fifty teacher educators (25 male and 25 female) have been selected as the sample of the present study by employing the stratified random sampling technique. Teacher educators' attitude towards information and communication technology scale constructed by the investigator has been used as a tool for the collection of data from different teacher educators' of the colleges of education.

Research Tool:

Teacher educators' attitude towards e-education scale constructed by the investigator has been used as a tool for the collection of data from different teacher educators' of the colleges of education. The scale included 13 items used to measure teachers' level of e-education use for educational purposes in college of education. A five point Likert type scale format was used to assessing teachers' level of e-education use for educational purposes in college of education. A five point Likert type scale format was used to assessing teachers' level of e-education use for educational purposes (1=never use, 2= rarely use, 3 sometimes use, 4= often use, 5= very often use). The reliability of the tool was found to be 0.256(N=50) by split- half method. Then, by applying t-test method, the investigator analyzed the collected data.

Data Analysis:

1. There is no significant difference between male and female teacher educators attitude towards use of e-education in teaching.

TABLE: 1. MEAN SORES OF MALE AND FEMALE TEACHER EDUCATORS' ATTITUDE TOWARDS USE OF E-EDUCATION IN TEACHING.

Variables	Category	N	Mean	SD	t-value	Significance at .05 level
Gender	Male	25	64.46	15.45	2.449	Significant
	Female	25	54.72	11.82		

Degree of freedom=48, Tabulated t-value at .05 level of significance= 2.02

In the above table 1, the mean score of the 25 male teacher educators participating in the study regarding their Attitudes towards e-education use in teacher education institute was 64.46, while that of the 25 female teacher educators regarding their attitudes Towards e-education use teacher education institution was found to be 54.72. As a result of the independent samples t-test conducted to see whether this difference was significant or not, the t value was found statistically significant ($p < .05$). This result demonstrated that scores of both male and female teacher educators regarding their Attitudes towards e-education use in teacher education institution was 2.49 statistically significant at 0.05 level.

TABLE: 2 MEAN SORES OF RURAL AND URBAN TEACHER EDUCATORS' ATTITUDE TOWARDS USE OF E-EDUCATION IN TEACHING.

Variables	Category	N	Mean	SD	t-value	Significance at .05 level
Residence	Rural	25	56.28	15.83	1.97	Not Significant
	Urban	25	63.51	14.68		

Degree of freedom= 48, Tabulated t-value at .05 level of significance=2.02

The above table 2 shows the mean score of the 25 Rural teacher educators participating in the study regarding their attitudes towards e-education use in teacher education institution was 56.28, while that of the 25 Urban teacher educators regarding their attitudes towards e-education use teacher education institution was found to be 63.51. As a result of the independent samples t-test conducted to see whether this difference was significant or not, the t value was not found statistically significant ($p > .05$). This result demonstrated that scores of both Rural and Urban teacher educators regarding their attitudes towards e-education used in teacher education institution was 1.97 statistically not significant at 0.05 levels.

3. There is no significant difference between science and arts teacher educators attitude towards use of e-education in teaching.

TABLE: 3 MEAN SORES OF SCIENCE AND ARTS TEACHER EDUCATORS’ ATTITUDE TOWARDS USE OF E-EDUCATION IN TEACHING.

Variables	Category	N	Mean	SD	t-value	Significance at .05 level
Stream	Science	25	64.61	14.24	2.04	Significant
	Arts	25	55.14	15.14		

Degree of freedom= 48, tabulated t-value at .05 level of significance= 2.02

The above table 3 reveals the mean score of the science teacher educators participating in the study regarding their Attitude Towards e-education use in teacher education institution was 64.61, while that of the 25 arts teacher educator regarding their attitudes towards e-education use teacher education institution was found to be 55.83. As a result of the independent samples t-test conducted to see whether this difference was significant or not, the t-value was found statistically significant ($p > .05$). This result demonstrated that scores of both science and arts teacher educators regarding their attitudes towards e-education use in teacher education institution was 02.04 statistically significant at 0.05 levels.

RESULT AND DISCUSSIONS:

In the above table I, the mean score of the 25male teacher educators participating in the study regarding their attitudes towards e-education use in teacher education institution was 64.46, while that of the 25 female teacher educators regarding their attitudes towards e-education use teacher education institution was found to be 54.72. As a result of the independent samples t-test conducted to see whether this difference was significant or not, the t value was found statistically significant ($p > .05$), This result demonstrated that scores of both male and female teacher educators regarding their attitudes towards e-education use in teacher education institution was 2.49 statistically significant at 0.05 level. The above table 2 shows the mean score of the 25 Rural teacher educators participation in the study regarding their attitudes towards e-education use in teacher education institution was 56.28, while that of the 25 Urban teacher educators regarding their attitudes towards e-education use teacher education institution was found to be 63.51. As a result of the independent was significant or not, the t value was not found statistically significant ($p > .05$). This result demonstrated that scores of both experienced and less experienced teacher educators regarding their Attitudes towards e-education Use in teacher education institution was 1.97 statistically not significant at 0.05 level and The above table 3 reveals the mean score of the science teacher educators participating in the study regarding their Attitudes Towards e-education Use in teacher education educators regarding their Attitudes towards e-education use the teacher education institution was found to be 55.83. As a result of the independent samples t-test conducted to see whether this difference was significant or not, the t value was found statistically significant ($p > .05$). This result demonstrated that scores of both science and arts teacher educators regarding their Attitudes towards e-education Use in teacher education institution was 2.04 statistically significant at 0.05 level. From this analysis of the collected data.

FINDINGS:

The study can be concluded with the following findings as follows:

1. *There is significant difference between male and e-learner in teaching because the total mean score of the male teacher educators is greater than the female one.*
2. *There is no significant difference between Rural and Urban teacher educators attitude towards use of e-education in teaching because the total mean score of the Rural teacher educators is less than the Urban one.*
3. *There is significant difference between science and arts teacher educators attitude towards use of e-education in teaching because the total mean score of the science teacher educators is greater than the arts Teacher Educators.*

IMPLICATIONS AND RECOMMENDATIONS:

1. *Teacher education institutions should provide teacher educators with in-service trainings, workshops and seminars on e-education so as the teacher educator becomes useful resource persons to provide e-education mediated teacher education.*
2. *Education systems should provide in-service and pre-service training to teachers in computer assisted instruction (CAI) and computer managed instruction (CMI) in education.*
3. *Certificate course to the student teachers to focus on e-education experience as the initial stage of pre service training can be provided.*
4. *Design e-education based instructional material to facilitate online teaching and learning.*
5. *The professional development policies and the teacher training policies should support the e-education based teaching so, that the teachers and the students are involved in the active teaching learning process.*
6. *The teacher education institutions can encourage the teacher educators to use e-education by providing the e-education and internet facilities (Wifi enabled campus).*



CONCLUSION:

The present study is concluded that male and female as well as science and arts teacher educators' of colleges of education have significant difference in their attitudes towards e-learning whereas this attitude of experienced teacher educators has not been found significant difference between the experienced and less experienced teacher educators' of colleges of education.

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