

Transformation of Learning Resource Centres in the Digital Era

Editors

Dr.A.M.Venkatachalam
Dr.K.Karunai Raghavan
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Dr.T.Magudeeswaran



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(AUTONOMOUS)
PALAYAMKOTTAI - 627 002.

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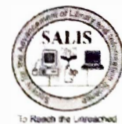
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PRINCIPAL
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Usage of E-Resources and E-Learning Platforms among Student Teachers: An Institutional Study at St. Xavier's College of Education (A), Palayamkottai

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Abstract

This study focused on finding out the usage of e-resources and e-learning platforms among student teachers. The investigators constructed and validated a tool and data were collected using a survey method through Google forms from 168 student teachers of St. Xavier's College of Education, Palayamkottai. Percentage analysis and t-test were the statistical measures used for the analysis.

The major findings were; there is no significant difference between male and female student teachers in the usage of e-resources and e-learning platforms, there is no significant difference between arts and science subject student teachers in the usage of e-resources and e-learning platforms; there is no significant difference between UG and PG qualified student teachers in the usage of e-resources and e-learning platforms; there is no significant difference between UG and PG qualified student teachers in the usage of e-resources and e-learning platforms.

Keywords: Electronic Resources, E-Learning and Student Teachers

Introduction

During covid-19, electronic resources and e-learning platforms played a vital role in the teaching and learning process. Drastic changes happened within a short span of time and as a result, number of open resources and play store applications for downloading e-resources and utilizing the learning management tools including Google apps and other applications were popularised in these periods.

Student teachers were also familiarised to these open resources and platforms and also prepare their study materials, assignments, teaching aids, and practicum with a help of e-resources and e-learning platforms. In this way they received the exposure and training for the usage of e-resources and e-learning platforms, this will be definitely helpful for them in the near future when they become teachers.

About the College

St. Xavier's College of Education Palayamkottai was started in 1950 as St. Xavier's Teachers' Training College at St. Xavier's (Autonomous) College Campus and affiliated to the University of Madras with an intake of 30 students in B.Ed. programme.

The college was assessed and accredited with Five Stars by the NAAC. In 2006 UGC conferred the autonomy status to this College. UGC Review committee extended the Autonomous status of the College for the period of Six years upto 2017-2018 and continues for ten years from 2018-2019 to 2027-2028. The College was re-accredited (4th Cycle) by NAAC at 'A+' Grade.

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Review of Literature

Intakhab Alam Khan (2016) identified that many students were found indifferent towards learning the target language (English). Different reasons were attributed to this situation. However, in order to overcome learning difficulties and motivate the concerned learners it was suggested that the students should be well involved in the teaching/learning activities. Online resources in particular can catch the attention of even a passive learner. While ascertaining the effectiveness of e-learning in general, the following aspects were also taken into account: relevance of e-learning, utilization of e-resource, e-training for the teachers etc. The effectiveness has been measured on account of the observation, responses of the questionnaires, experiment on the sample. The findings of the study were hopefully going to be effective and useful in the current practice of teaching English.

Deepti Singh and Sunita Mishra (2020) experimented to find out whether a student learns using the method of E-learning (blended learning) performs better than students using the traditional method of learning. Findings offered new evidence that e-learning has a significant influence on the performance of students as student learning using e-learning resources consistently performed better than students taught using the traditional method. Based on this result, recommendations were made to provide training to the institutions/schools to support ICTs and become more flexible by adopting learning approaches that are dynamic and multidimensional as issues in education are becoming more complex.

Title of the Problem: The present investigation is entitled as “Usage of E-Resources and E-Learning Platforms among Student Teachers: An Institutional Study at St. Xavier’s College of Education (Autonomous), Palayamkottai”

Objectives of the study

- To find out the level of usage of e-resources and e-learning platforms among student teachers.
- To find out the difference in the usage of e-resources and e-learning platforms among student teachers with respect to gender, subject, qualification and locality of residence.

Methodology

The present study is descriptive research as it involves collection of data to test the hypotheses using survey method with the help of a rating scale namely usage of e-resources and e-learning platforms among student teachers. This tool was constructed and validated by the investigators with 15 items and the data were collected through Google forms.

Sample and Sampling Technique

Using convenient sampling technique, the data were collected from 168 student teachers of St. Xavier’s College of Education (Autonomous), Palayamkottai.

Data Analysis: The investigators sent the tool in e-form (Google Forms) to respective e-mails and Whatsapp of 190 student teachers studying in St. Xavier’s College of Education. Among the filled in responses the researchers have received 168 fully completed data for analysis and interpretation. Percentage analysis and t-test were the statistical measures used for the analysis of collected data and the details are presented as follows

Table: 1 Level of Usage of E-Resources and E-Learning Platforms among Student Teachers

Variable	Low		Moderate		High	
	N	%	N	%	N	%
Level of Usage of E-Resources and E-Learning Platforms among Student Teachers	29	17.3	108	64.3	31	18.5

Percentage analysis showed that 17.3% of student teachers have low level, 64.3% have moderate level and 18.5% have high level of usage of e-resources and e-learning platforms.

Table: 2 Difference between Male and Female Student Teachers in the Usage of E-Resources and E-Learning Platforms

Variable	Gender	N	Mean	S.D.	Calculated 't' value	P value	Remark
Usage of E-Resources and E-Learning Platforms among Student Teachers	Male	43	35.98	6.205	1.33	0.75	NS
	Female	125	37.22	4.945			

The t-test analysed revealed that, there is no significant difference between male and female student teachers in the usage of e-resources and e-learning platforms, since the p-value is greater than 0.05.

Table: 3 Difference between Arts and Science Subject Student Teachers in the Usage of E-Resources and E-Learning Platforms

Variable	Subject	N	Mean	S.D.	Calculated 't' value	P value	Remark
Usage of E-Resources and E-Learning Platforms among Student Teachers	Arts	45	37.02	4.49	0.17	0.89	NS
	Science	123	36.86	5.58			

The t-test analysed revealed that, there is no significant difference between arts and science subject student teachers in the usage of e-resources and e-learning platforms, since the p-value is greater than 0.05.

Table: 4 Difference between UG and PG Qualified Student Teachers in the Usage of E-Resources and E-Learning Platforms

Variable	Qualification	N	Mean	S.D.	Calculated 't' value	P value	Remark
Usage of E-Resources and E-Learning Platforms among Student Teachers	UG	86	36.63	4.34	0.69	0.49	NS
	PG	82	37.20	6.16			

The t-test analysed revealed that, there is no significant difference between UG&PG qualified student teachers in the usage of e-resources & e-learning platforms, since the p-value is greater than 0.05.

Table: 5 Difference between Rural and Urban Residing Student Teachers in the Usage of E-Resources and E-Learning Platforms

Variable	Locality	N	Mean	S.D.	Calculated 't' value	P value	Remark
Usage of E-Resources and E-Learning Platforms among Student Teachers	Rural	62	36.81	6.74	0.18	0.85	NS
	Urban	106	36.96	4.27			

There is no significant difference between rural and urban residing student teachers in the usage of e-resources and e-learning platforms. The t-test analysed revealed that, there is no significant difference between rural and urban residing student teachers in the usage of e-resources and e-learning platforms, since the p-value is greater than 0.05.

Major Findings and Discussion

Percentage analyses revealed that majority of student teachers i.e., 64.3% fall under the moderate level in the usage of e-resources and e-learning platforms. This indicates that student teachers must enhance the usage of electronic resources for their learning purposes. Their theoretical and practical knowledge must be updated with proper hands on training and sufficient opportunities must be given for its usage. The institutions as well as teachers have to encourage them for using the e-resources to the maxim. The t-test analyse showed that, there is no significant difference between male and female, arts and science subjects, UG and PG qualified and rural and urban residing student teachers in the usage of e-resources and e-learning platforms. These results undoubtedly revealed that gender, subject, qualification and locality of residence will not be a hurdle for the usage of e-resources and e-learning platforms. We are living in a digital era in which the e-resources and e-learning platforms are in our hands in the form of smart devices, so what and how much is used are the prominent questions to be asked. But still we have to go a long way in the roads of technology, especially in the usage of e-resources and e-learning platforms.

Conclusion

We can observe a shifted focus from print to electronic resources among the students especially during the pandemic period. Due to online teaching and learning in the COVID-19 pandemic, the student teachers got more exposure to various online and e-resources, e-platforms including e-content. This is a welcome sign for the usage of electronic resource and usage of e-learning platforms. But, after the pandemic, once again the teachers, teacher educators and student teachers are gradually return back to the normal mode of teaching-learning process. So it is recommended to have a blended mode of teaching-learning process, where e-resources and e-platforms are to be utilised to the fullest, in order to enhance the quantity and quality of teaching-learning and thus education.

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