

CHANGING INFORMATION LANDSCAPE AND ITS TRANSFORMATION IN LIS EDUCATION

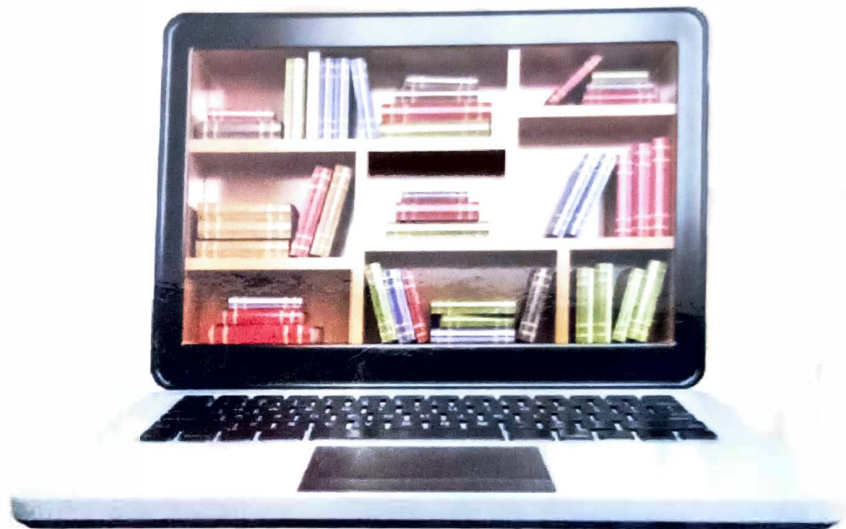
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(AUTONOMOUS)
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Prof. S. Thanuskodi, Dr. S. Kishore Kumar, Dr. S. Raja & Dr. A. Alagu

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7.	Potential Benefits of Academic Social Networks for Researchers: With Special References to ResearchGate and Academia.edu <i>M. Mahalakshmi & Dr. P. Ganesan</i>	191
8.	Use of Social Media Networkings by Students in Seeking Information: Special Reference to Bishop Heber College, Tiruchirappalli <i>Dr. X. Mercy Angeline, Dr. M. Preethi & N. Sambathkumar</i>	194
9.	A Study on Awareness, Benefits, and Challenges of E-PG Pathshala among Postgraduate Students at Alagappa University <i>M. Muniyasamy</i>	198
10.	Attitude towards Open Educational Resources among Students of Women's Colleges in Pudukkottai District <i>M. Nagaiah, Dr. S. Thanuskodi & Dr. A. Alagu</i>	203
11.	E-Resources in the Teaching and Learning Process: An Overview <i>Dr. T. Narmadha</i>	209
12.	Literature Growth and Development of "Library Analysis": Bibliometric Overview during Last Twenty Years <i>G. Radha & Dr. A. Thirumagal</i>	212
13.	Manipulation of Electronic Resources for Teaching and Learning Process among Teacher Educators in Tamil Nadu <i>Raja Thangiah, S. Sherlin & I. Ravi Kumar Kennedy</i>	218
14.	Security of Library Resources: An Overview <i>Dr. K. Raju</i>	222
15.	QR Code and its Applications in Library and Information Centres: With a Slant to Free Softwares to Generate QR Codes <i>Dr. K. Ramasamy, Dr. M. Mani & I. Noorul Hasan</i>	225
16.	Growth of Open Access Journals in Directory of Open Access Journals with Reference to Information Science <i>K.S. Salma Sharon, R. Marimuthu & S. Madhubala</i>	228
17.	Reflection of Library in Social Networking Sites <i>R. Sobiya, G. Abinaya, & V. Benitta</i>	233
18.	Design and Development of Open Access Resource Directory in LIS <i>Dr. K. Sudhakar. & Dr. S. Thanuskodi</i>	236
19.	A Jurimetrics Study on Supreme Court Judgments on Copyright <i>N. Rajkumar & Dr. N. Suresh</i>	239
20.	Scholarly Publication by the Faculty Members of Periyar University 1998 to 2021: A Scientometric Assessment <i>S. Ravi, & Dr. M. Palaniappan</i>	244
21.	Big Data and Libraries: An Overview <i>V. Sahitya & Dr. S. Thanuskodi</i>	251

MANIPULATION OF ELECTRONIC RESOURCES FOR TEACHING AND LEARNING PROCESS AMONG TEACHER EDUCATORS IN TAMIL NADU

Raja Thangiah, Sherlin, S. & Ravi Kumar Kennedy, I.

Abstract

The present study aimed to identify the level of manipulation of electronic resources for teaching and learning process among the teacher educators. A self made tool was constructed in Google forms and data were collected using survey method from 114 teacher educators of Tamil Nadu state. Percentage analysis, t-test and F-test were the statistical measures used for the analysis of data. The major findings were; there is no significant difference between male and female teacher educators and science and social science subjects teacher educators in manipulation of electronic resources for teaching and learning process. There is no significant difference among educational qualifications of teacher educators in manipulation of electronic resources for teaching and learning process.

Keywords: Electronic Resources; Teacher Educators; Teaching and Learning Process

Introduction

Teaching is, no doubt, a noble profession, since its service is rendered for the entire well-being of man, his body, mind and spirit. Teaching is perceived, as a set of teaching skills where in a teaching skill is a set of teaching behaviours that facilitate or bring about a specific instructional objective. It is an interacting process. Interaction means participation of both teacher and students and both are benefited by this. The interaction takes place for achieving desired objectives. Teaching is a complex art of guiding students through variety of selected experiences towards the attainment of appropriate teaching-learning goals and thus teaching is related to learning.

Review of Literature

Philomina and Amutha (2016) conducted a study on Indian teacher educators' awareness towards ICT. The results indicated that Indian teacher educators' awareness towards ICT differs regarding gender and subject. The study result of Naziya Hasan and Naved Hassan Khan (2020) indicated that students were enjoying online learning. Flexibility was found to be the most liked and poor network and connectivity were the most disliked elements of online learning.

Objectives of the Study

- To construct a validated tool for manipulation of electronic resources for teaching and learning process among teacher educators.
- To find out the level of manipulation of electronic resources for teaching and learning process of teacher educators.
- To find out whether there is any significant difference between male and female teacher educators in manipulation of electronic resources for teaching and learning process.
- To find out whether there is any significant difference between science and social science subjects teacher educators in manipulation of electronic resources for teaching and learning process.



- To find out whether there is any significant difference among educational qualifications of teacher educators in manipulation of electronic resources for teaching and learning process.
- To find out whether there is any significant difference among teacher educators working in various institutions in manipulation of electronic resources for teaching and learning process.

Hypotheses

- There is no significant difference between male and female teacher educators in manipulation of electronic resources for teaching and learning process.
- There is no significant difference between science and social science subjects teacher educators in manipulation of electronic resources for teaching and learning process.
- There is no significant difference among educational qualifications of teacher educators in manipulation of electronic resources for teaching and learning process.
- There is no significant difference among teacher educators working in various institutions in manipulation of electronic resources for teaching and learning process.

Methodology

The present study is a descriptive research as it involves collection of data to test the hypotheses using survey method with the help of a rating scale. This tool was constructed in Google forms and sent to teacher educators for the collection of data. The tool consisted of fifteen items regarding the usage of e-resources among teacher educators towards their teaching learning process. The sample comprised of 114 teacher educators from Tamil Nadu state, which covers faculty members from university, government, government aided and self financing.

Data Analysis

The researchers had sent questionnaires in e-form (Google Forms) through respective e-mails and Whatsapp numbers of 162 teacher educators in Tamil Nadu. Among the filled in responses the researchers has selected 114 fully completed data for analysis and interpretation. Percentage analysis, t-test and F-test were the statistical measures used for the analysis of collected data and the details are presented as follows;

Table: 1 Level of Manipulation of Electronic Resources for Teaching and Learning Process among Teacher Educators

Variable	Low		Moderate		High	
	N	%	N	%	N	%
Electronic Resources for Teaching and Learning Process	20	17.2	74	63.8	22	19.0

Percentage analysis showed that 17.2% of teacher educators have low level, 63.8% have moderate level and 19.0% have high level of manipulation of electronic resources for teaching and learning process.

Hypothesis 1

There is no significant difference between male and female teacher educators in manipulation of electronic resources for teaching and learning process.

Table:2 Difference between Male and Female Teacher Educators in Manipulation of Electronic Resources for Teaching and Learning Process

Variable	Gender	N	Mean	S.D.	Calculated 't' value	p-value	Remark
Electronic Resources for Teaching and Learning Process	Male	48	34.13	7.301	0.478	0.633	NS
	Female	68	33.53	6.068			

The t-test analysed revealed that, there is no significant difference between male and female teacher educators in manipulation of electronic resources for teaching and learning process, since the p-value is greater than 0.05.

Hypothesis 2

There is no significant difference between science and social science subjects teacher educators in manipulation of electronic resources for teaching and learning process.

Table:3 Difference between Science and Social Science Subjects Teacher Educators in Manipulation of Electronic Resources for Teaching and Learning Process

Variable	Subject	N	Mean	S.D.	Calculated 't' value	p-value	Remark
Electronic Resources for Teaching and Learning Process	Science	63	33.87	6.328	0.173	0.863	NS
	Social Science	53	33.66	6.931			

It is inferred from the above table that, there is no significant difference between science and social science subjects teacher educators in manipulation of electronic resources for teaching and learning process, since the p-value is greater than 0.05.

Hypothesis 3

There is no significant difference among educational qualifications of teacher educators in manipulation of electronic resources for teaching and learning process.

Table 4: Difference among Educational Qualifications of Teacher Educators in Manipulation of Electronic Resources for Teaching and Learning Process

Variable	Source Variance	Sum of Squares	df	Mean Square	Calculated 'F' value	p-value	Remark
Electronic Resources for Teaching and Learning Process	Between	130.42	3	43.474	1.004	0.394	NS
	Within	4851.75	112	43.319			

It is inferred from the above table that, there is no significant difference among educational qualifications of teacher educators in manipulation of electronic resources for teaching and learning process, since the p-value is greater than 0.05.

Hypothesis 4

There is no significant difference among teacher educators working in various institutions in manipulation of electronic resources for teaching and learning process.

Table:5Difference among Teacher Educators Working in Various Institutions inManipulation ofElectronic Resources for Teaching and Learning Process

Variable	Source Variance	Sum of Squares	df	Mean Square	Calculated 'F' value	p-value	Remark
Electronic Resources for Teaching and Learning Process	Between	299.82	2	149.912	3.618	0.030	S
	Within	4682.34	113	41.437			

The F-test analysis revealed that, there is significant difference among teacher educators working in various institutions in manipulation of electronic resources for teaching and learning process, since the p-vale is lesser than 0.05. Since it showed significance difference Post Anova (Waller Duncan) test was done and the details are presented below;

Table: 5 AMean Differences among Teacher Educators working in Various Institutions inManipulation ofElectronic Resources for Teaching and Learning Process

Institutions	N	Subset for alpha = 0.05	
		Mean 1	Mean 2
Self Financed	56	32.18	
Government/Government Aided	38	34.79	34.79
University	22		36.09

The mean scores revealed that Government/Government aided teacher educators (34.79) are better than self financedteacher educators (32.18) in manipulation of electronic resources for teaching and learning process. Also university teacher educators (36.09) are better than Government/Government aided teacher educators (34.79) in manipulation of electronic resources for teaching and learning process.

Conclusion

It is evident that in recent years, the focus has shifted from print to electronic resources. Flipped learning, blended learning, online education, etc., are becoming part of our pedagogy; e-content is getting popularized these days. These paradigm shifts emphasized the importance of e-resources in the field of education, with special reference to the teaching learning process, and it becomes the need of the hour. As a result, the most prominent recommendation for teacher educators will be to awaken, arise, and shine with electronic resources.

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