

DIGITAL RESOURCES AVAILABILITY AWARENESS OF B.ED., TEACHER TRAINEES

KATHIRVELU S¹ & RAJAKUMAR M²

¹Ph.D, Research Scholar, Department of Education, Annamalai University, Annamalainagar, Tamilnadu, India.

²Assistant Professor, Government College of Education, Vellore, Tamilnadu, India.

ABSTRACT

The objectives of this study is to find out the B.Ed., Teacher Trainees' level of Digital Resources availability Awareness and to determine whether there is any notable difference in the B.Ed., Teacher Trainees' level of Digital Resources availability, with regard to the sub samples, Gender, Locality, Medium of study. For the present study, the investigator adopted normative survey method. This investigation was carried out in the Vellore, Thiruvannamalai and Ranippaettai districts of Tamilnadu, India. The sample of 836 B.Ed., Teacher Trainees was selected using a random sampling procedure. Digital Resources availability Awareness Questionnaire, developed and validated by Kathirvelu S and Rajakumar M (2022) was used for this study. The B.Ed., Teacher Trainees' are possessing a moderate level of Digital Resources availability Awareness. There is significant dissimilarity in Digital Resources availability Awareness between male and female, rural and urban, Tamil and English medium B.Ed., Teacher Trainees.

KEY WORDS: Digital Resources, Awareness, B.Ed., Teacher Trainees

INTRODUCTION

Students have access to a wealth of useful materials in the realm of technology and digital resources. Students can find helpful resources online to help them with their academics, whether they are in primary school or college. The internet is a wealth of materials that can help kids succeed academically, from online textbooks to interactive lessons. Online textbooks are among the most significant digital tools for students. Students can access course materials from any computer or device with an internet connection by using online textbooks. Interactive components like quizzes, movies, and interactive diagrams are frequently included in online textbooks. These features make learning more interesting and can aid students in developing a deeper understanding of the subject matter. The cost of textbooks for students can be lowered thanks to the abundance of free online textbooks.

Tutorial websites are yet another excellent digital resource for pupils. The tutorials available on these websites cover a wide range of subjects, including arithmetic, physics, foreign languages, and computer programming. Given that they offer step-by-step instructions and are frequently accessible for free, tutorials can be an excellent resource for students who need assistance with their academic work. Additionally, tutorials can be utilised to supplement regular classroom instruction by giving students the freedom to study at their own speed and review lessons they may have missed.

Students can stay organised quite well using digital materials. While note-taking applications can assist students in organising their notes and keeping track of their progress, online planners and calendars can be utilised to keep track of assignments and due dates. Students can utilise digital planners to create reminders, view a visual depiction of their work, and see how much work they still need to do.

Last but not least, using digital resources is a terrific way for students to discover extra data and materials that

they might not be able to find in their textbooks. Online encyclopaedias and databases can be used to research information on many different subjects, and websites like Khan Academy can offer students extra study materials and activities. To access research papers and other items that might not be accessible in a regular library, many colleges also maintain their own online libraries.

Students of all ages can benefit greatly from digital materials. Students can access information and resources to aid in their academic success thanks to the plethora of online textbooks, tutorials, planners, and other resources. Digital resources can offer kids a range of information and tools that can help them learn and succeed academically, from elementary school to college.

REVIEW OF RELATED LITERATURE

In a 2018 study, Venkataraman S. and Manivannan S. investigated how first-year college students used lap tops. Using 200 randomly chosen first-year college students, Nor Bradhouse (2015) created and validated the Lap Top Usage Inventory. The study's findings indicate that first-year college students use lap tops often. Furthermore, there are noticeable differences in the use of lap tops between male and female, rural and urban pupils. With regard to the Government & Private and Aided & Private types of College Management, there is a substantial variation in the Lap Top usage of First Year College Students; however, there is no discernible difference between students of the Government & Aided kind. Additionally, it has been noted that there are no appreciable differences between first-year college students' lap-top usage according to their field of study (arts, science, or vocational), their community, or their parents' jobs.

Utilizing high school students from urban and semi-urban schools as respondents,

Deepti S. and Sunita M. (2020) evaluated the student's awareness of and engagement with e-learning using e-learning materials and its impact on academic achievement. In order to get more data, students who have experience with e-learning in both school and at home compare the outcomes of various teaching methods and student involvement with e-learning. The study used mean, standard deviation, correlation coefficient, and analysis of variance as its statistical techniques (ANOVA). The results showed that awareness among students in urban and semi-urban schools was substantial, and that student involvement (daily hours spent) had a significant impact on e-learning. It was discovered that participation in e-learning studies has a positive effect on the student's academic achievement.

The awareness, accessibility, and use of university electronic resources by students were examined by Bonnie O.O., et al. in 2020. 379 users were selected as a sample from two universities in the Nigerian state of Nasarawa. A straightforward random sampling strategy was employed to accomplish this. The mean scores and standard deviation from the survey questionnaires were used to examine the data. According to research, students are aware of the electronic journals, newspapers, and books that are available to them at their universities. Online databases and Internet services were also accessible. However, there have been reports of bad Internet access and uninterested employees.

OBJECTIVES OF THE STUDY

The objectives of the present investigation are as follows:

1. To find out the B.Ed., Teacher Trainees' level of Digital Resources availability Awareness.
2. To determine whether there is any notable difference in the B.Ed., Teacher Trainees' level of Digital Resources availability Awareness, with regard to the sub samples, Gender, Locality, Medium of study,.

HYPOTHESES OF THE STUDY

Suitable null hypotheses were framed.

METHOD OF STUDY

For the present study, the investigator adopted normative survey method.

LOCATION OF THIS STUDY

The current investigation was carried out in the vicinity of Vellore, Thiruvannamalai and Ranipettai districts of Tamilnadu, India.

SAMPLE OF THIS STUDY

The sample of 836 B.Ed., Teacher Trainees was selected using a random sampling procedure.

TOOL USED FOR THIS STUDY

Social Networking sites usage Scale constructed and validated by Digital Resources availability Awareness Questionnaire, developed and validated by Kathirvelu S and Rajakumar M (2022) was used for this study.

DESCRIPTIVE AND DIFFERENTIAL ANALYSIS

The B.Ed., Teacher Trainees' Digital Resources availability Awareness scores of year end examinations are collected from the 836 B.Ed., Teacher Trainees. For both the total sample and its sub-sample, the mean and SD were determined and are given in Table No. 1.

Table 1: The Mean and SD of B.Ed., Teacher Trainees' Digital Resources Availability Awareness Scores

Demographic Variables	Sub Sample	N	Mean	SD
Gender	Male	366	16.55	2.339
	Female	470	18.08	2.213
Locality	Rural	450	17.98	2.294
	Urban	386	16.75	2.334
Medium of study	Tamil	589	17.20	2.340
	English	247	17.91	2.442

The B.Ed., Teacher Trainees' are possessing a moderate level of Digital Resources availability Awareness (M=17.41)

NULL HYPOTHESIS

There is no significant dissimilarity in Digital Resources availability Awareness between male and female B.Ed., Teacher Trainees.

For the purpose of testing the hypothesis 't' value is calculated.

Table 2: The Significance of Dissimilarity in Digital Resources Availability Awareness of B.Ed., Teacher Trainees With Respect to their Gender

Gender	N	Mean	SD	t-value	State of significance
Male	366	16.55	2.339	9.600	Significant
Female	470	18.08	2.213		

It is found from the above table, that the calculated 't' value (9.600) is greater than the table value. Hence the formulated

null hypothesis is disproved, and it is concluded that there is a significant dissimilarity in Digital Resources availability Awareness between male and female B.Ed., Teacher Trainees.

NULL HYPOTHESIS

There is no significant dissimilarity in Digital Resources availability Awareness between rural and urban B.Ed., Teacher Trainees.

For the purpose of testing the hypothesis 't' value is calculated.

Table.3: The Significance of Dissimilarity in Digital Resources Availability Awareness of B.Ed., Teacher Trainees With Respect to Their Locality

Locality	N	Mean	SD	T-Value	State of Significance
Rural	450	17.98	2.294	7.675	Significant
Urban	386	16.75	2.334		

It is found from the above table, that the calculated 't' value (7.675) is greater than the table value. Hence the formulated null hypothesis is disproved, and it is concluded that there is a significant dissimilarity in Digital Resources availability Awareness between rural and urban B.Ed., Teacher Trainees.

Null Hypothesis

There is no significant dissimilarity in Digital Resources availability Awareness between Tamil and English B.Ed., Teacher Trainees.

For the purpose of testing the hypothesis 't' value is calculated.

Table 4: The significance of dissimilarity in Digital Resources availability Awareness of Tamil and English B.Ed., Teacher Trainees

Medium of Study	N	Mean	SD	T-Value	State of Significance
Tamil	589	17.20	2.340	3.908	Significant
English	247	17.91	2.442		

It is found from the above table, that the calculated 't' value (3.908) is greater than the table value. Hence the formulated null hypothesis is rejected and concluded that there is no significant dissimilarity in Digital Resources availability Awareness between Tamil and English B.Ed., Teacher Trainees.

CONCLUSIONS

Students can benefit greatly from using digital resources, which give them access to a multitude of instructional content that they can access from the comfort of their own homes. Online learning resources that students can use include virtual libraries, educational software, and educational websites. These tools can give students access to a variety of subjects, from science projects to language instruction. Online solutions that give students access to digital planners, calendars, and even audio and video conferencing facilities can also help them keep organised. Students may keep up with their peers and their academics by using digital resources, which also helps them understand the subject matter they are learning better. Students can use online tools for social engagement in addition to scholastic content. Students can communicate with their peers by using social media sites like Twitter, Facebook, and Instagram to remain in touch and work together on projects.

A lot of online resources also provide a variety of entertainment choices, including gaming, streaming, and even virtual reality alternatives. These tools can offer students some much-needed relaxation as well as fresh ways to interact with the content they are learning. In the end, digital tools can give kids access to a huge variety of learning and enjoyment possibilities. Students can maximise their academic success by utilising these resources to stay organised, knowledgeable, and connected with their peers.

References

1. Bonnie O.O., Jude O., Martin M. U., Gloria I., Anthony O. I., Katazo A. (2020) Awareness, Accessibility and Usability of E-resources: University Students Perspective, IST-Africa 2020 Conference Proceedings Miriam Cunningham and Paul Cunningham (Eds) www.IST-Africa.org/Conference2020
2. Deepti S and Sunita M (2020) Student Awareness and Engagement Towards E-Learning using E-Learning Resources and its impact on the Academic Performance, Bulletin Monumental, 21, 8, 81-87.
3. Venkataraman S and Manivannan S (2018), A study on usage of lap tops among the First year Collage students, International Journal of Research in Humanities, Arts and Literature,6(12), 455-462.

