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AWARENESS OF E-CONTENT AMONG TEACHER EDUCATORS



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ABSTRACT :

The study aims to measure the level of awareness of e-content among Teacher Educators. In the globalization era the education system is rapidly modifying in all levels. This can be achieved only through educational technology. E-content is defined as providing information in digital form which is viewed on screen not on the paper. In this study the investigator attempted to survey the awareness of e-content teaching among Teacher Educators of Coimbatore zone. Faculty members of the College of Education are the target population. The problem has been studied among the B.Ed College faculties of

Coimbatore region in Tamil Nadu. The investigator used survey method. Awareness of e-content among Teacher Educators through questionnaire was developed by the investigator. The tool is self-constructed and consisting of 34 items. The 284 data collected were analyzed by Statistical Package for Social Science (SPSS). The collected data were analyzed through appropriate statistical techniques such as Descriptive analysis. The obtained data are depicted in the form of tables and figures for self explanation. The findings show that majority of the respondents (67%) were aware of e-content learning.



KEY TERMS: *Awareness, E-content and Teacher Educators.*

INTRODUCTION :

According to Leith(1967) "Educational Technology is the application of scientific knowledge about teaching and learning. Huge information is available in the form of digital content for usage of

today's learners. E-content can be used in education in the form of a number of resources: e-journals, e-books, e-research reports, e-lecture modules, e-lecture slides. Teachers are the torch bearers for the future society and a pivot in the process of teaching learning. Knowledge of e-content class and skill to use it in teaching learning has gained immense importance for today's teachers. So the teachers must have the skill of using e-content class.

Sami, K. Lalitha (2009) found that most of the users both technical and non-technical staff are not aware of many of the electronic information services. 47.6% of non-technical users were not aware of even internet.

Related Studies

Shah and Agarwal (1994) found positive attitude in all groups, but female teachers showed more positive attitude towards CAI. Thillaka and Pramilla (2000) found that there is no influence of computer-based multimedia programme on the achievement and retention in Mathematics among high school students. Van Fossen (2001) also examined teachers' opinions on the use of computer technology in the classroom. In this study, 191 Indian social-studies teachers in grades 6–12 identified their greatest barriers to Internet use as lack of access and training. Rehman and Ramzy (2004) in their research on the awareness and use of electronic information resources among health academics found out that the library is extensively used for research needs, preparation of lectures, and for obtaining current knowledge. 37 percent respondents said their main reason for not using electronic resources is lack of time while 22.6 percent is unfamiliar with computerized searching. Subbaiah (2005) found that 66% of teacher educators do not know the basic principles of computer. ICT practices have not seen widespread among teacher educators. Attitude of teacher educators towards ICT is quite positive. CAI programmes may never replace the book and the blackboard but one should be aware that they were more accessible by young children, who learn better with pictures and sounds, and the proper use of appropriate programmes could make a considerable difference (Nicholas Vernadakis et al., 2005). Sarupriya (2005) found that students possessed high level of interest in CEP and an average awareness towards Internet. Irfan Shah (2005) found that low degree of ICT awareness, use and need among secondary and higher secondary teachers of English Medium schools of Vadodara City. Rajasekar, S. and Vaiyapuri, Raja, P. (2007) found that 16.70% belonged to a high level of computer knowledge and 83.30% belonged to a low level of computer knowledge. 60.40% the teachers had relatively a favorable attitude towards a computer. Osman Birginet et al., (2009) showed that the views of student teachers of Mathematics towards CAMI are positive. The views of student teachers towards CAMI showed no significant difference in terms of gender and computer ownership, whereas it posed a significant difference in terms of the frequency of computer usage, year of study, having an experience of CAI and computer competency. Abdul-Salaam Aminat Obakhume (2011) concluded that ICT facilities are not readily available in our secondary schools and there is low level of ICT utilization in our secondary schools. The study revealed that most of the teachers lack the basic skill to use the computer and other ICT devices. Gershomjebaraj and Barath (2011) found that B.Ed trainees have adequate educational technology awareness. Urban trainees have more awareness. Nbina, Obomanu and Vikoo (2011) found that students in Rivers State University of Education Port Harcourt have poor knowledge of e-learning. Madhusudhan (2008) is of the opinion that e-journals perform an increasingly important role in research. There is an ever increasing demand for subscriptions of more e-journal and need for academics to be provided with training in using e-journals. Abdul Mannan Khan and Naved Ahmed (2009) revealed that most of the research scholars are aware of the availability of e-journals and largely use them for reference purposes in their research work. It is however found that lack of training is the

obstacle in proper and full utilization of e-journals. Sami, K. Lalitha (2009) found that most of the users both technical and non-technical staff are not aware of many of the electronic information services. 47.6% of non-technical users were not aware of even internet. Seema Vasishta and Navjyoti's (2011) survey indicated that use of e-journals in the CL PEC is still in the state of infancy or early maturation. It is due to lack of marketing strategies to make all the users aware of full range of e-journals available. Younger generation has conveniently adopted the electronic reading culture, but use of e-journals requires some sort of technical expertise. Lack of training among users is a major de-motivating factor in the use of e-journals and also use of e-journal is very limited because of infrastructural problems. Prince Hycy Bull Shayla Adams (2012) was conducted experiment about learning technologies. Findings show that use of Twitter promoted student's creativity, fun and engaged them in meaningful learning activities inside and outside of the classroom. The use of twitter was not at all positive. It is recommended that the integration of twitter should involve training of students to ensure a comfort level that would enhance the educational process and not detract from it due to logistical issues and student's comfort level with the application. Leo. N. Edegohe et al., (2013) revealed that a lot of students make friends and also rediscover old friends through face book. Velmurugan, C (2009) found that 62.8% of respondents are aware of online resources but whereas only 37.2% of them are not aware. Rachael Folashade Aina (2014) found that information awareness of electronic resources among lecturers in BBS was inadequate. It recommends constant training and creates more awareness on electronic databases available in the library.

Research Design

Since the major objective of the present study is to find out the awareness on e-Content among teacher educators, it requires adopting survey method. The data were collected from 284 teacher educators from various colleges of education at Coimbatore region using the Awareness of e-Content Questionnaire developed by the investigators. Thus the collected data were analyzed using descriptive statistical methods.

Analysis and Interpretation

In the present study the descriptive analyses like Frequency and Percentage were employed to analyze the data with the help of SPSS. The results and interpretation were tabulated and presented as follows.

Percentage Analysis of Awareness on e-Content

Table-1: Number and Percentage of Awareness on e-Content (factor Individualized Instruction) among the selected teacher educators.

Sl. No.	Item No.	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		No.	%	No.	%	No.	%	No.	%	No.	%
01	Active participation of the Student-teachers is possible through CAI	89	31	105	37	51	18	20	7	19	6.7
02	Various modes of CAI helps Student-teachers to attain mastery in their subject	82	29	120	42	59	21	21	7	2	.7
03	CAI improves the performance of the below average learners in their learning process	88	31	111	39	53	19	19	7	13	5
04	With the help of e-content, PowerPoint Presentation can be downloadable	77	27	94	33	71	25	28	10	14	5
05	e-content Learning provides Interactive Text book i.e. e-book on various subjects	79	28	111	39	57	20	28	10	9	3
06	e-content helps the Student-teachers to regulate in enhancing their own learning.	78	26	115	41	58	20	31	11	2	.7
07	e-content is user-friendly	80	28	116	41	43	15	26	9	19	7
Average		82	28	110	39	56	20	25	9	11	6

The above table presents the Number and Percentage of Awareness on e-Content for the factor Individualized Instruction among the selected teacher educators. According to the table,

- 28% of the selected teacher educators are opted strongly agree,
- 39% of them are opted agree,
- 20% of them are opted undecided,
- 9% of them are opted disagree and
- Only each 6% of them are opted strongly disagree.

Finally, it is concluded that 67% of the selected teacher educators are aware that individualized instructional materials are also known as e-Content. In the remaining 35%, only 15% of them are disagreeing and 20% of them are undecided.

Table-2: Number and Percentage of Awareness on e-Content (factor Technological Barriers) among the selected teacher educators.

Sl. No.	Item No.	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		No.	%	No.	%	No.	%	No.	%	No.	%
01	Technically skilled Teacher-educators are needed to operate VAI	35	12	35	12	57	20	85	30	72	25
02	VAI cannot bring the normal classroom interaction	48	17	50	18	62	22	79	28	45	16
03	It is difficult to work VAI for classroom instruction	55	19	66	23	55	19	82	30	26	9
04	CAI can substitute the Teacher-educators from classroom teaching	39	14	25	9	43	15	90	32	87	31
05	CAI is utilized only for high performing Student-Teachers	52	18	59	21	57	20	72	25	44	16
06	CAI is not suited for increasing the quality in teaching	71	25	65	23	56	20	55	19	37	13
07	It is difficult to teach through CAI	81	26	68	24	45	16	59	21	31	11
08	e-content mode is not suited for larger group of pupils in the discussion	48	17	51	18	54	19	89	31	42	15
09	e-content does not support animation in disseminating the content-material	44	16	62	22	71	25	68	24	39	14
10	e-content Learning is not encouraged for the Teaching-Learning process	52	18	58	20	57	20	71	25	46	16
11	e-content does not helps to improve the performance in teaching the subject	51	18	59	21	58	20	85	30	32	11
Average		35	12	35	12	57	20	85	30	72	25

The above table presents the Number and Percentage of Awareness on e-Content for the factor Technological Barriers among the selected teacher educators. According to the table,

- 12% of the selected teacher educators opted strongly agree,
- 12% of them opted agree,
- 20% of them opted undecided,
- 30% of them opted disagree and
- 25% of them opted strongly disagree.

Finally, it is concluded that only 25% of the selected teacher educators agreed that technological barriers are ahead in e-Content. In the remaining 75%, only 20% of them are undecided and majority of them i.e. 55% of them disagreed.

AWARENESS OF E-CONTENT AMONG TEACHER EDUCATORS

Table-3: Number and Percentage of Awareness on e-Content (factor Effectiveness of e-Content) among the selected teacher educators.

Sl No.	Item No.	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		No.	%	No.	%	No.	%	No.	%	No.	%
01	VAI can be employed to present the content effectively	115	41	126	44	32	11	8	3	3	1
02	VAI can demonstrate visual concepts more effectively	97	34	103	36	52	18	25	9	7	3
03	CAI provides immediate response to the Student-teachers	85	30	129	45	49	17	17	6	4	1
04	CAI is used to evaluate the performance of the Student-teachers in their learning	89	31	115	41	49	17	28	10	3	1
05	CAI facilitates the Student-teachers in analyzing the subject-content in their learning process	63	22	118	42	54	19	30	11	19	7
06	e-content mode enables Student-teachers to have effective participation in the discussion at any time anywhere	74	26	119	42	49	17	30	11	12	4
07	e-content allows the Student-teachers to learn at their own pace	87	31	100	35	50	18	35	12	12	4
08	e-content Learning provides platform for collaborative discussions between Student-teachers and Teacher-educators	114	40	120	42	46	16	3	1	1	.4
09	e-content is able to provide effective classroom instruction	89	31	105	37	44	16	29	10	17	6
Average		115	41	126	44	32	11	8	3	3	1

The above table presents the Number and Percentage of Awareness on e-Content for the factor Effectiveness of e-Content among the selected teacher educators. According to the table,

- 41% of the selected teacher educators opted strongly agree,
- 44% of them opted agree,
- 11% of them opted undecided,
- 3% of them opted disagree and
- Only 1% of them opted strongly disagree.

Finally, it is concluded that only 85% of the selected teacher educators agreed that e-Content is an effective medium for teaching and learning. In the remaining 15%, only 3% of them disagreed and 1% was undecided.

Table – 4: Number and Percentage of Awareness on e-Content for the factor Utilization of e-Content among the selected teacher educators.

Sl. No.	Item No.	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		No.	%	No.	%	No.	%	No.	%	No.	%
01	Video Assisted Instruction makes the Student-teachers more attentive in the classroom	164	58	77	27	36	13	4	1	3	1
02	VAI is employed to develop self-learning among the Student-teachers	108	38	93	33	56	20	21	7	6	2
03	VAI can be viewed by the Student-teachers until they attain mastery over the subject matter	76	27	112	39	57	20	29	10	10	4
04	Computer Assisted Instruction provides individualized instruction	82	29	117	41	46	16	29	10	10	4
05	e-content Learning needs a lot of efforts to be taken to utilize for classroom instruction	44	16	44	16	55	19	96	34	45	14
Average		95	34	89	31	50	18	36	12	15	5

The above table presents the Number and Percentage of Awareness on e-Content for the factor Utilization of e-Content among the selected teacher educators. According to the table,

- 34% of the selected teacher educators opted strongly agree,
- 31% of them opted agree,
- 18% of them opted undecided,
- 12% of them opted disagree and
- Only 5% of them opted strongly disagree.

Finally, it is concluded that only 65% of the selected teacher educators have agreed that they are using e-Content for teaching and learning. In the remaining 12%, only 5% of them have disagreed and 18% are undecided.

Results and Discussion

The findings of the study indicated that the level of awareness about e-content is 67%. This result exceeds the numbers produced from earlier research. Rajasekar, S. and Vaiyapuri, Raja, P. (2007) found that 16.70% belonged to the high level of computer knowledge and 83.30% belonged to the low level of computer knowledge. 60.40% of the teachers had relatively a favorable attitude towards a computer. This finding is similar to Abdul Mannan Khan and Naved Ahmed (2009), revealed that most of the research scholars are aware of the availability of e-journals and largely use them for reference purposes in their research work. However, B.Ed trainees have adequate educational technology awareness and urban trainees have more awareness (Gershomjebaraj and Barath (2011). Sarupriya (2005) remarked that students possessed a high level of interest in CEP and an average awareness towards Internet, whereas Velmurugan, C (2009) found that 62.8% of respondents are aware of online resources. VivekKohli and Nirupma, Murlidhar (2013) investigated that majority of the students use

www, e-mail, search engine, chatting, yahoo and Google. They are less aware of e-journals, e-books and e-purchase and Secondary school students are aware of Internet.

In other words, in the present study 35% of teacher educators were not aware of what constitute e-content. This finding is similar to Irfan Shah (2005), found that low degree of ICT awareness, use and need of secondary and higher secondary teachers of English Medium schools of Vadodara City and Subbaiah (2005) found that 66% of teacher educators do not know the basic principles of computer. ICT practices have not seen widespread among teacher Educators. Sami, K.Lalitha (2009) who found that most of the users, both technical and non-technical staff are not aware of many of the electronic information services. 47.6% of non-technical users were not aware of even internet. Velmurugan, C (2009) found that 37.2% of them are not aware of online resources. Nbina, Obomanu and Vikoo (2011) found that students in Rivers State University of Education Port Harcourt have poor knowledge of e-learning.

Based on the results of this research, it can be concluded that 85% of teacher educators are agreed that the e-content is effective medium for teaching and learning. Results of some studies suggest that, involvement of computers use in the form of ICT, CAI, and e-learning and other new technologies promote learning and higher achievement. Shah and Agarwal (1994) found attitude positive in all the groups through CAI, though female teachers showed more positive attitude towards CAI: Attitude of teacher Educators towards ICT is quite positive (Subbaiah (2005). Osman Birginet. al., (2009) reported that the attitude of the teachers of mathematics towards CAMI are positive. As noted by Leo. N. Edegohet. al., (2013) a lot of students make friends and also rediscovered old friends through face book. In contrast, Osman Birginet. al., (2009) view student teachers towards CAMI showed no significant difference in terms of gender and computer ownership, whereas it posed a significant difference in terms of the frequency of computer usage, year of study, having an experience of CAI and computer competency.

In the present study, in the remaining 15% of them are stated that e-content is not the effective medium for teaching and learning. Thillaka and Pramilla (2000) found that there is no influence of computer-based multimedia programme on the achievement and retention in Mathematics among high school students. Prince Hycy Bull Shayla Adams (2012) found that use of twitter was not at all positive. It was clear that the first time users had difficulty in using twitter and questioned the educational significance of the tool. In addition, the same students were overwhelmed with the volume of information generated via twitter.

Based on the present study 25% of the selected teacher educators agreed that technological barriers are ahead in e-Content. This finding agree, with Van Fossen's (2001) that greatest barriers to Internet use is lack of access and training. According to Seema Vasishta and Navjyoti's (2011) younger generation has conveniently adopted the electronic reading culture, but use of e-journals requires some sort of technical expertise. It is however found that lack of training is the obstacle in proper and full utilization of e-journals (Abdul Mannan Khan and Naved Ahmed (2009). Lack of training among users is a major de-motivating factor in the use of e-journals and also use of e-journal is very limited because of infrastructural problems (Seema Vasishta and Navjyoti's (2011). The integration of twitter should involve training of students to ensure a comfort level that would enhance the educational process (Prince Hycy Bull Shayla Adams (2012). Rehman and Ramzy (2004) in their research on the awareness and use of electronic information resources among health academics found out that the library is extensively used for research needs, preparation of lectures, and for obtaining current knowledge. 37 percent respondents said their main reason for not using electronic resources is lack of time while 22.6 percent is unfamiliar with computerized searching.

Based on the present study majority of them i.e. 75% of them disagreed that technological barriers are ahead in e-Content. Most teacher educators might not have had much information technology/computer education knowledge because it was not practiced in their teaching and learning process. Poor infrastructure facilities in the institution prevented the researcher too in using e-content in the teaching learning process.

The finding of the study has shown 70% of the selected teacher educators used individualized instructional materials also known as e-Content. There are noticeable overlaps between the opinions of teacher educators regarding the level of individualized instruction material which are also known as e-content. However some difference arose in the use of this knowledge. This view points out that it is necessary to access and use e-content during teaching learning process by faculty members.

The remaining 30% of the selected teacher educators are not aware that individualized instructional materials are also known as e-Content. Perhaps understanding of e-content learning is especially necessary because we live in digital era; here all communication is possible only through digital mode.

CONCLUSION

E-content learning has emerged for promoting learning and teaching. From the above study the majority of the respondents (67%) were aware of e-content learning. We believe that e-content can help to promote student learning and higher achievement. Teacher educators try to implement e-content curriculum delivery in their classroom transaction. Much internet time should be allotted for e-content utilization. Infrastructure facilities should be strengthened by respective Institutions. Finally, in order to make this e-content Instruction in large scale, educationists must incorporate their curriculum delivery only through digital mode. NCTE and Universities should organize seminars and conferences to cover maximum benefits of e-content curriculum delivery to the young generation. Teacher educators should take self-help efforts such as ICT training, Digital reading, digital communication and digital content instruction.

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