



DEVELOPMENT AND STANDARDIZATION OF VIRTUAL LEARNING AWARENESS SCALE (VLAS)

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ABSTRACT :

Learning process is a special process where different levels of learners are accommodated in a learning sphere in an individualized manner. New learning environment has brought new challenges for teachers virtual learning differs from classroom based face-to-face teaching. Virtual learning can minimize the learner's drawbacks or teacher's drawbacks. So an effective teacher can be molded or created through virtual learning facility the future world of education through online education. It is very much easier, faster, reduced the distance and is sophisticated there is no doubt, virtual learning will replace the traditional teaching and it fulfills the all needs of present learners. So, I was selected for this topic of awareness of virtual learning among the higher secondary teachers.

KEYWORDS : Virtual learning, Awareness, Higher secondary, Teachers.

INTRODUCTION:

Education helps the child to adjust to this changing world, here the knowledge of technology helps in modernizing society. Education means learning. Learning means change in behaviour. Change comes from learning experiences. Learning experiences can be felt through sense organs. In technical, sense education means, society through its different institutions deliberately transmits its cultural heritage to its young by a process. The accumulated values, knowledge and skills transfer from one generation to another. Education is a product of experiences. Agencies that impart education are school, home, press, radio, T.V, religion cinema. As education has moved from the traditional face-to-face learning of the classroom to the new frontier of digital resources, online lectures and remote collaboration, opportunities for students to learn have increased dramatically. For students with disabilities, there is a clear advantage to this new wholly online learning model or blended learning model of education where the virtual learning mixed with face-to-face experiences in that they can, in theory, access-learning resources in adapted forms that delivered according to their needs and preferences. The class rooms capable of replacing partially or totally the conventional education evaluative and teaching and learning functioning of a regular class room by adopting the advanced computer and ICT technologies like the internet, e-mail, online chatting, www, CD-ROM's,

DVD's, teleconferencing and videoconferencing. Virtual learning awareness is the conscious experiencing of virtual classroom at the time that it occurs. Awareness is the ability to directly know and perceive, to feel, or to be cognizant of virtual classroom. More broadly, it is the state of being conscious of something in the virtual classroom.



PILOT STUDY

This Likert type scale is five point scale of "strongly Agree", "Agree", "Undecided", "disagree" and "Strongly disagree". This scale has 57 items has been administered to the sample of 100 higher secondary school teachers in different schools and different schools of Chennai District, Tamil Nadu, India, in order to carry out the pilot study. Then their responses have been scored carefully and their marks secured by all the samples have been arranged in the descending order from the highest scorer to the lowest scorer. Then they were subjected to item analysis.

Item Analysis

The next step in the standardization of on Virtual Learning Awareness scale after pilot study is to find out the t-value of each item, which forms the basis for item selection in order to build up the final scale. The Likert type scale calls for a graded response to each item on a five-point scale ranging from "Strongly Agree", to "Strongly disagree". The individual score for all the 100 higher secondary school teachers were ranked from the highest to lowest score. Then 27 % of the subjects with the highest total scores and 27 % of the subjects with the lowest total scores were sorted out for the purpose of item selection. The high and low groups, were selected, formed the criterion groups and each group was made up of 27 students (Edward. L. Allen, 1957) different responses of "strongly Agree", " Agree", "Undecided", "disagree" and "Strongly disagree" in the work Virtual learning Awareness scale. Then each item was taken individually and the number of students who responded "strongly Agree", " Agree", "Undecided", "disagree" and "Strongly disagree" was found out both the high and low groups separately. Thus for all the 57 items, the number of students coming under each category was found out separately for both the high and low groups and the t-values for all the 57 items have been calculated with the formula suggested by Allen Edwards (1957) [1]. As many as 57 items having the t value greater than or equal to 1.75 (Edward. L. Allen, 1957) have been chosen in order to form the final scale (vide: Table-I). Then this final scale has been administered to 100 higher secondary school teachers working in different schools and Chennai District, Tamil Nadu, India, in order to establish the scoring procedure, validity and reliability of this scale.

TABLE-1
ITEM SELECTED FOR VLAS

Item Number	't' Value	Item Selected
1	1.39	NS
2	2.04	S
3	2.24	S
4	1.95	S
5	3.75	S
6	1.76	S
7	1.63	NS
8	4.35	S
9	0.77	NS
10	0.27	NS
11	1.55	NS
12	2.02	S
13	2.23	S
14	2.99	S
15	2.89	S
16	3.77	S
17	1.26	NS
18	0.84	NS

19	2.35	S
20	2.61	S
21	1.06	NS
22	1.93	S
23	2.02	S
24	2.32	S
25	2.31	S
26	2.27	S
27	0.35	NS
28	2.27	S
29	2.27	S
30	1.45	NS
31	2.86	S
32	2.45	S
33	2.59	S
34	2.11	S
35	3.08	S
36	0.66	NS
37	2.27	S
38	3.35	S
39	4.40	S
40	0.27	NS
41	2.62	S
42	1.92	S
43	2.33	S
44	0.48	NS
45	2.45	S
46	1.97	S
47	1.75	S
48	1.96	S
49	1.35	NS
50	2.17	S
51	2.19	S
52	4.09	S
53	1.18	NS
54	0.09	NS
55	3.19	S
56	0.81	NS
57	1.76	S

S-Selected NS-Not Selected

SCORING PROCEDURE

Virtual Learning Awareness scale has 40 items, out of which 26 items are positively worded and the remaining 14 items are negatively worded. An individual score is the sum of the scores of all the 40 items. The scores range from 40 to 200. Higher score indicates the high work ethics and the details of scoring are given in the following table. The scoring to the response given by the respondents should be like the following.

TABLE-II

Response	Positive	Negative
Strongly Agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Strongly Disagree	1	5

RELIABILITY

Reliability refers to the consistency with which a test measures, whatever it measures. The concept of reliability suggests both stability and consistency of measurement. The investigator calculated the reliability analysis and it was given in the following table.

TABLE-III

Table Showing the reliability method and co-efficient Values

METHOD OF RELIABILITY ANALYSIS	RELIABILITY CO-EFFICIENTS
Correlation between forms	0.913
Equal-length Spearman-Brown	0.942
Guttman Split-half	0.921
Unequal-length Spearman-Brown	0.916

VALIDITY

Validity reveals the merits of our measurement. This Virtual Learning Awareness Scale was given to the experts (25 members) in order to find out its content validity. The experts agreed that the items in the scale provided adequate coverage of the concept. This Virtual Learning Awareness scale also has construct Validity.

PERCENTILE NORM

The following table represents the percentile norm for this Virtual Learning Awareness scale.

Percentile	Score Range	Norm
Below P25(Q1)	Below 145	Low level
P25 To P75 (Q1 to Q3)	Between 145 and 210	Average level
Above P75 (Q3)	Above 210	High level

CONCLUSION

The investigator believe that this scale would be a contribution to the field of Virtual Learning Awareness in Technology and those who want to measure the value pattern anywhere in this country will find this scale very useful.

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