



USE OF E-RESOURCES USED BY TEACHER EDUCATORS IN THEIR ACADEMIC ACTIVITIES WITH RESPECT TO PROFESSIONAL ATTITUDE

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ABSTRACT:

E-Resources incorporates a range of technologies used to support communication and information. E-Resources includes both networks and applications. Networks include fixed, wireless and satellite telecommunications and broadcasting networks. Internet, database management systems (DBMS) and multimedia tools are some of the well known applications on technology worldwide. A holistic understanding of E-Resources necessarily includes consideration of implication of new policies on information and human resource development (Islam and Islam, 2006: 809-817).

KEYWORDS: communication and information , multimedia tools , database management systems (DBMS).

INTRODUCTION :

E-Resources is a diverse set of technological tools and resources used to communicate and to create, disseminate, store and manage information (Blurton, 1999: 46-61). E-Resources is a term used to describe a range of equipment (hardware: personal computers (PCs), scanners, phones, faxes, modems and video conferencing equipment), computer programs (software: database and multimedia programs) and new infrastructures that allow us to access, retrieve, store, organize, manipulate, present, send



information and communicate locally, nationally and globally through digital media (Dunmill and Arslanagic, 2006).

2. OBJECTIVES OF THE STUDY:

The following objectives are framed for the present study.

1. To find out the usage of E-Resources by teacher educators during the teaching and learning Process (Academic activities).
2. To analyze the level of usage of E-Resources and Professional attitude of Teacher Educators.
3. To know the difference of E-Resources utilization and Professional attitude of Teacher Educators teacher education institutes.
4. To know the relationship of E-Resources utilization and Professional attitude of Teacher Educators teacher education institutes

3. HYPOTHESIS OF THE STUDY:

For the present study keeping the above objectives in view the following hypothesis were formulated.

1. There is no significant difference mean scores of use of E- resources between male and female teacher educators.
2. There is no significant difference between mean scores of use of E- resources in academic activities by teacher educators belonging to Government, aided and Private Colleges of education.
3. There is no significant difference between mean scores of use of E- resources in

- academic activities by teacher educators belonging to Rural/ Semi-urban and urban colleges of education.
4. There is no significant difference between mean scores of use of E- resources in academic activities by Teacher Educators belonging to Women and Co-education colleges of education.
 5. There is no significant difference between mean scores of use of E- resources in academic activities by Arts and Science Teacher Educators.
 6. There is no significant difference between mean scores of use of E- resources in academic activities by Teacher Educators having different span of Experience.
 7. There is no significant difference between mean scores of professional attitude of Male and Female teacher educators.
 8. There is no significant difference between mean scores of Professional attitude of Teacher Educators of Government, aided and Private Colleges of education.
 9. There is no significant difference between mean scores of Professional attitude of Teacher Educators belonging to Rural/ semi-urban and urban colleges of education.
 10. There is no significant difference between mean scores of Professional attitude of Teacher Educators belonging to Women and Co-education colleges of education.
 11. There is no significant difference between mean scores of Professional attitude of Arts and Science of Teacher Educator
 12. There is no significant difference between mean scores of Professional attitude of Teacher Educators belonging to different span of Experience
 13. There exists no significant relationship between use of E-resources and Professional commitment of male Teacher Educators.
 14. There exists no significant relationship between use of E-resources and Professional commitment of female Teacher Educators.
 15. There exists no significant relationship between use of E-resources and Professional commitment of Teacher Educators of urban colleges of education.
 16. There exists no significant relationship between use of E-resources and Professional commitment of Teacher Educators of rural colleges of education.
 17. There exists no significant relationship between use of E-resources and Professional commitment of Teacher Educators of Govt. colleges of education.
 18. There exists no significant relationship between use of E-resources and Professional commitment of Teacher Educators of Aided colleges of education.
 19. There exists no significant relationship between use of E-resources and Professional commitment of Teacher Educators of private colleges of education.
 20. There exists no significant relationship between use of E-resources and Professional commitment of Teacher Educators of women colleges of education.
 21. There exists no significant relationship between use of E-resources and Professional commitment of Teacher Educators of Co-education colleges of education.
 22. There exists no significant relationship between use of E-resources and Professional commitment of below 10 years experienced Teacher Educators.
 23. There exists no significant relationship between use of E-resources and Professional commitment of 10 to 20 years experienced Teacher Educators Teacher Educators.
 24. There exists no significant relationship between use of E-resources and Professional commitment of above 20 years experienced Teacher Educators Teacher Educators.
 25. There exists no significant relationship between use of E-resources and Professional commitment of Arts Teacher Educators.
 26. There exists no significant relationship between use of E-resources and Professional commitment of Science Teacher Educators Teacher Educators.

4. Operational Definition Of Terms:

1) Information and Communication Technology (ICT):

Information and communication technology encompasses all the computer based teaching systems as well as all the telecommunication systems, such as computing, records and finance management, the web and the Online -systems, video and teleconferencing. ICT can support aspects of teaching and learning like course development, presentation, delivery and support to admission, examination, assessment, library and information services, finance and administration.

2) Teaching – Learning Process:

Teaching is a process of communication for achieving certain objectives these objectives should be desirable and specific to various groups of learners. Teaching aims at helping learners to learn are change their behaviour in a relatively permanent manner and involves arrangement of situations for facilitating learning. Learning is the modification of behaviour and consist of all changes in thinking, feeling and doing in course of life. The teaching learning process is made effective and efficient through various strategies and techniques among students behaviour modeling and other learning skills are essential.

3) Teacher Educators:

Any person male are female teacher educator or principal working in collages of teacher education, a part of the total sample who answered the opinioinaire and whose responses were considered in the analysis.

4) Professional attitude:

It refers the person who is having particular attitudes about his/her profession. It affects much on the achievement in their profession. This kind of attitude is influenced by many factors. In this we will study the relationship of organizational climate, organizational culture &Teacher Effectiveness of teachers.

5) E-resources:

E-resources are the digital materials which are giving information needed for the students. The sources like websites, blogs, resource centres, libraries etc are providing such E-resources. In the present study the use of e-resources by teacher educators for their academic activities in their colleges.

5. Review of related literature:

1. **Stella E. Igun (1997)** has analyzed about users and Internet skills; a report from Delta state university, Abraka, Nigeria. A total number of 100 questionnaires were distributed to first 100 people using the university cyber café on weekday. 81% filled and returned the responses which were analyzed for frequencies %age and cross tabulation, using SPSS to organize the data. A very limited number of respondents showed interest in learning about OPAC, search engines and home pages. 42 or 52 %age of threshold also indicates that the users of the Internet helped to colleagues update their research from findings.
2. **Ray and Day (1998)** on the other hand, conducted their study to determine the level of use of electronic resources and how students feel about various issues surrounding electronic resources. The findings of their study are that 91 per cent of respondents acknowledged access to a networked computer via university, and also that more internet access is from work place than from home. The most popular electronic resources used were CD-ROM and the internet. Only 37.5 per cent of the sample population used electronic journals as an information tool.
3. **Parashar (1963):** in a study of professional attitude towards teaching found that age and teaching experience had no effect on attitude of professionals towards their profession.
4. **Dutt (1963):** studied the attitudes of school professionals. Likert technique of attitude scale was employed on professionals. The important findings of the study were: 1) Most of the school professionals of Delhi have favourable attitudes towards their profession. 2) The attitude towards the profession is not influenced by factors like teaching experience, age, marital status and under taking of the extra work. 3)

The attitude of professionals towards the profession is favourable in the categories viz Those who have willingly joined the profession and Women professionals.

5. **Aggarwal (1966):** conducted a study of the professional educators' attitude towards their profession and found that they had a favourable attitude towards the profession and that the factors like age, sex and experience did not influence their attitude.

6. Design of the study :

a. Method:

In the present study, investigator has adopted the Survey research design.

b. Sample:

800 teacher educators from TTI of Karnataka

c. Tool:

In this present study, the investigator employed and adopted the following tools:

1. Utilization of e-Resource Questionnaire
2. Attitude Scale towards Teaching Profession by Dr. (Mrs) UmmeKulsum

d. Statistical analysis of data:

The data collected from the sample were analyzed by using appropriate statistical technique. The investigator used Factor Analysis, descriptive analysis, correlation and test of significance viz., independent sample t-test and one-way ANOVA to analyze the data and summarize the results. Prior to this, frequency of distribution was employed to group the variable. The SPSS was used to analyze the data. Based on the results, meaningful findings and conclusions were drawn.

7. Data Analysis:

Analyses of the differences between various sub-samples in respect to the variables

Table-1: Mean, S.D. and t-value of scores of use E- resources of different variables of teacher educators.

Variable	Type of sample	N	Mean	SD	't' Value
Use of E- resources	Male	400	225.08	23.084	232.88
	Female	400	151.90	19.313	
	Rural	400	206.66	39.882	118.71
	urban	400	170.32	36.583	
	Women	400	190.24	42.380	11.68
	Co-education	400	186.74	42.291	
	Arts	400	188.60	42.465	3.03
	Science	400	188.38	42.279	

(The Table value of 't' is 1.960 at 0.05 level of Significance and df= 798)

It is evident from table-4.5 that there is significant difference between the means of male and female teacher educators on Use of E- resources Scale ($t = 232.88$ is significant). we can conclude that the Male and Female teacher educators differ in their level of use of E- resources. It is also revealed from the above table that male teacher educators (Mean=225.08) have a higher level of Use of E- resources scores as compared to the level of use of E- resources scores female teacher Educators

There is significant difference between the Means of teacher educators belonging to Rural/ Semi-urban and urban colleges of education on use of E- resources Scale ($t = 232.88$ is significant). we can conclude that the teacher educators belonging to Rural/ Semi-urban and urban colleges of education differ in their level of use of E- resources. It is also revealed from the above table that teacher educators belonging to Rural/ Semi-urban colleges of education (Mean=206.66) have a higher level of use of E- resources scores as compared to the level of use of E- resources scores of teacher educators belonging to urban colleges of education (Mean=170.32).

There is significant difference between the Means of teacher educators of Women and Co-education colleges of education on use of E- resources Scale ($t = 11.684$ is significant). Therefore, we can conclude that the teacher educators of Women and Co-education colleges of education differ in their level of use of E- resources. It is also revealed from the above table that teacher educators of Women colleges of education (Mean=190.24) have a higher level of use of E- resources scores as compared to the level of use of E- resources scores Co-education teachers (Mean=186.74).

There is no significant difference between the Means of Arts and Science teacher educators on use of E- resources Scale ($t = 3.034$ is significant). Therefore, we can conclude that the Arts and Science teacher educators differ in their level of use of E- resources. It is also revealed from the above table that arts teacher educators (Mean=188.60) have a higher level of use of E- resources scores as compared to the level of Use of E- resources scores Science teachers (Mean=188.38).

Graph-1: The Comparison of scores of use E- resources of different variables of teacher educators.

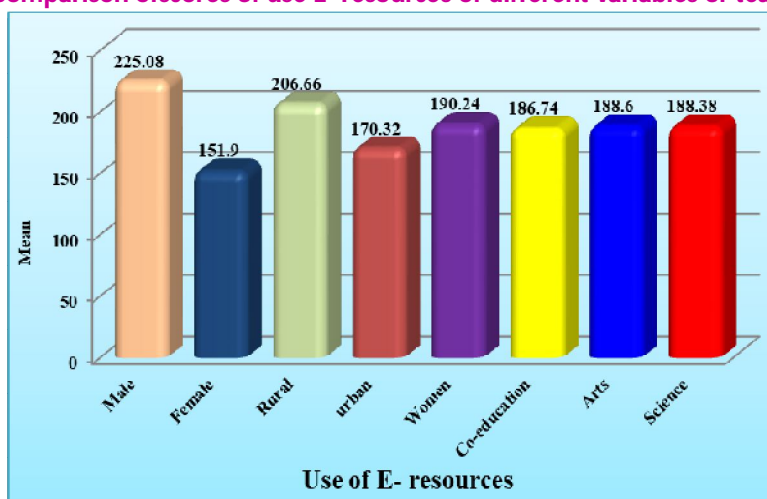


Table -2: Mean, S.D. and t-value of scores of Professional attitude of different variables of Teacher Educators

Variable	Type of sample	N	Mean	SD	't' value
Use of Professional attitude	Male	400	180.31	23.732	249.392
	Female	400	100.07	23.198	
	Urban colleges of education	400	160.33	41.883	
	Rural colleges of education	400	120.05	41.965	124.33
	Women	400	140.38	46.333	8.54
	Co-education	400	139.99	46.708	
	Arts Teacher Educators	400	140.51	46.436	0.829
	Science Teacher Educators	400	140.25	46.408	

(The Table value of 't' is 1.960 at 0.05 level of Significance and $df = 798$)

It is evident from table-2 that there is significant difference between the Means of Male and Female teacher educators on Professional attitude Scale ($t = 249.392$ is significant). Therefore, we can conclude that the Male and Female teacher educators differ in their level of Professional attitude. It is also revealed from the above table that male teacher educators (Mean=188.60) have a higher level of Professional attitude scores as compared to the level of Professional attitude scores female teachers (Mean=188.38).

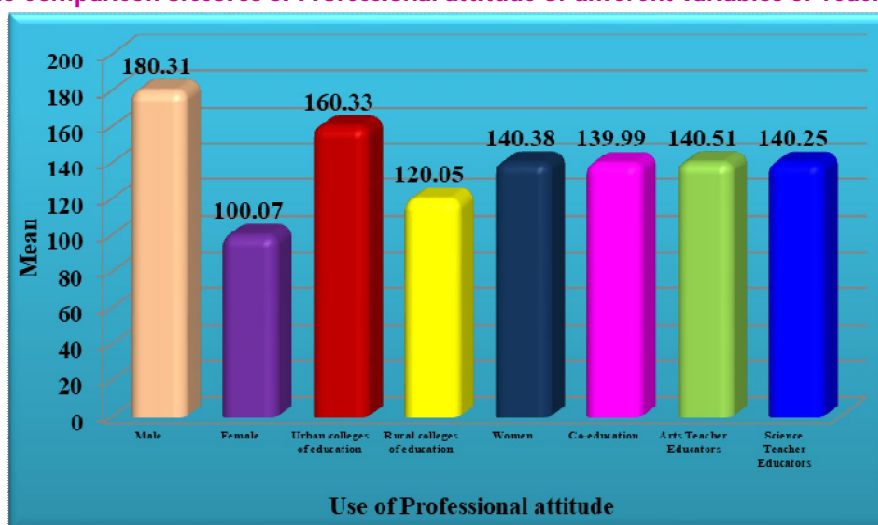
There is no significant difference between the means of Teacher Educators of Rural/ semi-urban and urban colleges of education on Professional attitude Scale ($t = 124.335$) is significant. Therefore, we can conclude that the Teacher Educators of Rural/ semi-urban and urban colleges of education not differ in their level of Professional attitude. It is also revealed from the above table that Teacher Educators of urban colleges of education (Mean= 160.33) have a higher level of Professional attitude scores as compared to the

level of Professional attitude scores of Teacher Educators of Rural/ semi-urban colleges of education (Mean= 120.05).

There is no significant difference between the means of Teacher Educators belonging to Women and Co-education colleges of education on Professional attitude Scale ($t = 1.16$) is not significant. Therefore, we can conclude that the Teacher Educators of Women and Co-education colleges of education not differ in their level of Professional attitude. It is also revealed from the above table that Teacher Educators belonging to Women colleges of education (Mean= 140.38) have a higher level of Professional attitude scores as compared to the level of Professional attitude scores of Teacher Educators of Co-education colleges of education (Mean= 139.99).

There is no significant difference between the means of Arts and Science Teacher Educators on Professional attitude Scale ($t = 0.829$) is not significant. Therefore, we can conclude that the Arts and Science Teacher Educators not differ in their level of Professional attitude. It is also revealed from the above table that Arts Teacher Educators (Mean= 140.51) have a higher level of Professional attitude scores as compared to the level of Professional attitude of Science Teacher Educators (Mean= 140.25).

Graph-2: The Comparison of scores of Professional attitude of different variables of Teacher Educators



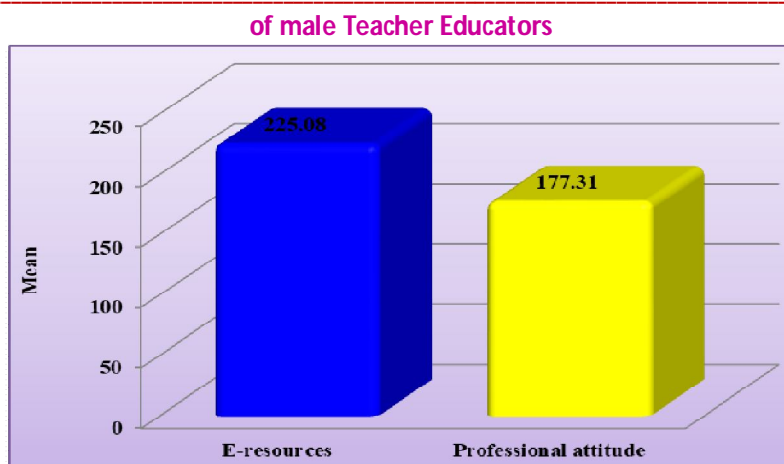
1. Ho₂₅: There exists no significant relationship between use of E-resources and professional attitude of male Teacher Educators.

Table-3: Ther-value of scores of use of E-resources and professional attitude of male Teacher Educators

Type of sample	N	Mean	'r' Value
E-resources	800	225.08	0.963
Professional attitude	800	177.31	

A significant and positive relationship was observed between E-resources and Professional attitude of Teacher Educators ($r=0.963$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, use of E-resources and professional attitude of male Teacher Educators are dependent on each other. In another words, the use of E-resources scores are increases or decreases with increase or decrease in professional attitude of Teacher Educators.

Graph-3: The Comparison of scores of use of E-resources and professional attitude



8. FINDINGS:

1. There is significant difference mean scores of use of E- resources between male and female teacher educators, Government, aided and Private Colleges of education' Teacher Educators and Rural/ Semi-urban and urban colleges of education.
2. There is significant difference between mean scores of use of E- resources in academic activities by Teacher Educators belonging to Women and Co-education colleges of education.
3. There is significant difference between mean scores of use of E- resources in academic activities by Arts and Science Teacher Educators.
4. There is significant difference between mean scores of use of E- resources in academic activities by Teacher Educators having different span of Experience.
5. There is significant difference between mean scores of professional attitude of Male and Female teacher educators.
6. There is significant difference between mean scores of Professional attitude of Teacher Educators of Government, aided and Private Colleges of education.
7. There is significant difference between mean scores of Professional attitude of Teacher Educators belonging to Rural/ semi-urban and urban colleges of education.
8. There is significant difference between mean scores of Professional attitude of Teacher Educators belonging to Women and Co-education colleges of education.
9. There is significant difference between mean scores of Professional attitude of Arts and Science of Teacher Educator
10. There is significant difference between mean scores of Professional attitude of Teacher Educators belonging to different span of Experience
11. There exists significant relationship between use of E-resources and Professional commitment of Teacher Educators.

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