

'e' Resource Utilisation of Teacher Educators

Thahira K K

Assistant Professor, Dept. of Economics, Sullamussalam Science College

Abstract- The rich source of information and activities found in the internet is a valuable source. The present study aims to explore the use and user perception of electronic resources among teacher educators in Kerala. The study was conducted on a sample of one hundred teacher educators from different teacher education institutions affiliated to University of Calicut. A well-structured questionnaire was designed and distributed to the selected teacher educators. The collected data were classified, analyzed, and tabulated by using simple statistical methods. The study highlights the need for utilising the resources by teacher education institutions.

Index Terms- 'e' resource and Teacher Educators.

INTRODUCTION

Global educational scenario is now passing through an era of renovation and refinement. Electronic source has touched every aspect of our lives including how we access information, the way we communicate with each other and how we carry out research and development. 'e' learning refers to all forms of learning and teaching that uses the electronic medium. E Learning is the use of electronic technology to deliver, support and enhance teaching and learning. 'e' learning is the use of new multimedia technologies and the Internet to improve the quality of learning by facilitating access to resources and services as well as remote exchanges and collaboration. Benefits of 'e' learning are as: E learning materials can be accessed at the most convenient time for the learning, if the course material is well constructed then learning can take place in short segments and can be customised to suit the learner's needs., Students are in charge of their own learning., learning material can be accessed in a non-sequential way, enabling students to navigate content in different ways, or obtain a global view before tackling the details of individual units., and course content is located in one place so it can be easily updated and can provide direct links to supporting materials such as Internet and library

resources., but a shift in the pedagogical approaches are necessary for both teachers and students for effective utilisation of 'e' resources and its effective utilization is one of the essential components for quality education.

Teacher educators are teachers of teachers and prospective teachers. Teacher educators are the faculties working in teacher education colleges. Teacher educators as a key stake holder of education should realise the importance of 'e' resource utilisation. The teacher educator will be expanded to have an in-depth knowledge of 'e' resource process, computers, software, network as well as online instructional designs. Knowledge of various aspects of 'e' learning such as content creation, content delivery, assessment and management are very important for quality assurance in teacher education.

1.1 STATEMENT OF THE PROBLEM

The present teacher education curriculum is revised with the inclusion of learning materials as 'e' resources like the concepts of 'e' journal, 'e' books, websites ,INFLIBNET , 'e' conference and techno pedagogy etc. Hence the teacher educators have knowledge about 'e' resources and its processing. But most of the teacher educators felt the difficulties of its utilisation and giving techno pedagogical analysis. Thus the present study is to identify 'e' resource utilisation of teacher educators of university of Calicut.

1.2 OBJECTIVES OF THE STUDY

The objective of the present study is

- To find out the knowledge about 'e' resource of teacher educators of university of Calicut
- To know the Utilisation of e resources in classroom by Teacher Educators of university of Calicut.
- To find out the difficulties faced by Teacher educators in the 'e' resource utilisation.
- To compare e resource utilization of male and female teacher educators

1.3 REVIEW OF RELATED STUDIES

The available studies related to ‘e’ resource utilisation were as follows:

Madhusudhan (2008) reported that the use of the UGC-Info net e-journals has created high dependency value on their research work and they needed current article alert services and electronic document supply services. Navjyoti (2010) finds lack of training is a major demotivating factor in the usage of e-journals, so that needs to be improved. Kennedy (2011) proposes the inclusion of Web pages to the library catalogue as a solution to the maintenance of increasing web site links. Kaur(2012) reports e-resources can be good substitutes for conventional resources if the access speed is fast, access to all the important e-journals is provided and more computer terminals are installed to provide access to e-resources. Verma(2012) find that users use all the sources available to them regularly, like CD ROMs, online databases, Web resources and audio/video tapes. The previous studies show that none of the studies were conducted about utilisation of ‘e’ resource among Teacher Educators. Hence the study has much relevance.

1.4 METHODOLOGY

Descriptive research method was used to find out the knowledge and utilisation of ‘e’ resources among Teacher Educators. Primary data were collected by conducting survey.

Sample

There are 74 Teacher Education institutions were affiliated to Under university of Calicut .500 Teacher Educators were working in this sector. Simple random sampling method was adopted to select the sample. The study was conducted on a sample of 100 Teacher Educators selected from various colleges of teacher education centers affiliated to University of Calicut.

Tools used for the study

The investigator prepared a structured questionnaire for Teacher Educators for collecting information pertaining to ‘e’ resource utilisation. An unstructured interview also conducted to find out the difficulties faced by Teacher educators in the ‘e’ resource utilisation.

Statistical technique

The collected data were analyzed and interpreted by using simple statistical technique like percentage.

1.5 ANALYSIS OF DATA

The present study takes the tool of ‘e’ resources are ‘e’ journals, ‘e’ books, and e-content, ‘e’ process like ‘e’ banking and shopping, websites, ‘e’ learning, social media usage in classroom, e- mail processing, INFLIBNET, M- learning, webinar and blog. The responses of Teacher Educators regarding the knowledge and utilisation are presented in table 1.5.1

Table 1.5.1 Knowledge about ‘e’ resources and its utilisation of Teacher Educators.

Required ‘e’ resource to Teacher Educators	Percentage of teachers knowing about e resource	Percentage of teachers; who utilise resources
‘e’ journals	75%	45%
‘e’ books and e-content	62.5%	37.5%
‘e’ process like ‘e’ banking and shopping	100%	20%
Create websites	75%	12.5%
‘e’ learning	50%	25%
Social medias	75%	37.5%
e- mail processing	100%	50%
INFLIBNET/ Digital libraries	50%	20%
M- learning	50%	25%
webinar	37.5%	10%
blog	50%	12.5%
	N=100	

The table shows that all teacher educators have knowledge about ‘e’ processing like e- banking, e – shopping and mailing. 75% of teacher educators have knowledge about ‘e’ journals and creation of own websites for education purpose.62.5% teacher educators have knowledge about e – books, and e – content. 50% of teacher educators have knowledge about ‘e’ learning, blog, INFLIBNET/Digital libraries and M – learning. Only 37.5% of teacher educators have knowledge about webinar. While checking their utilisation of ‘e’ resource, knowledge about ‘e’ resource is somewhat better. 50% of teacher educators utilising e- mail processing. 45% of teacher educators utilising ‘e’ journals. 37.5% teacher educators

utilising e - books, e- content and social media possibilities in classrooms. 25% teacher educators utilising e’ learning possibilities and M – learning facilities in classrooms. 20% of teacher educators utilising ‘e’ banking e – shopping and INFLIBNET facilities. 12.5% teacher educators have websites and blog. Only 10% were attending in webinars.

Difficulties faced by teacher educators for utilisation of ‘e’ resource are given in Table 1.5.2.

Table 1.5.2 Difficulties faced by teacher educators for utilisation of ‘e’ resource

Difficulties	Percentage of teachers
Lack of knowledge in all resource	45
Lack of expertise in identifying information	50
In availability of net work in institutions	75
Lack of infrastructural facilities	62.5
Misbelieves regarding to ‘e’ resources	12.5
No interest to use ‘e’ resources	12.5

While analysing the difficulties faced by teacher educators for utilisation of ‘e’ resource, 75% were felt the problem of in availability of net work in institutions. At the same time, 62.5% were felt the problem of Lack of infrastructural facilities. 50% were not expertise in identifying useful programmes.

Table 1.5.3 Gender difference in knowledge and utilization of e resources

Gender	Percentage of teachers knowing about e resource	Percentage of teachers; who utilise resources
Male	100	100
Female	55	20

Male Teacher Educators have enough knowledge about ‘e’ resources and they were trying to utilise ‘e’ resource in their pedagogical designs.

1.6 FINDINGS AND SUGGESTIONS

Teacher Educators require quality information resources in order to teach effectively, undertake innovative research, and used their acquired knowledge and experience to provide expert services

to the institutions in order to turn out professional and qualified prospective teachers. Knowledge of ‘e’ resources, ‘e’ learning strategies and its processing are very important in ‘e’ resources utilisation and enable the Teacher Educators to transfer their knowledge to prospective teachers.

The study reveals that

1. Majority of the teacher educators are not use ‘e’ learning resources in the classroom learning practices.
2. 50% of Teacher Educators are not aware about ‘e’ learning and M – learning strategies in their classroom.
3. Most of the teacher educators have no websites and blog.
4. The theoretical and practical aspects of INFLIBNET and Digital libraries have required to teach learners. But most of the institutions were no such facilities.
5. It creates many difficulties to Teacher Educators. 75% of the teacher education institutions have no network facilities for teaching learning process.
6. 62.5% of the teacher education institutions have no infrastructural facilities to conduct web based classroom.
7. Male Teacher Educators have enough knowledge about ‘e’ resources and they were trying to utilise in their pedagogical designs.

In this situation the study suggest some measures as:

- To ensure maximum ‘e’ resource utilisation and update the knowledge of ‘e’ resources, familiarisation programme should be organized at the institutional level.
- Computer lab should be should be provided with internet facility.
- All teacher education institutions should provide infrastructural facilities to conduct web based classroom.
- Unfavourable attitude towards technological changes and to utilise these facilities should change by Teacher Educators to maximise output in education.
- Frequent workshops should conduct by university for Teacher Educators. Then they will equip to utilise them at its maximum.

- Digital library facilities should provide in all teacher education institutions to utilise ‘e’ materials.

REFERENCES

- [1] Adam, M. (1993) Students’ Perception of Teacher Effectiveness and their Class Work Examination Performance in Secondary Schools in Borno State, Nigeria. Unpublished M. Ed. Dissertation, University of Maiduguri, 128p.
- [2] Agba, D.M., Kigongo-Bukenya, I.M.N. and Nyumba, J.B (2004) Utilization of Electronic Information Resources by Academic Staff at Makerere University. University of Dar-essalam Library Journal, 6(1) 18-28.
- [3] Adeleke, A.A. (2005) Use of Library Resources by Academic Staff of the Nigerian Polytechnics, Journal of Library Science, 12(2) 15-24.
- [4] Madhusudan M.(2008) “Use of UGC infonet e-journals by research scholars and students of University of Delhi, Delhi”, Library Hi Tech, Vol. 26 No. 3. pp. 369-386.
- [5] Navjyoti(2010) A Snapshot of E-Journals’ Adopters (Research Scholars) of Guru Nanak Dev University, In: NACLIN, p432-442.
- [6] Kennedy, P (2011), “Dynamic Web pages and the library catalogue”, The Electronic Library, Vol. 22 No. 6. pp. 480-6.
- [7] Kaur Amritpal(2012) Use of E-resources by Teachers and Researchers of the Science and Engineering & Technology Faculties in Guru Nanak Dev University: A Survey. In: NACLIN
- [8] Verma Rama(2012) Use of Electronic Resources at TIET Library Patiala: A Case Study. ILA Bulletin, Vol. 42, No. 3.