



Virtual Learning Readiness among the Prospective Teachers of Colleges of Education

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DOI: <https://doi.org/10.70333/ijeeks-04-02-s-008>

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Article Info - Received : 08 February 2025

Accepted : 17 March 2025

Published : 30 March 2025



This paper discusses the teacher aspirants have been faced the applications of virtual learning readiness and embracing technology in pedagogy can lead to improved learning outcomes and for better preparation of students in the digital era. The main focuses of this study was to assess the prospective teachers' virtual learning readiness encompasses their learning skills, understanding the preparedness and using the classroom learning and teaching. A normative survey method was used to collect the data from the prospective teachers of various Colleges of Education in Pudukkottai District. A total of 221 Prospective teachers were responded. After the analysis, the study found that the level of virtual learning readiness among the prospective teachers of colleges of education is neither low nor high. Significant difference is found in the virtual learning readiness mean scores of language and science optional prospective teachers.

Keywords: *Learning, Readiness, Prospective Teachers and Digital Era.*



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1. Introduction

Today the 21st century prospective teachers are using rapid digital learning tools through their virtual learning readiness. Technology has taken an evolutionary leap in educational arena to wide range of applications of computer based instruction, information, interaction, online collaborations, virtual simulations, virtual classroom, and virtual learning readiness. The biggest advantages of virtual

learning readiness are sharing data and its ability to cover distances. Virtual learning readiness is motivating self learning at the secondary level prospective teachers on their own pace. Virtual learning readiness involves a variety of professionals such as audio, video design based materials in learning. Virtual learning readiness has an interactive learning readiness with the access to online tutors which can be made available from anywhere, any computer, once the

learners has the access through the web browsers, when such technologies are being used for the educational purposes and to create a more interactive and engaging learning environment.

The technological advancements cater to the needs of millions of learners worldwide. The development of technology has a hallmark for satisfying today's needs and interest of the new learning society at large. It has improved the ways of learning and improvised the dissemination of knowledge, which has a greater impact on society to become more engaged in constructing their knowledge and show their ability to deliver teaching effectively. Virtual learning readiness and its practices are right now providing self-paced and self-learning has possibly done on their own pace (Murphy, 2020). The switching over to open distance learning (ODL) through the use of e-learning and mobile learning technologies, and various virtual learning platforms has however maximized the impact on the education system, in general and pedagogy in particular. Virtual learning readiness allows prospective teachers to revise their content simply, logically and quickly. The virtual learning readiness has broken the boundaries among countries and bringing out the entire universe into his classroom to make learning more effective and engaging for the 21st century learners.

2. Review of Related Studies

The main aim of the study found that there was a significant difference in the learning and opinion towards using virtual learning readiness in learning among prospective teachers in terms of select independent variables. Normative survey was employed for this study. Opinion towards virtual learning readiness and usage technology inventory has developed by Raveendran.S and Muthuchamy. I (2022) was used for data collection. Beena & Mathur (2012) explored that the male prospective teachers retain significantly higher awareness of ICT in education than female prospective teachers. According to Erdogan (2011), "Teachers should learn not only how to use technology to enhance traditional teaching or increase productivity, but also should learn from a student centered perspective, how technology can be incorporated into teaching and learning effectively.

3. Rationale of the Study

Virtual learning readiness is providing to an individual's ability, group learning and succeed in an online learning platform. Virtual learning readiness is using for training more autonomous and independent learning capable of online learning in a global world demands experts in digital education. Virtual learning readiness is the ability and willingness of learners to participate and succeed in an online learning

Virtual learning readiness incorporates all forms of online instruction using electronic devices and digital tools. Virtual learning readiness are using of portable computing devices, like mobile phones, palmtops, smart phones and personal computer (PC). Virtual learning readiness platforms are essential tools that support inclusive education, online learning and Online Distance Learning (ODL). The NEP (2020) emphasizes the integration of technology in pedagogy to enhance teaching and learning processes, by leveraging digital tool and online platform. Hence, it is a felt need to adopt digital learning methods for future classroom and it is highly imperative to study the virtual learning readiness among prospective teachers at the secondary teacher education level.

4. Objectives of the Study

- ❖ To assess the level of virtual learning readiness among prospective teachers of colleges of Education.
- ❖ To find out whether there exists any significant difference in the virtual learning readiness of prospective teachers with respect to Gender, Optional Subject, and Type of Management.

5. Methodology

The present study is a descriptive method with normative survey technique. The sample consist of 221 prospective teachers from different college of Education in Pudukkottai District were collected by using simple random sampling techniques. The data were analyzed by adapting appropriate statistical measures. Viz, mean, standard deviation, t-test and percentages. The investigator has developed and used a scale on virtual learning readiness among the prospective teachers.

6. Data Analysis

Hypothesis-1

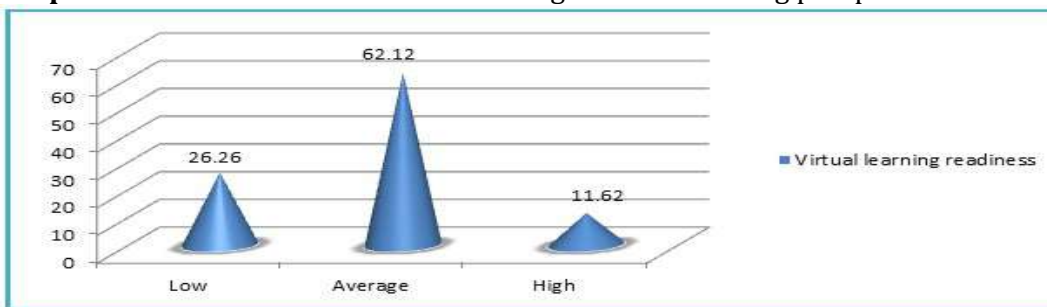
The level of virtual learning readiness among prospective teachers is not high.

Table-1: Virtual learning readiness among prospective teachers in terms of percentage

Variable	N	Low		Average		High	
		N	%	N	%	N	%
Virtual Learning Readiness	221	45	26.26	149	62.12	27	11.62

From the above table, 62.12% have an average level of virtual learning readiness, 26.26% have a high level of virtual learning readiness and 11.62% have a low level of virtual learning readiness among prospective teachers.

Graph-1: shows the level of Virtual learning readiness among prospective teachers.



From the above Figure-1 inferred that 26.26% of prospective teachers have of virtual learning readiness low, 62.62% average and 11.62% for high. This finding is supported by the previous research conducted by Thakut(2014). The result revealed that the overall virtual learning readiness among prospective teachers was found to be at average level.

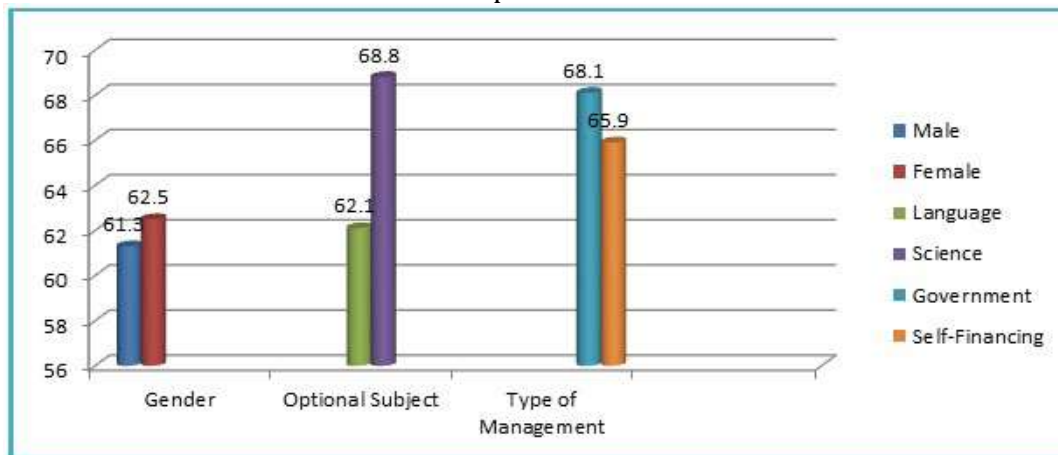
Hypothesis-2

There is no significant difference in the virtual learning readiness mean score of prospective teachers with respect to Gender, Optional subject, and Type of Management. This hypothesis was tested by using t-test. The 't' value was computed to find out the significance of difference in the virtual learning readiness mean score with respect to demographic values. The results are given in the following table.

Table-2: Significance of difference in the Virtual learning readiness of prospective teachers with respect to the Demographic variables.

Demographic Variables	Sub-Variable	N	Mean	S.D	Calculate d 't' value	P-value	Result
Gender	Male	74	61.3	17.1	0.12	.038	Not Significant
	Female	147	62.5	19.2			
Optional Subject	Language	75	62.1	13.9	2.11	.027	Significant
	Science	146	68.8	16.8			
Type of Management	Government	73	68.1	17.5	0.83	.403	Not Significant
	Self-Financing	148	65.9	15.7			

Graph-2 showing the Significance of difference in the virtual learning readiness of prospective teachers with respect to certain variables.



It can be seen from the table-2 that there is no significant gender difference in virtual learning readiness. As the calculated 't' value (0.12) is less than the table value (1.97) at 0.05 level of significance for degree of freedom at (2.29) then the stated null hypothesis is accepted. The above obtained result contradict the previous findings of study conducted by [Beena et al \(2012\)](#). [Angadi \(2014\)](#).

From the above table-2 indicate that there is significant difference in virtual learning readiness between language and science subject prospective teachers. As the calculated 't' value (2.11) is greater than the table value (1.97) at 0.05 level of significance for degree of freedom at (2.29) than the stated null hypothesis is rejected. It means that as compared to language optional prospective teachers. The science optional prospective teachers have more awareness towards virtual learning readiness. The prospective teachers with science optional subjects are gaining their knowledge update and make use of technology more than the language optional prospective teachers. This finding is supported by the previous research conducted by [philomina et al. \(2016\)](#).

From the above table-2 indicate that there is no significant difference in virtual learning readiness between the government and self-financing prospective teachers. As the calculated 't' value (0.83) is less than the table value (1.97) at 0.05 level of significance for degree of freedom at (2.29) then the stated null hypothesis is accepted. The above obtained result supports the previous findings of study conducted by [Gulhane \(2016\)](#).

7. Findings of the Study

- ❖ The level of virtual learning readiness among prospective teachers of colleges of Education is neither low nor high.
- ❖ No significant difference is found in the virtual learning readiness mean scores between male and female prospective teachers. Both of them have a similar in their level of virtual learning readiness and also Government and Self-Financing college prospective teachers.
- ❖ Significant difference is found in the virtual learning readiness mean scores between language and science optional prospective teachers. Further, the higher mean scores of science optional prospective teachers have better in their virtual learning readiness than the language optional prospective teachers.

8. Recommendations

- ❖ The virtual learning readiness is the important learning techniques for the prospective teachers, the innovative and teaching techniques and the interactive learning strategies should be adopted that are effective for prospective of different learning environment.
- ❖ Virtual learning readiness of prospective teachers helps them to solve the complicated task in the field of technology enabled learning environment facilitate

among prospective teachers during their training period.

- ❖ The policy planners and educational administrators should take necessary steps to use digital tools. Viz, online collaborations, Virtual Simulations, and Educational Apps. It is expected to offer any number, any kind and any type of course without limits on intake in hybrid or physical plus digital mode.

9. Conclusion

The results focused on virtual learning readiness one of the major factors for constructing the rapid changes in the society. It can change the nature of education and effect and teacher in teaching learning practice. Teaching occupies an honorable position in the society. The virtual learning readiness aids the prospective teachers to update the innovative knowledge, skills to practice the new digital tools and resources effective and efficient integration of virtual learning readiness into the system of teacher education is a highly complex process and its success demands team work to fulfill its mission and vision. The obtained results, revealed that virtual learning readiness are the journey and the process. Hence, it is time to incorporate a set of programmes in colleges of education for developing and improving virtual learning readiness among prospective teachers, in the context of digitization of education.

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Cite this article as: S.Raveendran and Dr.I.Muthuchamy., (2025). Virtual Learning Readiness among the Prospective Teachers of Colleges of Education. International Journal of Emerging Knowledge Studies. 4(2), pp. 37-41.
<https://doi.org/10.70333/ijeks-04-02-s-008>