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Utilization of E-Learning Resources among Prospective Teachers

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Abstract

E-learning resources are valuable material for teaching com learning, and also for research area. It is the supporting system of higher education in fulfilling educational objectives all over the educational process. Websites and internet services are important tools for accessing e-resources in education research supervisor. Research finding reveals that 55% of them have moderate. Result also revealed that there's a major difference between rural and urban prospective teachers in their utilization of e-learning resources. The present research aims that to check the utilization of e-learning resources among the prospective teachers. The sample of the study was selected by simple random sampling technique which including 120 (70 Female and 50 Male prospective teachers) from Sivagangai district. A tool used for the research was utilization of e-learning resources scale by an investigator with the help of the research supervisor.

Keywords: *Utilization, E-learning, E-learning resources, prospective teachers.*

1. Introduction

In contemporary cultures, technology serves as the conduit for electricity and daily operations. Significant technological advancement has repercussions on many levels, including those of the economy, politics, religion, and culture. The new media like the internet has become one of the vital ways to make available resources for research and learning for both teachers and students to share and acquire information.

Technology in and of itself is neither good nor also bad what counts is how it is applied. A complete transformation in education has been brought about by online resources, which not only make teaching and learning more convenient and accessible but also more engaging and memorable. Colleges of education are tertiary institutions for teacher education.

Therefore the importance of e-learning in institutions of higher education where prospective teachers are trained cannot be over emphasized. Such institutions are colleges of education and faculties of education in the universities. Teacher education is very fundamental in the advancement

of education system since it is at this level that the would-be teachers are prepared for their job.

The researcher came to the conclusion that higher education students were a crucial target group that needed to have their cognitive skills enhanced in order to respond to educational reform, self-paced learning, and lifelong learning that placed an emphasis on preparing learners for technology. The development of an e-Learning platform for students in higher education would help the academic field of technology and communication studies improve.

2. E-Learning Resources

E-learning is a systematic teaching-based learning system that makes use of electronic resources. E-learning is primarily based on using computers and the Internet, while teaching can also take place in or outside of formal classroom settings. Students and teachers use the majority of e-learning tools. Electronic resources have become a dominant feature of higher education, both traditional and new digital distance learning based. Unlike in the past when universities relied majorly on the physical library and hard copy of books, e-books accessible through e-libraries are the dominant features of this century's institutions of higher learning system. The investigator, primary focus was on e-learning materials and methods for enhancing the teaching and learning styles of potential teachers. YouTube, Google Classroom, WhatsApp, E-books and more are available. In this study, all available e-learning materials were used to improve potential teachers' teaching abilities. Mostly, the researcher conducted this investigation with limited resources. The majority of pre-service instructors in the investigator's research employed the e-learning materials described below.

Table-1:Based on Frequency of Utilization of E-Learning Resources

Sl. No.	Frequency	No. of Respondents	Percentage
1.	Frequently	63	52.5%
2.	Occasionally	39	32.5%
3.	Never	18	15%

The above table 1 shows that the majority 63(52.5%) of respondents access E-learning resources frequently, 39(32.5) of respondents of E-learning resources occasionally of respondents access the E-learning resources Never.

3. Need for the Study

Students can develop and communicate new ideas thanks to e-learning. We have the opportunity to advance our knowledge and abilities outside of the classroom. E-learning is essential to this subject since it aids in the development of advanced abilities in both students and teachers. The goal and significance of teaching and learning materials is to make lessons engaging, learning simple, and give teachers the ability to explain ideas clearly. Since technology is embedded in all aspects of our daily lives, and its advances and uses in our society are constantly increasing, one must wonder why its use in education and public schools lags so far behind .By promoting learning, educational tools can greatly raise students' achievement. During the training period, the future instructors used an increasing number of e-learning tools. The necessity of this study demonstrates how the changes we make to the student body will result in a better society in the future. E-learning platforms allow distance participation, sharing, discussion, collaboration, which foster action research that is teachers systematically reflect and investigate on their own practice, supporting the development of knowledge, skills and perspectives for teaching.

4. Operational Definitions

4.1. Utilization:

E-resources are practical to usage and greatly simplify study. Through the use of search engines, they make it possible to find material more quickly than through manual library searches.

4.2. E-learning resources:

Online learning and communication are mostly centered on using computers and the internet, however education can also take place in or outside of the classroom. Instructional resources that are represented digitally and have their structure, content, and Meta data included.

The investigator has taken a few e-learning resources mentioned below:

- You-tube
- WhatsApp
- Google Classroom
- E-books

4.3. Prospective teachers:

The term prospective teachers refer to the student teachers who are studying in the second year teaching Course.

5. Objectives of the Study

- To measure the level of e-learning resources of prospective teachers.
- To find out the significant difference in the level of e-learning resources among the prospective teachers on the basis of gender, subject of study and Locality of residence.

6. Hypotheses of the Study

- The level of utilization of e-learning resources among the prospective teachers is moderate.
- There is no significant difference between male and female prospective teachers in utilization of e-learning resources
- There is no significant difference between Rural and Urban prospective teachers in utilization of e-learning resources.
- There is no significant difference between Arts and Science prospective teachers in utilization of e-learning resources

7. Scoring of the Problem Inventory for Utilization of E-Learning Resources

- A four point scale was used for the study. There were positive and negative statements. The scoring procedure for the items of positive statement is as follows 4,3,2,1
- The scoring procedure for the items of negative statement is follows1, 2, 3, 4

8. Sample and Sampling Technique

"A sample may be a small portion and analysis of data by observing the characteristics of the population from which it's drawn" (John W. Best P.11). The investigator has used a simple random sampling technique. The investigators have randomly selected 120 prospective teachers from different Education Colleges in Sivagangai District.

Table-2: Breakup of samples selected for the main study.

S.No	Variables	Sub Groups	Frequency (N)	Percentage	Total
1.	Gender	Male	50	41.67%	120
		Female	70	58.33%	
2.	Locality Of Students	Rural	56	46.67%	120
		Urban	64	53.33%	
3.	Subject Specialization	Arts	47	39.17%	120
		Science	73	60.83%	

9. Statistical Techniques Used

Statistical techniques are necessary for an understanding of the final trends and group characteristics from a spread of individual characters. The investigator has used the subsequent statistical techniques for analysis of knowledge in their teaching skills also.

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10. Data Analysis

According to John Galtung "Analysis of information refers to seeing the info within the light of hypotheses or research questions and therefore the prevailing theories and drawing conclusions that are as answerable to theory formation as possible".

11. Utilization of E-Learning Resources among the Prospective Teachers

11.1. Hypothesis: 1

The level of utilization of e-learning resources among the prospective teachers is moderate.

Table-3: Level of Utilization of E-Learning Resources among the Prospective Teachers

Level	Low		Moderate		High	
	N	%	N	%	N	%
Utilization of e-learning resources	21	17.5	66	55	33	27.5

It is inferred from the above table that 17.5% of the prospective teachers have low, 55% of them have moderate and 27.5% of them have a high level of utilization of e-learning resources. Hence the hypothesis is accepted. Level of utilization of e-learning resources among prospective teachers is moderate.

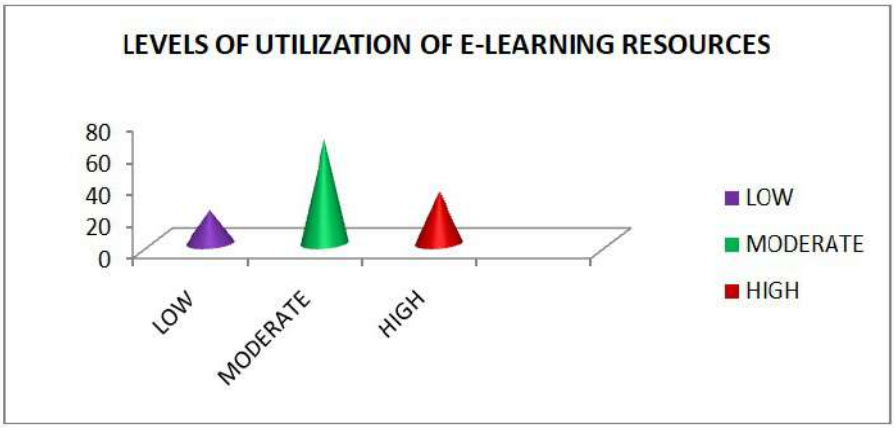

Fig.1: Level of Utilization of E-Learning Resources among the Prospective Teachers

11.2. Hypothesis: 2

There is no significant difference between male and female prospective teachers in utilization of e-learning resources

Table 4: Difference between the Male and the Female Prospective Teachers in Their Utilization of E-Learning Resources

Gender	Number	Mean	SD	't' Value	Remarks
Male	50	46.05	3.72	2.69	Significant
Female	70	44.29	3.38		

The above table 2 shows that the average value of male and female is 45.5 and 44.29 respectively with a standard deviation of 3.72 and 3.38 respectively. The calculated value (t=2.69) is lesser than the critical values of 1.98 at 0.05 level of significance with df =118. Hence, the null hypothesis "There is not any significant difference between Prospective teachers of male and female students in their utilization of e-learning resources" is rejected.

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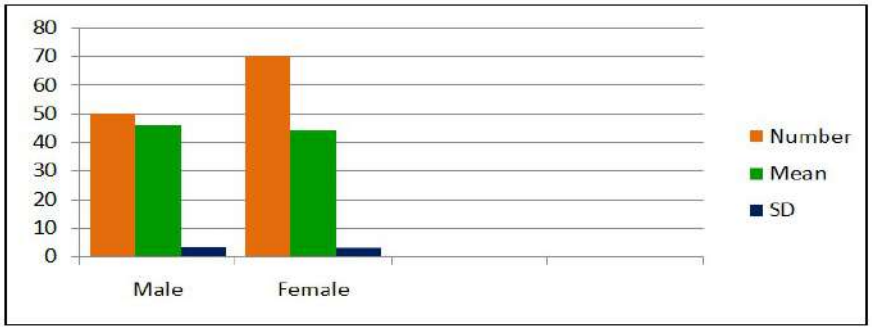

Fig.2

11.3. Hypothesis 3

There is no significant difference between Rural and Urban prospective teachers in utilization of e-learning resources.

Table 5: Difference between the Rural and Urban Prospective Teachers in Their Utilization of E-Learning Resources

Locality	Number	Mean	SD	't' Value	Remarks
Rural	56	44.89	3.79	1.26	Not Significant
Urban	64	45.56	3.16		

The above table 3 shows that the mean value of rural and urban is 44.89 and 45.56 respectively with a standard deviation of 3.79 and 3.16 respectively. Urban mean scores (M=45.56) are higher than the rural mean score (M=44.89). The calculated" value (t=1.26) is less than the critical values of 1.98 at 0.05 level of significance with df =118. Hence, the null hypothesis "There is no significant difference between rural and urban prospective teachers in their utilization of e-learning resources" is accepted. Therefore, it may be concluded that urban students have more u in their utilization of e-learning resources than rural students.

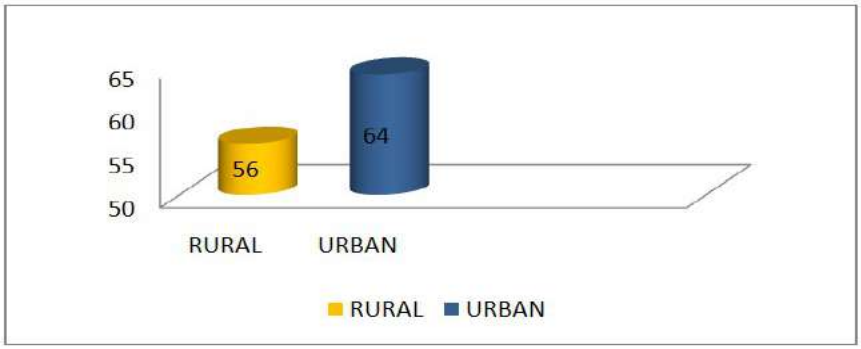

Fig.4: Difference between the Rural and Urban Prospective Teachers in Their Utilization of E-Learning Resources

11.4. Hypothesis 4

There is no significant difference between Arts and Science prospective teachers in utilization of e-learning resources

Table 6: Difference between the Art and Science Prospective Teachers in Their Utilization of E-Learning Resources

Group	Number	Mean	SD	't' Value	Remarks
Arts	47	43.95	3.85	2.86	Significant
Science	73	46.05	3.97		

The above table 4 shows that the mean value of arts and science 43.95 and 46.05 respectively with a standard deviation of 3.85 and 3.97 respectively. Science students mean scores (M=46.05) are higher than the Arts students mean score (M=43.95). The calculated value (t=2.86) is greater than the critical values of 1.98 at 0.05 level of significance with df=118. Hence, the null hypothesis "There is no significant difference between art and science Prospective teachers in their utilization of e-learning resources" is rejected. Therefore, it may be concluded that science students have more utilization of e-learning resources than arts students.

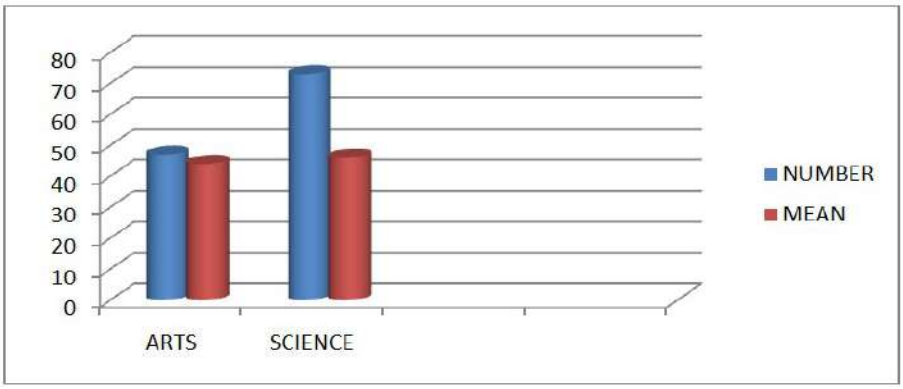

Fig.5: Difference between the Arts and Science Prospective Teachers in Their Utilization of E-Learning Resources

12. Interpretation and Discussion

The main finding of the study stated that the utilization of e-Learning resources is moderate. Which may be a welcomed trend and also the colleges are realized to utilize modern technology in their learning. The world is changing so also is the education system and studies have established the importance of using new and digital technologies in the practice teaching.

The students are realized to know the importance of contemporary technology in their studies. This finding is supported by the finding of **Chopra, Gaurav, Madan (2019)** conducted a study on the effectiveness of E-Learning Portal from Students' Perspective: A Structural Equation Model (SEM) Approach. Findings: Results show that Students utilization maybe that have a high level and data very useful as it is a way mode of communication. The findings of the current study reveal that there's a significant difference between rural and urban prospective teachers in their utilization of e-learning resources. The urban students have a better utilized of e-Learning resources than rural students. Urban students have more exposure to using computers with internet facilities than urban. Urban students have more opportunities to use of technology.

The findings of this study show that there's no significant difference between prospective teachers male and female students in their utilization of e-learning resources. However this finding is contradictory with the finding of **Vate-U-Lan, Poonsri (2020)** the research data shows a big positive association between attitudes towards e-learning and satisfaction with life by females and males. Anyhow this finding is contradictory with the finding of **Albert Leslie Jordan (2011)** conducted a study on Socioeconomic Status- and Gender-Based Differences in Students' Perceptions of E-Learning Systems. Findings suggest that before taking a web course, working-class students perceive e-learning systems more positively than their middle-class peers but that tiny difference exists between genders. Armed with this information, universities may improve online course enrolments by marketing online courses specifically to working-class students or through campaigns geared toward improving middle-class students' perceptions of e-learning systems.

The findings of the study show that there's a significant difference between art and science prospective teachers in their utilization of e-learning resources. Science group students have more Opportunities to use ICT, computers with internet facilities than arts group. This finding is supported by the finding of **Longo Anthony (2018)** conducted a study on utilization of E-Learning by Management Trainees during a Small, sustenance Restaurant. Teacher trainees and

teacher educators have little training in modern technology and all skills related to its use. It should have an objective to prepare computer literate teachers who have the ability to cope with it comfortably and effectively.

13. Conclusion

Students can access e-learning anywhere and at any time of the whole year. The training process becomes omnipresent because to the "just in time, any time" philosophy. Today, many institutions, instructors, and policy makers have taken advantage of the e-learning flexibility afforded by the internet in order to cater to the needs of current and potential students at all levels of education, including those who were unable to attend traditional courses on campus . Learning is frequently updated instantly, making the information more precise and beneficial over time. It is incredibly time-efficient to have the ability to easily and quickly update e-learning content and then deliver the updated knowledge to users right away.

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