Attitude of Teacher Education College Students Towards Virtual Learning in Trichy District of Tamilnadu

KEYWORDS

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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 behavior. Change comes from learning experiences. Learning experiences can be felt through sense organs. In technical sense education means, it is a process by which society through its different institutions deliberately transmits its cultural heritage to its young. 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.

Learning through sense organs as follows: 1 % of knowledge is gained through taste, 1.5% of knowledge through touch, 3.5% of knowledge through smell, 11% of knowledge through hearing, 83% of knowledge through seeing. The knowledge gained is as follows: 10% of what we read, 20% of what we hear, 30% of what we see, 50% of what we hear and see, 80% of what we say, 90% of what we say and do. I hear - I forget, I see -I remember, I do -I learn and understand. Dutch humanist Erasmus discouraged memorization as a technique of learning. He said children should learn through pictures. The term visual education is used by Nelson. Greeks and Romans used symbols and pictures. Edgar Dale said that use of technology is an antidote for the disease of verbalism. Froebel said that "child should learn from things around him. Russian condemned the use of words and stressed things. Montessori stressed that knowledge should be given through fine sense organs. Pestalozzi put Russian's theory into practice by his object method. Kothari commission and NPE 1992 are stressed on use of improvised apparatus.

VIRTUAL CLASS ROOM:
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, on-line chatting, www, CD-ROM's, DVD's, teleconferencing and video conferencing.

THE OPERATION AND WORKING OF THE VIRTUAL CLASS ROOM SYSTEM:
- A system of virtual classrooms may allow the subject experts or experienced teachers to deliver instructions on one or the other topics of the school curriculum. These may be telecast live with the help of satellite-based teleconferencing.
- In another mode the study materials prepared by the experts and experienced teachers may be uploaded on the web site of a virtual class room or campus and the students are allowed to download the text and graphics for their study by issuing a confidential password to the students registered with the class or campus.

There may be a number of appropriate options available to the students for interacting with their teachers and also with their colleagues through on-line chatting, e-mail or audio and video conference as permitted by the organizational system of a virtual classroom or campus. The teachers may also make use of these interaction opportunities for seeking active participation of the students in the instructional process, asking questions for testing their comprehension and evaluating their progress besides giving them freedom for removing their doubts and quenching their thirst of knowledge.

NEED AND IMPORTANCE OF THE STUDY:
The effectiveness of a piece of information depends upon the medium through which it is imparted. Virtual media affect the sensibilities greatly because they tend to activate the senses. Thus the medium is not only the message but also activates because it arouses the sensory organs and stimulates them to respond actively. Therefore, it is important that the mass media be utilized in the class room teaching. So, the students may obtain sensory stimulation as a part of the process of instruction. The first computer came to India in 1966. In most of our schools computer classes have become a status symbol. Now computers are widely being used in schools. The computer is an effective tool to do complicated calculations in lesser possible time. Researchers, academician, educational scientists and even students are using computers as calculator. It is observed by many people that computers can be used as a tool in the field of education with great advantage. Virtual learning is achieved through the computer based equipments and its proper knowledge. Virtual learning plays an important role in inculcating the education to the students in different level. Therefore, the present study has high need and importance.

Objectives of the Study:
The investigators of the present study framed the following objectives of the study.

1. To find out the attitude of teacher education college student towards Virtual learning.
2. To find out whether there is significant difference between/among the following sub samples of college students with respect to attitude towards Virtual learning.

a. Gender - Male/Female
b. Locality - Rural/Urban
c. Family Type - Nuclear/Joint
d. Community - OC/ BC/MBC/SC/ST
e. Religion - Hindu/Muslim/Christian
f. Management - Government/ Private/ Aided
g. Parental Education - Uneducated/School/College/ others
h. Parentaloccupation - Government/private/Self/Coolie/ Others
i. Parental income - Low/ Average/High

HYPOTHESES:
The investigators of the present study framed the following hypotheses based on the objectives of the study.

1. The attitude of teacher education college student towards Virtual learning is favorable.
2. There is no significant difference between/ among the following sub samples of college students with respect to attitude towards Virtual learning.

a. Gender - Male/Female
b. Locality - Rural/Urban
c. Family Type - Nuclear/Joint
d. Community - OC/ BC/MBC/SC/ST
e. Religion - Hindu/Muslim/Christian
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METHOD:
For the present investigation the investigators adopted normative survey as a method. It involves describing, recording, analysis and interpreting the data, which are all directed towards a better understanding of the present i.e. attitude towards Virtual learning.

Delimitations:
- This study is confined to the Trichy District of Tamil Nadu State.
- It is confined to 300 B.Ed. College students.
- It is restricted to the study of gender, locality, family type, community, Religion, type of management, father education, parental occupation and parental income.

Sample:
The present investigation is to be conducted among 300 teacher education college students studying Trichy district. The sample was drawn by using simple random sampling technique.

Tool:
The investigators used the attitude towards virtual learning scale constructed and validated by the subject experts. The details of the tool are given below.

Description of attitude scale:
This attitude scale consists of 32 statements in which 29 of them are positive and 3 of them are negative statements. Each statement in this attitude scale has five alternatives responses viz. "Strongly Agree", "Agree", "Undecided", "Disagree" and "Strongly Disagree". This attitude scale has positive and negative statements. The scoring for positive statements are Strongly Agree - 5, Agree – 4, Undecided – 3, Disagree – 2 and Strongly Disagree – 1. The scoring for negative statement is reversed. Hence, the maximum and minimum score for this scale is 160 and 32. There is no time limit to complete this attitude scale but most of the respondents will complete it within 25 - 35 minutes.

List of positive and negative items:

Positive (29)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 30, 31 and 32
Negative (3)	11, 28 and 29

SCORING:
The scoring to the response given by the respondents should be like the following

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

Reliability:
The reliability of the attitude scale was established by the authors using split-half method and test re-test method (two weeks), which was found to be 0.67 and 0.83 respectively.

Validity:
This attitude scale has content validity. The scale was given to the experts in order to find out its content validity. The experts agreed that the items in the scale provided adequate coverage about the concept – Attitude towards Virtual Learning.

PERCENTILE Norm:
NORM FOR Attitude towards virtual learning SCALE (atvls)

PERCENTILE	SCORE RANGE	NORM
Below P50	Below 96	Unfavorable Attitude towards virtual learning
Above P50	Above 96	Favorable Attitude towards virtual learning

Statistical Techniques Employed:

In this present investigation the following statistical techniques were used.

a) Descriptive analysis and
b) Differential analysis

Analysis and Interpretation of Data:
One of the important objectives of the present investigation is to find out the attitude towards virtual learning of college students. For that, the investigator analyzed the data. The computed values of entire sample and its sub-samples are given in the Table

Table showing The Mean, Standard Deviation and critical ratio values of college Students in their attitude towards virtual learning

S. No.	Variable	Sample	N	Mean	S.D.	CR Value	Level of Significance at 0.05
1	Gender	Male	51	116.50	25.66	0.07	Not Significant
		Female	249	116.23	27.47		
2	Locality	Rural	195	117.56	26.78	1.11	Not Significant
		Urban	105	113.89	27.73		
3	Family Type	Nuclear	174	114.45	28.37	1.39	Not Significant
		Joint	126	118.80	25.21		
4	Community	OC	11	105.18	34.42	1.54	Not Significant
		BC	159	119.07	35.55		
		MBC	79	113.75	28.37		
		SC/ST	51	113.86	27.90		
5	Religion	Hindu	235	117.11	27.26	0.87	Not Significant
		Muslim	21	117.42	20.99		
		Christian	44	111.29	20.92		

6	Management	Government	86	112.53	30.44	1.50	Not Significant
		Private	172	118.55	25.36		
		Aided	42	114.61	26.60		
7	Parental Education	Uneducated	20	112.25	29.53	2.48	Not Significant
		School	192	118.16	26.93		
		College	67	116.49	26.62		
		Others	21	101.67	25.20		
8	Parental Occupation	Government	83	119.65	25.45	1.41	Not Significant
		Private	54	118.83	29.40		
		Self	74	115.81	25.44		
		Coolie	56	114.76	29.70		
		Others	33	107.24	25.76		
9	Parental Income	Low	48	107.02	33.05	3.38	Significant
		Average	234	118.06	25.42		
		High	18	117.72	27.84		
10	Entire Sample		300	116.28	27.13	-	

It is evident from the Table, the calculated mean score of entire sample is found to be 116.28 and the standard deviation value is 27.13. The calculated mean value is higher than the percentile 50 value (96). Hence, it is inferred that the college students in Trichy district have favorable attitude towards virtual learning.

The mean scores of different sub samples are ranging from 105.18 to 119.65. The calculated mean value is higher than the percentile 50 value (96). Therefore, it is inferred that subsamples of the present study have favorable attitude towards virtual learning.

Again from the table the calculated critical ratio values are found to be 0.07, 1.11, 1.39, 1.54, 0.87, 1.50, 2.48, 1.41 and 3.38 respectively for gender, locality, family type, community, religion, management, parental education, parental occupation and parental income. These values are not significant at 0.05 level except the parental income value. Hence, it is inferred that there is no significant difference found between the subsamples of present study with respect to their attitude towards virtual learning but there is a significant difference found among the sub samples of religion with respect to attitude towards virtual learning.

FINDINGS:

The hypotheses formulated at the beginning of the study have been examined in the light of the data gathered. The following are the main findings of the present investigation.

1. The teacher education college students in Trichy district have favorable attitude towards virtual learning and the subsamples of the present study have favorable attitude towards virtual learning.
2. The male and female teacher education college students differ significantly in their attitude towards virtual learning.
3. The rural and urban area teacher education college students do not differ significantly in their attitude towards virtual learning.
4. The nuclear and joint family teacher education college students do not differ significantly in their attitude towards virtual learning.
5. The OC, BC, MBC and SC/ST community students do not differ significantly in their attitude towards virtual learning.
6. The Hindu, Muslim and Christian religion students do not differ significantly in their attitude towards virtual learning.
7. The Government, private and aided management students do not differ significantly in their attitude towards virtual learning.
8. The Students whose parental education as uneducated, school, college and others do not differ significantly in their attitude towards virtual learning.
9. The Students whose parental occupation as government, private, self, coolie and others do not differ significantly in their attitude towards virtual learning.
10. The Students whose parental income as low, average and high differs significantly in their attitude towards virtual learning.

Recommendations:

The present study gives a clear-cut view about the present position of teacher education college students' attitude towards Virtual learning. Based on the important findings stated earlier the following recommendations are suggested.

1. The attitude of teacher education college students towards virtual learning is favorable. So, the present condition should be maintained for the development of technological and innovative practices in teaching and learning process.
2. The sub samples of parental income shows significant difference in their attitude towards virtual learning but the remaining variables does not show any significant difference among the sub samples. So, the policy makers and curriculum frame workers should consider the above said finding while preparing curriculum to develop technological skill among the teachers and students.
3. By providing training, invited talk, lecture and seminar on virtual learning may change the attitude of the college students in virtual learning.

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