

E-Competencies of the B.Ed Trainees of Karur District

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Abstract: The study was intended to find out the level of E-Competencies of the B.Ed., trainees in the karur district. This study involves a descriptive survey method. The size of the sample in the study was 300 B.Ed trainees who were selected through the simple random sampling technique. The main objectives of the study are to find out the E-Competencies of the B.Ed trainees concerning the Demographic variables such as E-Competencies scores of the B.Ed of Karur District, sub-grouped on the basis of Gender, Course and Year of Study, Locality of Institution. The Statistical procedures used in this study were; Mean, Standard Deviation, and t-test to analyze the data. The Major findings of the study were; (i) The B.Ed trainees of Karur district have Average level of E-Competencies (ii) The male and female B.Ed Trainees do not differ in their E-Competencies. (iii) The first year and the second year B.Ed Trainees differ in E-Competencies, and the first year trainees have less E-Competencies compared with second year trainees. The rural and urban B.Ed trainees do not differ in their E-Competencies. The rural B.Ed Trainees have less E-Competencies than the urban B.Ed trainees. It's my conclusion that the present study reveals that there is more number of B.Ed., Trainees have an average level of E-Competencies

Keywords: E-Competencies, Technology in Education

Introduction

Education, in its general sense is a form learning in which the learning, skills and habits of a group of people are transferred from one generation to the next through teaching, training or research. Education in the twentieth century has remarkable changes in terms of the methods of imparting and receiving. Technology in education also has changed the overall outlook of teaching and learning. Now, the teacher is more a facilitator than a traditional classroom teacher with chalk and blackboard. Technology plays an increasingly significant role in improving access to education for people living in impoverished areas and developing countries.

ICT Competencies for Teachers

Competencies are defined as personal characteristic (Knowledge, Skills, Attitudes) that an individual possesses of needs to acquire, in order to perform an activity within a specific context, whereas performance may range from the basic level of proficiency to the highest levels of excellence" (Sampson and Fyfe, 2008). The UNESCO-ICT Competencies Framework for Teachers (2011) defines the competency outcomes, and the supporting knowledge and skills that are needed to utilize ICT in performing the jobs roles related to teaching. It provides the performance indicators to evaluate the level of knowledge competencies of teacher to apply ICT in the educational setting. In general, this set of competencies aims to prepare teachers to become users of various ICTs to help both the students and themselves benefit from the technology.

E-Competencies for Teaching

The term, E-Competencies refers to the skills and abilities with the knowledge of electronic information technologies. E-Competencies include competencies related to professional growth and development, innovation and collaboration. It leads to proactively engage in exploring and learning new and emerging technologies. It helps to identify educational sites and portals suitable to their subject area. The e-competent teacher review new and existing software for education and recommend useful and credible websites to colleagues. The teachers with e-competencies use the internet and network applications and resources.

Need and Significance of the study

In this era of digital learning, powered by Information Communication Technology, the key players in the system namely, the teachers have to possess certain competencies in order to make the best use of the different technologies in facilitating learning. The modern teachers have certain E-Competencies, which they are using for their professional work, teaching, facilitating learning and evaluation. E-Competencies of the teachers is of great importance. However, only a few attempts have been made to scientifically assess these two phenomena, in the context of Indian higher education. The review of the related literature does not reveal much study on the E-Competencies of the B.Ed trainees. There is research gap in this vital area so, the present study has been undertaken as an attempt to fill the research gap, as such a study not only desirable but also warranted. The need is more pronounced in the case of B.Ed trainees as they are in the pre-service training period. Further, their E-Competencies and right use of ICT for teaching are essential to perform as true teachers of the 21st century. Hence the present study has been undertaken to assess the E-Competencies of the B.Ed Trainees of Karur District.

Statement of the Problem

Education is moving into digital age. Pedagogies have changed to engage the digital technologies. The methods of distribution are blended between face-to-face and with other combination of virtual interface. The content is also moving from traditional text-based learning to text-plus-multimedia. Within the enabled, engaged and empowered learning scenario, students

have access to a rich and varied set of digital tools resources that provide them with gateways to new learning experience that are not bound by their classroom walls are even the boundary lines of their town or city. This being the scenario of education, in general, the field of ICT for teaching has undergone unprecedented changes in its scope, structure and methodology, thanks to the integration of different Information and communication and technologies into it. In this backdrop, the present study attempts to find out the E-Competencies of the B.Ed trainees. Hence, the problem of the study is stated as “**E-Competencies of the B.Ed Trainees of Karur District**”.

Objectives of the Study

The objectives of the present study are

- To find out the level of E-Competencies of the B.Ed Trainees of Karur District.
- To find out the Significance of difference, if any in the E-Competencies of the B.Ed Trainees, with respect to certain variables viz., Gender, Age, Educational Qualification, Course and Year of Study, Types of the Institution, Locality of the Institution.

Hypotheses of the study:

In line with the above objectives, the following hypotheses were formulated.

- The B.Ed trainees in Karur District do not have any E-Competencies.
- There is no significant difference between the mean E-Competencies of the B.Ed trainees, Sub-grouped on the basis of their Gender, Age, Educational Qualification, Course and Year of Study, Types of the Institution, Locality of the Institution etc.

Methodology of the Study

As the study is descriptive by nature, descriptive survey technique has been adopted. As many as 300 hundred students teacher from private B.ed College of Karur District has been chosen through stratified random sampling technique to form the sample. Standardized ToolE-Competencies Assessment Scale was developed by the investigator were administered to the B.Ed trainees for the purpose of data collection. The collected data were subjected to descriptive and differential statistical analysis.

Analysis and Interpretation of Data

The data obtained from the sample through the administration of the tools have been subjected to descriptive and differential analysis in tune with the stated objectives. The detailed analyses of the data obtained from the administration of the tool are presented below:

Levels of E-Competencies score of B.Ed Trainees of Karur District

Levels of E-Competencies	Range	N	Percentage
Low	0-100	18	6%
Average	101-200	186	62%
High	201-300	96	32%

From the table, it can be seen that the percentage of E-Competencies of the B.Ed trainees in the low level is 6%, 62% of B.Ed trainees of Karur District have average level of E-Competencies and 32% of B.Ed trainees of Karur District have high level of E-Competencies. It is concluded that most of the B.Ed Trainees of Karur District have an average level of E-Competencies.

Significance of Difference between the mean E-Competencies scores of the B.Ed Trainees, sub-grouped on the basis of certain variables

Variable	Sub-variable	N	Mean	S.D	‘t’ Value
Gender	Male	55	70.290	13.24	0.342*
	Female	245	69.424	14.29	
Course and Year of Study	B.Ed I Year	85	71.07	13.97	1.155*
	B.Ed II Year	215	68.99	14.11	
Locality of the Institution	Urban	74	71.87	13.66	1.619*
	Rural	226	68.83	14.17	

*Not significant at 0.05 level

significant at 0.05 level

As revealed by the above table, there are no significant differences between the mean E-Competencies scores of the B.Ed of Karur District, sub-grouped on the basis of Gender, Course and Year of Study, Locality of Institution, Hence, the related null hypotheses are not rejected. In the respective sub-groups Female B.Ed Trainees. B.ed II Year Trainees, Rural B.Ed Trainees are slightly better in their E-Competencies than that counterparts,

Findings and Conclusions

The following are the major findings and conclusion of the study.

1. The B.Ed trainees of Karur district have Average level of E-Competencies
2. The male and female B.Ed Trainees do not differ in their E-Competencies.

3. The first year and the second year B.Ed Trainees differ in E-Competencies, and the first year trainees have less E-Competencies compared with second year trainees.
4. The rural and urban B.Ed trainees do not differ in their E-Competencies. The rural B.Ed Trainees have less E-Competencies than the urban B.Ed trainees.

Recommendations

Based on the above given findings and conclusions, the present study offers the following suggestions and recommendations:

- To improve the attitude and E-Competencies of the B.Ed Trainees, curriculum needs to be revised with inputs on Information and Communication Technology.
- Government should organize technology based In-service training, Orientation programme and Refreshers course to the teachers educators.
- Certificate courses to strengthen the E-Competencies of B.Ed Trainees, may be conducted.
- Practical activities that enhance the E-Competencies of the B.Ed Trainees can be given.

CONCLUSION

The present study shows that B.Ed level trainees have average level E-Competencies. We live in an ever changing technological and global society in which technology can facilitate teaching strategies that promote higher order thinking skills of trainees. Hence, the suggestions and recommendation of the present study deserve closure look by the government authorities like NCTE.

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