

# Distance Education Student Teachers Attitude towards Using of Cyber Resources Among

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## ARTICLE DETAILS

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## ABSTRACT

In the present study attitude towards using cyber resources scale constructed and validated by Rajasekar S (2010) was used. For conducting the study random sampling technique and normative survey method has been used in the selection of the sample of as many as 700 distance education student teachers. Findings reveal that attitude towards using cyber resources level of distance education student teachers' is average. It was also found that there is a significant difference in attitude towards using cyber resources scores with regard to gender, locality of the student and marital status.

## 1. Introduction

The modern society under one umbrella is using the internet. It is simply said as cyber. This cyber is a platform of electronic communication networks. Any electronic device or electronic tool connected with internet is known as cyber resource. It is a kind of application of online technology, such as blogs, wikis, e-mail, e-book, search engine, online drive, you tube, website, web chatting, web index, teleconferencing, etc. On the other hand, the resources which we get with the help of the internet are termed as cyber technology. This cyber technology should create a hybrid literacy of classroom agenda. Teachers use classroom website to post assignments, receive homework submissions and administer tests and post grades and class room policies. Teachers also use classroom website as the medium to link videos, graphics, audios and virtual fieldtrips to orient of lessons. Cyber resources made collaborative learning include peer to peer discussions, instructor to learner discussions form conference calls, chat and instant messaging can communicate in real time. Cyber resources allow applying and sharing their knowledge practically and also which help the learners to learn at their own pace.

## 2. Objectives of the study

The following are the objectives formulated for the present study.

1. To study the level of Attitude towards using of cyber resources of distance education student teachers'.
2. To study the significance of the difference if any, between the male and female distance education student teachers' in respect of their attitude towards using cyber resources.
3. To study the significance of the difference if any, between the urban and rural area distance education student teachers' in respect of their attitude towards using cyber resources.
4. To study the significance of the difference if any, between the married and unmarried distance

education student teachers' in respect of their attitude towards using cyber resources.

## 3. Hypotheses of the study

The following were the hypotheses framed from the formulated objectives

1. The level of Attitude towards using of cyber resources of distance education student teachers' is low.
2. There is no significant difference between the male and female distance education student teachers' in respect of their attitude towards using cyber resources.
3. There is no significant difference between the urban and rural area distance education student teachers' in respect of their attitude towards using cyber resources.
4. There is no significant difference between the married and unmarried distance education student teachers' in respect of their attitude towards using cyber resources.

## 4. Method and sample of the study

The normative survey method has been adopted in this study. The random sampling technique has been used in the selection was used to collect the data from a sample of 700 distance education student teachers in Annamalai University and Bharathidhasan University.

## 5. Scoring Procedure

The Attitude towards Using Cyber Resource Scale (ATUCRS) was constructed and validated by the Rajasekar S. The scale consists of 24 statements, a Likert type five point rating scale. Each statement is set against a five-point scale of 'Strongly Agree', 'Agree', 'Disagree', and 'Strongly Disagree' and weights 5, 4, 3, 2 and 1. The score range from 24 to 120. Higher score indicates the favourable attitude towards using cyber resources and the detailed scoring procedure in given in

below 24-30 highly unfavourable attitude, 31-50 unfavourable attitude, 51-89 natural, 90-109 favourable attitude and 110-120 highly favourable attitude.

**6. Analysis and interpretation data**

The following statistical techniques have been used in the present study

- i. Descriptive Analysis
- ii. Differential Analysis

The analysis and interpretation are given the following tables

**Hypothesis 1**

The level of attitude towards using of cyber resources of distance education student teachers' is low.

**Table-1**

**Showing the mean and standard deviation scores of attitude towards using of cyber resources of distance education student teachers'**

Variable	N	M	SD
Attitude Towards Using Cyber Resources	700	83.83	15.85

It is evident from the Table 1, that the calculated mean score of entire sample is found to be 83.83 and the standard deviation value is 15.85. The mean score range from 51-89 average. Therefore Hypothesis 1 is rejected and hence it is inferred that the attitude towards using of cyber resources of distance education student teachers' is average.

**Hypothesis 2**

There is no significant difference between the male and female distance education student teachers' in respect of their attitude towards using cyber resources.

**Table-2**

**Showing the mean and standard deviation scores of attitude towards using cyber resources of distance education student teachers' with regard to gender**

Variable	Gender	N	M	SD	't' value	Level of Significance at 0.05 level
Attitude Towards Using Cyber Resources	Male	258	80.88	15.33	3.02	Significant
	Female	442	85.15	16.48		

In order to find out the significant of difference between the male and female distance education student teachers' in respect of their attitude towards using cyber resources. The calculated 't' value was found to be 3.02 > 1.96 which is significant at 0.05 level. Therefore the null hypothesis 2 is rejected and it is concluded that there is significant difference between the male and female distance education student

teachers' in respect of their attitude towards using cyber resources.

**Hypothesis 3**

There is no significant difference between the urban and rural area distance education student teachers' in respect of their attitude towards using cyber resources.

**Table-3**

**Showing the mean and standard deviation scores of attitude towards using cyber resources of distance education student teachers' with regard to locality of the student**

Variable	Gender	N	M	SD	't' value	Level of Significance at 0.05 level
Attitude Towards Using Cyber Resources	Urban	273	86.29	14.32	2.85	Significant
	Rural	427	82.85	17.36		

In order to find out the significant of difference between the urban and rural area distance education student teachers' in respect of their attitude towards using cyber resources. The calculated 't' value was found to be 2.85 > 1.96 which is significant at 0.05 level. Therefore the null hypothesis 3 is rejected and it is concluded that there is significant difference between the urban and rural area distance education student

teachers' in respect of their attitude towards using cyber resources.

**Hypothesis 4**

There is no significant difference between the married and unmarried distance education student teachers' in respect of their attitude towards using cyber resources.

Table-3

Showing the mean and standard deviation scores of attitude towards using cyber resources of distance education student teachers' with regard to marital status

Variable	Gender	N	M	SD	't' value	Level of Significance at 0.05 level
Attitude Towards Using Cyber Resources	Married	587	84.29	16.50	3.40	Significant
	Unmarried	113	83.65	15.38		

In order to find out the significant of difference between the married and unmarried distance education student teachers' in respect of their attitude towards using cyber resources. The calculated 't' value was found to be  $3.40 > 1.96$  which is significant at 0.05 level. Therefore the null hypothesis 4 is rejected and it is concluded that there is significant difference between the married and unmarried distance education student teachers' in respect of their attitude towards using cyber resources.

### 7. Findings of the study

1. The Attitude towards using of cyber resources of distance education student teachers' is average.
2. There is significant difference between the male and female distance education student teachers' in

respect of their attitude towards using cyber resources.

3. There is significant difference between the urban and rural area distance education student teachers' in respect of their attitude towards using cyber resources.
4. There is significant difference between the married and unmarried distance education student teachers' in respect of their attitude towards using cyber resources.

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