

## ONLINE COMMUNICATION TOOLS AND THEIR EFFECT ON TEACHING COMPETENCY AMONG PRE-SERVICE TEACHERS: AN EMPIRICAL STUDY

M. Brindhamani and Dr. T. Manichander

Ph.D. Research Scholar, Faculty of Education, SCSVMV University, Kanchipuram, Tamil Nadu  
Chief Editor for Research Tracks (ISSN 2347-4637) & Research Demagogue (ISSN 2350-1081)  
International Journals in Education

### ABSTRACT:

Online communication tools like email, chat and discussion forums provide powerful platforms to enrich discussions among students and teachers to implement collaborative assignments, foster peer review, and encourage greater communication between students and instructors. Online chat allows for communication between students and teacher at a moment's notice. Chat rooms provide an environment that replicates a classroom for both socialization and learning purposes. Similarly, post responses to assignments on bulletin boards or to debate class topics on discussion boards fosters writing skills. Today email is being used more than any other form of communication. So knowing how to communicate correctly through online communication tools like email, chat and discussion forums are more important for teachers. Hence, the present examination was done to discover the utilization of online communication tools especially email, chat and discussion forums and their effect on teaching competency among the B.Ed. trainees. The data were collected from 297 B.Ed. trainees. The collected data were analyzed using descriptive statistics and test of significance like t-test. Finally the study concludes that there is a significant difference in teaching competency between the groups based on using email and chat but not with using discussion forums.

### KEYWORDS:

Online Communication , Discussion Forums , Foster Peer Review, Greater Communication .

### INTRODUCTION:

The part of ICT in training and the capacity for instructors to build up their capabilities as needs be must be found with regards to the educating calling. Generally, instructors were the information experts of their subjects and the showing procedure was portrayed by frontal educating strategies. The part and assignment of instructor in the 21st century have turned out to be extremely perplexing. Able instructors apply expansive, profound and coordinated arrangements of information and abilities as they plan for, actualize and reconsider direction. Fruitful mix of ICT in the educational system to a great extent relies on upon the fitness of instructors towards the part of advanced advances in educating and learning (Kyriakidou, Chrisostomou and Bank, 2000).

Data and correspondence advancements (ICTs) have gotten to be key instruments in today's data age, having a sensational effect on the lives of individuals all around. This impact is most critical in instruction. The PC has turned into a persuading device for instructing and learning in schools. The Internet permits financially savvy data conveyance administrations, community and separation instruction, more than has ever been envisioned. As



the Internet innovation is presented it makes another unrest in data innovation. The wide utilization of Internet likewise influenced the strategies for instruction. It is a worldwide system and gives the idea of worldwide classroom where any number of understudies can communicate with each other whenever. The WWW gives appealing elements to Web Based Education, similar to the capacity to have interactive media records, the hypertext/hypermedia ability and taking into consideration separation learning. In online training we have two unique sorts, offbeat and synchronous learning. In nonconcurrent the instructive module is to be introduced from a specific site and after that we can unload it disconnected from the net on our machine. For this situation there is no common association of understudy with instructor. In synchronous sort there is synchronization among the understudies and educator on-line. This synchronous Web based training gives the most developing idea of E-learning.

E-Learning is an intelligent involvement with access to on line coaches and should be possible from any PCs once we have our secret key. Access is through web programs, for example, Internet pilgrim and Netscape Navigator. With E-Learning, preparing is sorted out as modules. The modules are roughly one hour session that spotlights on particular subject of preparing. Utilizing E-Learning the preparation can be conveyed right to our desktop. This makes specialized preparing more helpful. Amid the live E-Learning module, members will be able to ask the teacher questions, get answers and connect with different understudies all on line. In all instruction framework, the execution of instructors is one of the modest bunches of components deciding school adequacy and learning results. As indicated by Naik (1998) educating is honorable, however requesting occupation. With the end goal instructors should keep up an abnormal state of expert execution under these conditions, they should accept moral obligation regarding their own execution, development and advancement. Mohanty (2000) clarifies that instructor execution as the most significant info in the field of training. Educators are

maybe the most basic segment of any arrangement of training. How well they instruct relies on upon inspiration, capability, experience, preparing, fitness and a mass of different variables, not the slightest of these being nature and administration structures with in which they perform their part. Educators must be seen as a feature of the arrangement, not part of the issue. Sarital and Tomer (2004) view instructing is a standout amongst the most powerful calling in the public arena. Instructors are the backbone of any training system.

### NEED AND SIGNIFICANCE OF THE STUDY

There are numerous components encouraging instructing to be specific Psychological, Sociological, Philosophical and Technological. Because of the ICT upset in the field of Education, the innovative element encourages more with respect to instructing. Today the greater part of the understudies incline toward learning with help of instructive innovation particularly utilizing online specialized apparatuses like email, visit and exchange discussions. So it is essential for educators to know how to utilize these online specialized apparatuses as supporting plat structure for their instructing purposes. Henceforth, the present examination was done to discover the usage of online specialized instruments like email, visit and dialog gatherings and their effect on showing competency among pre-administration instructors who are doing B.Ed. program.

### OBJECTIVES OF THE STUDY

1. To study the critical mean score contrast in Teaching Competency between the gatherings in view of usage email among the chose Pre-administration educators (B.Ed. students).
2. To study the noteworthy mean score distinction in Teaching Competency between the gatherings taking into account usage of Chat among the chose Pre-administration instructors (B.Ed. students).
3. To study the critical mean score contrast in Teaching Competency between the gatherings in light of use discourse discussions/bunches among the chose Pre-administration educators (B.Ed.

learners).

**HYPOTHESES OF THE STUDY**

1. There will be a huge mean score contrast in Teaching Competency between the gatherings in view of use email among the chose Pre-administration educators (B.Ed. students).
2. There will be a noteworthy mean score contrast in Teaching Competency between the gatherings in view of usage of Chat among the chose Pre-administration educators (B.Ed. learners).
3. There will be a huge mean score distinction in Teaching Competency between the gatherings taking into account usage talk discussions/bunches among the chose Pre-administration instructors (B.Ed. learners).

**METHOD OF RESEARCH**

Considering the targets of the present examination, the overview strategy was received. The information were gathered from 297 pre-administration educators who are doing their B.Ed. program. The exploration device 'Web Usage Questionnaire' was utilized to gather information which is received from Parthasarathy, M. et al. in 2009. The Questionnaire has two sections. The Part-I contain the individual data about the understudies like name, sex, territory, medium of guideline, gathering name and so forth. Part-II contains the announcements identified with utilization of regular web applications under four divisions like Search Engine, E-mail, Chat and Discussion Forum/Groups. To the extent the showing competency concern, the showing execution profile was created by the examiner and the same was utilized to gather information for showing competency of the specimens.

**ANALYSIS AND INTERPRETATION**

Hypothesis 1: There will be a noteworthy mean score distinction in Teaching Competency between the gatherings taking into account use email among the chose Pre-administration instructors (B.Ed. learners).

Table 1: Mean score difference in teaching competency between the groups based on utilization e-mail among the selected Pre-service teachers (B.Ed. trainees)

| Variable            | Utilization of E-mail | N   | Mean  | SD    | df  | t-value | p-value |
|---------------------|-----------------------|-----|-------|-------|-----|---------|---------|
| Teaching Competency | Yes                   | 193 | 66.79 | 14.74 | 295 | 4.545   | .000*   |
|                     | No                    | 104 | 58.27 | 16.61 |     |         |         |

\* Significant at 0.01 level

The Table-1 exhibits the mean score difference in Teaching Competency between the groups based on utilization e-mail among the selected Pre-service teachers (B.Ed. trainees). As per the table, the calculated t-value is statistically significant at 0.01 level and hence the hypothesis-1 is accepted. Further, it can be said that the utilization of internet application called E-mail does influence the teaching competency of the selected Pre-service teachers (B.Ed. trainees).

Hypothesis 2: There will be a significant mean score difference in Teaching Competency between the groups based on utilization of Chat among the selected Pre-service teachers (B.Ed. trainees).

Table 2: Mean score difference in teaching competency between the groups based on utilization of Chat among the selected Pre-service teachers (B.Ed. trainees)

| Variable            | Utilization of Chat | N   | Mean  | SD    | df  | t-value | p-value |
|---------------------|---------------------|-----|-------|-------|-----|---------|---------|
| Teaching Competency | Yes                 | 169 | 66.66 | 14.97 | 295 | 3.622   | .000*   |
|                     | No                  | 128 | 60.04 | 16.41 |     |         |         |

\* Significant at 0.01 level

The Table-2 exhibits the mean score difference in Teaching Competency between the groups based on utilization of Chat among the selected Pre-service teachers (B.Ed. trainees). As per the table, the calculated t-value is statistically significant at 0.01 level and hence the hypothesis-2 is accepted. Further, it can be said that the utilization of internet application called chat does influence the

teaching competency among the selected Pre-service teachers (B.Ed. trainees).

Hypothesis 3: There will be a significant mean score difference in Teaching Competency between the groups based on utilization discussion forums/groups among the selected Pre-service teachers (B.Ed. trainees).

Table 3: Mean score difference in Teaching Competency between the groups based on utilization discussion forums/groups among the selected Pre-service teachers (B.Ed. trainees)

| Variable            | Utilization of Discussion Forum/Group | N   | Mean  | SD    | df  | t-value | p-value |
|---------------------|---------------------------------------|-----|-------|-------|-----|---------|---------|
| Teaching Competency | Yes                                   | 113 | 63.80 | 15.05 | 295 | 0.010   | .992    |
|                     | No                                    | 184 | 63.82 | 16.47 |     |         |         |

The Table-3 demonstrates the mean score contrast in Teaching Competency between the gatherings taking into account use examination discussions/bunches among the chose Pre-administration instructors (B.Ed. students). As per the table, the figured t-quality is not measurably noteworthy at 0.01 level and henceforth the speculation 3 is rejected. Further, it can be inferred that the usage of web application called dialog gathering/bunches does not affect on showing competency among the chose Pre-administration instructors (B.Ed. learners).

**RESULTS AND DISCUSSION**

\* There is a huge mean score distinction in Teaching Competency between the gatherings in view of use email among the chose Pre-administration instructors (B.Ed. students). In this way, it can be said that the usage of web application called E-mail influences the showing competency among the chose Pre-administration instructors (B.Ed. students).

\* There is a critical mean score contrast in Teaching Competency between the gatherings in light of use of Chat among the chose Pre-administration instructors (B.Ed. students). Further, it can be said

that the use of web application called visit influences the showing competency among the chose Pre-administration instructors (B.Ed. students).

\* There is no huge mean score contrast in Teaching Competency between the gatherings in view of usage exchange discussions/bunches among the chose Pre-administration educators (B.Ed. students). Further, it can be reasoned that the use of web application called talk gathering/bunches does not affect on showing competency among the chose Pre-administration instructors (B.Ed. students).

**CONCLUSION**

From the outcomes and discoveries of the present study, it is reasoned that the use of online specialized instruments like email and talk are affected on showing competency among the chose Pre-administration educators (B.Ed. students). However, the other specialized instruments in particular talk discussions was not impact the educating competency. Further, the present study demonstrates that about half of the specimens were not utilizing the online specialized apparatuses like email, talk and exchange gatherings. It demonstrates the poor hobby and learning about online correspondence frameworks. Least (or) no more utilization of web prompts a restricted climate. Planned educators can't be instructive and versatile to present day instructive advances without these investigating devices in future schools. These days, school instruction educational programs incorporates Information and Communication Technology (ICT) as subject to bring ICT mindfulness among the understudies. The current circumstance requires use aptitudes on these advanced apparatuses rather giving just mindfulness. Schools like registration, focal and Anglo Indian that were at that point gave innovation empowered classroom offices, and those offering PC training as discretionary subject additionally have needful framework. However, the state board schools don't give adequate chance to utilize web applications. Along these lines this study suggests ICT as a coursework with reasonable in the educational modules for all understudy instructors regardless of



their discretionary subjects be incorporated, without leaving that as elective subject. The down to earth should instill aptitudes on utilizing all online specialized devices and its components in order to address out the issues of 21st century learners.

## REFERENCES

- 1.Hara, N., C.J. Bonk, et al. (2000). Content Analysis of Online Discussion in an Applied Educational Psychology Course. *Instructional Science*, 28,115-152.
- 2.Hough, B.W., Smithey, M.W. & Everston, C.M. (2004). Using Mediated Communication to Create Virtual Communities of Practice for Intern Teachers. *Journal of Technology and Teacher Education*, 12(3), 361-386.
- 3.Hung, D. (2001). Design Principles for Web-Based Learning: Implications from Vygotskian Thought. *Educational Technology*, 33-44.