VIRTUAL LEARNING KNOWLEDGE OF THE COLLEGE STUDENTS IN RELATION TO THEIR e-LIBRARY ATTITUDE IN SALEM DISTRICT

[1]M. SENTHIL KUMAR, [2]Dr. P. VAIYAPURI RAJA,

[1]M.Sc., M.Ed., MPhil., (PhD), [2]Ph.D.
[1]Assistant Professor in Physical Science, [2]Principal
[1]Maruthi College of Education,
[2]Sri Balaji College of Education

***ABSTRACT*: Educators are becoming aware that open, unguided asynchronous online discussion forums can be very ineffective. Students will not give open-ended discussions their time and attention if they are not directed at specific learning or assessment activities. Most online learning management systems support collaborative learning and small group work, which are widely recognized as desirable educational practices. Since college students are such a wide users of the technology, it is important to examine the Virtual Learning Knowledge and their attitude of college students towards e-Library. Normative survey method has been used in the present investigation.   The following tools have been used in the present investigation. Virtual Learning Knowledge Test (VLKT) constructed and validated by Senthil kumar, M., and Vaiyapuriraja, P., (2015) and e-Library Attitude Scale (e-LAS) constructed and validated by Senthil kumar, M., and Vaiyapuriraja, P., (2015). Random sampling technique has been used in the present investigation. As many as 1000 college students studying in the colleges situated in the Salem district of Tamilnadu, India. The following statistical technique has been employed in the present investigation (a) Percentage analysis, (b) Descriptive analysis, (c) Differential analysis and (d) Correlational analysis. Also the study has revealed that majority of college students were having an average level of virtual learning knowledge and a neutral e - Library attitude. Thus these college students can be given the aspects in the recommendations with the facilities available to enhance the virtual learning knowledge and e- Library attitude which helps them to equip themselves to face globalization of world.**

*Keywords***: *Virtual learning knowledge, Attitude towards e-library and College students.****

INTRODUCTION:

Thinking about virtual learning no one can forget about the impact on the teachers themselves—the impact that virtual learning opportunities are having for teachers in their own professional learning and development. In the opportunities has been seen He saw knowledge as a case of a family resemblance. Organizations which seek to adopt online education are quickly realizing that it is not a cheap or easy option. Online education requires a great deal of resources and careful planning. Some of the strategies used as part of this level of planning include breaking large numbers of students into smaller groups, assigning them specific tasks, and providing them with direction and specific guidance, and setting timelines for discussion. Educators are becoming aware that open, unguided asynchronous online discussion forums can be very ineffective. Students will not give open-ended discussions their time and attention if they are not directed at specific learning or assessment activities. Most online learning management systems support collaborative learning and small group work, which are widely recognized as desirable educational practices.

RELATED STUDIES:
The following are the related studies done on the virtual learning knowledge and e-library attitude.
Diego Díaz, et al., (2016) done an analysis of knowledge building in a virtual learning community from the pedagogical use of the visibility and found that the teaching management improved the level of comments and knowledge building, but still is necessary to strengthen the teaching management strategies to motivate all students to participate actively and constructively. In fact, the visibility of the academic production students enables the collaboration, generating greater interest and significantly developing of the levels of knowledge building.
Alkahtani, Latifah (2016) studied about the attitudes of princess nora university students towards using electronic information resources of the library and found that the eirs of the library academically were still at a moderately utilized level. However, they were sometimes lower. But, 51% of the use the EIR for their research work. Furthermore, only 2.7% of the students used the EIRs of the library to search for literature, while 14.9% of the sample did not think to use EIRs for that.
NEED AND SIGNIFICANCE OF THE STUDY:

The virtual learning knowledge of the college students who were the future generation of technologies and their favorable or unfavorable attitude towards the e-library have important roles to play in teaching and learning. Existing libraries will continue to exist since they serve cultural and social roles as well as informational roles. There will always be a need for physical objects and social settings in learning; the vicarious is not enough. These demands will also be augmented by digital environments. College students are very excited to know the technological developments and try to engage in that. Since college students are such a wide users of the technology, it is important to examine the Virtual Learning Knowledge and their attitude of college students towards e- Library.

STATEMENT OF THE PROBLEM:

The Virtual Learning and the e- Library attitude has opened up new ways of learning. Virtual Learning is the newest form of learning, which is effective, worthy, expensive and fast. Using e- library students can learn without teachers, peers and experts in any field, any were any time creating possible longer contact time and effective learning. They can get unlimited wealth of data and information for their research and studies through Virtual Learning and e- Library. Hence the problem has been stated as follows. **"VIRTUAL LEARNING KNOWLEDGE OF THE COLLEGE STUDENTS IN RELATION TO THEIR e-LIBRARY ATTITUDE IN SALEM DISTRICT"**.

DEMOGRAPHIC VARIABLES USED:

The following demographic variables have been used in the present study.
1.   Sex   :   Male / Female
2.   Locality of the College   :   Urban / Rural
3.   Residence of the student   :   Urban / Rural

OBJECTIVES OF THE STUDY:

The following objectives has been formulated for the present investigation.
To study:
1.   The level of virtual learning knowledge of the college students.
2.   The favourableness or unfavourableness of the e-library attitude of the college students.
3.   The significant difference, if any, in the virtual learning knowledge between the
a.   Male and female college students
b.   College students studying in the colleges located in the urban area and in the rural area
c.   College students residing in the urban area and in the rural area
4.   The significant difference, if any, in the e-library attitude between the
a.   Male and female college students
b.   College students studying in the colleges located in the urban area and in the rural area
c.   College students residing in the urban area and in the rural area.
5.   The significant relationship, if any, between the virtual learning knowledge of the college students and their e-library attitude.

HYPOTHESES OF THE STUDY:

The following hypotheses has been framed from the formulated objectives for the present investigation.
1.   The college students show a high level of the virtual learning knowledge.
2.   The college students show a favourable e-library attitude.
3.   There is no significant difference in the virtual learning knowledge between the
a.   Male and female college students
b.   College students studying in the colleges located in the urban area and in the rural area
c.   College students residing in the urban area and in the rural area
4.   There is no significant difference in the e-library attitude between the
a.   Male and female college students
b.   College students studying in the colleges located in the urban area and in the rural area
c.   College students residing in the urban area and in the rural area.
5.   There is no significant relationship between the virtual learning knowledge of the college students and their e-library attitude.

METHOD:

Normative survey method has been used in the present investigation.

TOOLS USED:

The following tools have been used in the present investigation.

a.   Virtual Learning Knowledge Test (VLKT) constructed and validated by Senthil kumar, M., and Vaiyapuriraja, P., (2015) and
b.   e-Library Attitude Scale (e-LAS) constructed and validated by Senthil kumar, M., and Vaiyapuriraja, P. (2015).

SAMPLE:

Random sampling technique has been used in the present investigation. As many as 1000 college students studying in the colleges situated in the Salem district of Tamilnadu, India.

DELIMITATION:

The study has been confined only to the college students studying in the arts and science colleges situated in the Salem District of Tamilnadu, India.

STATISTICAL TECHNIQUES EMPLOYED:

The following statistical techniques has been employed in the present investigation

i.   Percentage anlysis
ii.   Descriptive analysis
iii.   Differential analysis and
iv.   Co-relation analysis.
The obtained results computed after the statistical technique has been furnished in the following tables given below.

TABLE: 1

THE VIRTUAL LEARNING KNOWLEDGE LEVELS OF THE COLLEGE STUDENTS

ENTIRE SAMPLE/ SUB SAMPLE		Very Low level of VLK		Low level of VLK		Average level of VLK		High level of VLK		Very High level of VLK	
		N	%	N	%	N	%	N	%	N	%
ENTIRE SAMPLE		48	4.8	243	24.3	531	53.1	151	15.1	27	2.7
SEX	MALE	4	8.3	35	14.4	139	26.2	30	19.9	7	25.9
	FEMALE	44	91.7	208	85.6	392	73.8	121	80.1	20	74.1
LOCALITY	RURAL	36	75.0	183	75.3	357	67.2	108	71.5	15	55.6
	URBAN	12	25.0	60	24.7	174	32.8	43	28.5	12	44.4
RESIDENCE	RURAL	36	75.0	164	67.5	335	63.1	98	64.9	23	85.2
	URBAN	12	25.0	79	32.5	196	36.9	53	35.1	4	14.8

TABLE: 2

e- LIBRARY ATTITUDE SCALE LEVELS OF THE COLLEGE STUDENTS

ENTIRE SAMPLE/ SUB SAMPLE		Highly unfavourable attitude towards e-library		Unfavourable attitude towards e-library		Neutral attitude towards e-library		Favourable attitude towards e-library		Highly favourable attitude towards e-library	
		N	%	N	%	N	%	N	%	N	%
ENTIRE SAMPLE		41	4.1	241	24.1	449	44.9	244	24.4	25	2.5
SEX	MALE	1	2.4	23	9.5	111	24.7	74	30.3	6	24.0
	FEMALE	40	97.6	218	90.5	338	75.3	170	69.7	19	76.0
LOCALITY	RURAL	33	80.5	172	71.4	319	71.0	158	64.8	17	68.0
	URBAN	8	19.5	69	28.6	130	29.0	86	35.2	8	32.0
RESIDENCE	RURAL	31	75.6	148	61.4	298	66.4	163	66.8	16	64.0
	URBAN	10	24.4	93	38.6	151	33.6	81	33.2	9	36.0

TABLE: 3

THE "t" VALUE FOR THE ENTIRE SAMPLE AND SUB SAMPLE OF THE COLLEGE STUDENTS IN RESPECT OF THEIR VIRTUAL LEARNING KNOWLEDGE SCORES

ENTIRE SAMPLE/ SUB SAMPLE		N	MEAN	STANDARD DEVIATION	"t" VALUE	LEVEL OF SIGNIFICANCE
ENTIRE SAMPLE		1000	9.41	3.58	-	-
SEX	MALE	215	10.13	3.06	3.66	SIGNIFICANT
	FEMALE	785	9.22	3.69		
LOCALITY	RURAL AREA	699	9.23	3.57	2.52	SIGNIFICANT
	URBAN AREA	301	9.85	3.56		
RESIDENCE	RURAL AREA	656	9.32	3.70	1.24	NOT SIGNIFICANT
	URBAN AREA	344	9.60	3.33		

TABLE: 4

THE "t" VALUE FOR THE ENTIRE SAMPLE AND SUB SAMPLE OF THE COLLEGE STUDENTS IN RESPECT OF THEIR E- LIBRARY ATTITUDE SCORES

ENTIRE SAMPLE/ SUB SAMPLE		N	MEAN	STANDARD DEVIATION	"t" VALUE	LEVEL OF SIGNIFICANT
ENTIRE SAMPLE		1000	145.20	23.52	-	-
SEX	MALE	215	10.13	3.06	3.66	SIGNIFICANT
	FEMALE	785	9.22	3.69		

LOCALITY	STUDENTS STUDYING IN THE RURAL COLLEGES	699	9.23	3.57	2.52	SIGNIFICANT
	STUDENTS STUDYING IN THE URBAN COLLEGES	301	9.85	3.56		
RESIDENCE	STUDENTS RESIDING IN THE RURAL AREAS	656	9.32	3.70	1.24	NOT SIGNIFICANT
	STUDENTS RESIDING IN THE URBAN AREAS	344	9.60	3.33		

TABLE: 5

THE "r" VALUE FOR THE ENTIRE SAMPLE OF THE COLLEGE STUDENTS IN RESPECT OF THEIR VIRTUAL LEARNING KNOWLEDGE SCORES AND   e- LEARNING ATTITUDE SCORES

VARIABLE	N	MEAN	STANDARD DEVIATION	"r" VALUE	LEVELOF SIGNIFICANCE
VIRTUAL LEARNING KNOWLEDGE SCORES	1000	9.41	3.58	0.414	Significant at 0.05 level
e-LIBRARY ATTITUDE SCORES	1000	145.20	23.52		

FINDINGS:

The following finding has been obtained from the above table.

1.   The entire sample of the college students shows an average level of virtual learning knowledge. The same trend has been observed in respect of their sub-samples, too.
2.   The entire sample of the college students show an neutral e - Library attitude. The same trend has been observed in respect of the sub-samples, too.
3.   There is a significant difference in virtual learning knowledge between the male and female college students.
4.   There is a significant difference in virtual learning knowledge between the college students studying in the arts and science colleges located in the urban area and in the rural area.
5.   There is no significant difference in virtual learning knowledge between the college students residing in the urban area and in the rural area.
6.   There is no significant difference in e – library attitude between the male and female college students.
7.   There is a significant difference in e- learning attitude between the college students studying in the arts and science colleges located in the urban area and in the rural area.
8.   There is no significant difference in e- learning attitude between the college students residing in the urban area and in the rural area.
9.   There is a significant relationship between virtual learning knowledge of the college students and their e- library attitude.

CONCLUSION

The present investigation is a unique study conducted in Salem district of Tamilnadu, one of the pioneering states in the information technology field, to study the college students' virtual learning knowledge and their e - Library attitude. Hence this study has contributed to the field of computer education. Also the study has revealed that majority of college students were having an average level of virtual learning knowledge and an neutral e - Library attitude. Thus these college students can be given the aspects in the recommendations with the facilities available to enhance the virtual learning knowledge and e- Library attitude which helps them to equip themselves to face globalization of world.

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