A STUDY OF B. ED. STUDENT TEACHERS' ATTITUDES TOWARDS DIGITAL LIBRARIES IN MADURAI DISTRICT.

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Abstract

A normative survey was undertaken to determine the attitudes of B.Ed. student teachers concerning the Madurai district's digital library. A sample of 200 students and teachers from various colleges in the Madurai area of Tamil Nadu. The Digital Library Attitude Scale was employed in this study as a tool (DLAS). Statistical approaches such as percentage analysis, mean, and standard deviation were used to analyse the data. . In terms of gender, the findings show that there is a considerable disparity between rural and urban students' attitudes toward digital libraries. When comparing male and female students in their Digital library Attitude, female students (117.96) had a greater Digital library Attitude than male students (M=106.32). The results demonstrate that there is a considerable difference between the two groups. The findings demonstrate that there is a considerable variation in Digital library Attitude with respect to locality between rural and urban students. When comparing rural and urban students in terms of their Digital library Attitude, urban students (120.96) outperform rural students (M=107.96) in terms of locality. In terms of marital status, there is a substantial difference between married and unmarried students in their Digital library Attitude. When comparing married and unmarried students' Digital library Attitude, single students (116.87) had a greater degree of Digital library Attitude than married students (M=107.73).,

Keywords: Attitude, B.Ed. Students Teacher, Digital Library

INTRODUCTION

E-books, digital libraries, and E-resources were launched in the twenty-first century, and the multimedia system as a whole spread such a concept chop-chop into the modern era. Today's world is technologically evolved, and advanced data is in high demand. Libraries are a good source of this type of knowledge. Scholars benefited from the libraries on a regular basis. The library continues to provide a home and data to researchers and students who have a hard time studying and succeeding. The essential objective of the educational system is the role of the library. Individually required essential accessories are available through e-resources. New technology is constantly assisting the educational system in resolving challenges. Technology is beneficial to teachers, students, and the development of new things. Education

is prioritised in the game, with students coming in second. However, the system is currently being tweaked by opponents. Students occupy a central role within the educational system, and if technology is provided with support to the scholars, students will receive feedback for self-development in education.

NEED AND SIGNIFICANCE OF STUDY

The globe has made use of the library through the digital medium, bringing it closer to every option. Libraries without walls refers to digital libraries that do not have physical infrastructure such as a building, many sections, reading places, stock rooms, circulation space, furniture, and equipment. A digital library refers to information gathered through the use of electronic media and storage. It entails putting all of our books, music, films, and journals on our reading table using a laptop, an online library, and an internet browser, among other things. The phrases "electronic library" and "electronic library" have resurfaced in library informatics, causing confusion. The terms "electronic library," "virtual library," and "digital library" are all used interchangeably in library informatics. The virtual library is a virtual media that is hooked to electronic technologies, and the term "digital library" refers to a library that contains collections and services in digital format. From the outset, it's clear that there are a number of requirements for developing a digital library (Rathod, 2013, p-181). A large number of new models of personal computers are connected to new models of electronic devices in the native space, as well as high-speed network and online connections. The ROM is transparent through the latest web browser servers for native information storage. The concept of a digital library is rapidly evolving. Any country's long-term success is dependent on its education and knowledge transmission networks. If we want our country to develop in the twenty-first century, we must accept medical aid in the form of books or libraries. If a country invests in digital technology today, the country's future looks incredibly bright. . The current generation is technologically sophisticated and accepts all life's challenges. This generation places a greater emphasis on electronic media than on printed literature. They handled new hardware with ease and were enthralled by it. The youth figures in India are among the highest in the world. These young people are the state's future and facility. It was necessary for society to understand the needs of those adolescents and to adopt a more modern culture. The youth are drawn to electronic media in large numbers, and the digital library is one of the most popular. Children are always occupied with the internet, and it has become a necessity for them. As a result, if we want to extend the reading into them, we'll need to use the new technological

strategy. They benefit greatly from the digital library because it provides them with development information.

STATEMENT OF PROBLEM

"**A Study on the Attitude of B. Ed. Student Teachers towards Digital Library in Madurai District**" is the problem chosen for this study.

OPERATIONAL DEFINITION OF THE TERMS:

The study focuses on the attitudes of B. Ed student instructors regarding digital libraries and E-resources, which are defined as follows:

1. Digital Library: A digital library is a collection of digital objects that is controlled by B. Ed. student academics.

2. E-resources: E-resources are sources for B. Ed. student academics that are available through various computers and tools.

3. Attitude: One goal of reading B. Ed. student academics is to determine whether they have a positive or negative attitude toward digital libraries and E-resources.

4. B. Ed. Student Teachers: B. Ed. student academics are students who are enrolled in the Madurai District college of Education.

VARIABLES OF THE STUDY

The study has been designed with the following variables:

DEPENDENT VARIABLES

Digital Library

INDEPENDENT VARIABLES

1. Sex   -   Male / Female

2. Locality   -   Rural / Urban.

3. Year   -   First/Second

4. Degree   -   UG/PG

5. Marital Status   -   Nuclear/ Joint

OBJECTIVES OF THE STUDY

1. Find the level of Digital library Attitude Scale of B.Ed. Students teacher

2. To find out whether here is no significant difference between male and female studentsin their Digital library attitude with respect to a) gender b) locality c)

year of students d) degree e) marital status

HYPOTHESES OF THE STUDY

1. Find the level of Digital library Attitude Scale of B.Ed. Students teacher
2. There is no significant difference between male and female students in their Digital library attitude with respect to a) gender b) locality c) year of students d) degree e) marital status.

REVIEW OF RELATED LITERATURE

Ju, Boryung; Albertson and Dan(2018) conducted a study on Exploring Factors InfluencingAcceptance and Use of Video Digital Libraries info Research:. Introduction: This study looks at the impact of a few critical criteria on users' willingness to adopt and use video digital libraries to meet their information needs. Individual characteristics identified for this study were categorised for knowledge analysis and comparison, based on their potential to influence use and acceptance of video digital libraries. Method: There were 202 valid responses to a survey. Task connection and system visibility had the biggest beneficial effects on perceived ease of use, whereas computer anxiety had a negative, although still significant, impact on both perceived quality and perceived ease of use. Conclusion: The first contribution of this study is to include characteristics related to technological adoption in order to better understand users' intentions and choices when it comes to using video digital libraries. Despite the fact that technological acceptance research is now underway, acceptability of video digital libraries is certain to be examined, given the expanding relevance of such resources.

A study on Digital Library Education in Europe was undertaken by **Audunson et al., (2016)**. Digital library (DL) research has sparked a lot of interest around the world. Instead of establishing metric capacity unit curriculum and providing essential funding to introduce progressive metric capacity unit labs for future library professionals, most financing related with metric capacity units is available for building DLs. According to the findings of this study, the majority of LIS colleges have already incorporated digital office into their standard bachelor's and academic degree programmes. The writers emphasise the importance of practical components in metric capacity unit curriculum. The research also includes recommendations for books and journals on the metric capacity unit, the future of LIS curricula, and the competition faced by LIS colleges in the digital era. The authors propose a number of potential research directions. The authors hope that their research will add to discussions and debates over metric capacity unit course subject parts. According to the participants in this

survey, the highest subject areas should be considered before establishing DL curricula and developing a Europe-wide unique LIS syllabus.

E-learning was investigated by **Edwin I. A. and Sylvester O. A. (2015).** The study's measurement goal was the angle, and the e-learning elements were linked to the digital library. This research was related to our findings. The bibliotheca was the respondents in the study, and the universe of respondents was only discovered as a distinction. The bibliotheca's perspective was linked to e-learning, as well as the importance of coaching and practical information. Librarians' reading habits are shifting toward digital libraries. The descriptive survey methodology was used in this investigation. The findings revealed a good attitude toward digital libraries in e-learning, as well as a high level of interest among researchers and learners in the utilisation of online data. The angle was low or there was a lack of awareness within the bibliotheca within the digital libraries space that was related with E-resources, according to the findings.

METHODOLOGY-IN-BRIEF

Design : Descriptive

Method : Normative

Technique : Survey

SAMPLE

For picking a sample from the population, the investigator utilised a simple random sampling procedure. The sample included 200 student instructors from Madurai's Thiagarajar College of Preceptors.

POPULATION

The participants in this study are aspiring teachers who are enrolled in a Madurai District B.Ed. college.

TOOL FOR USED PRESENT STUDY
Attitude Scale for Digital Libraries (DLAS)

First and foremost, the investigator was tasked with creating an angle scale for the digital library, for which he has gathered thirty-five statements. The size was given the term "Digital Library Angle Scale (DLAS)" by the investigator. From a variety of sources, including Chapman (2003) and Zambre (2003).Gupta (2009), Asthana (2008), Thorndike and Thorndike-Christ (2011), Sharma (2007), Goswami (2012), Anastasi and Urbina (2009), and Cattell (2008) investigators were prepared to apply the following stages for the event of "Digital

Library angle Scale (DLAS)". All related features were covered on the scale, and things cleared the issue of the size in terms of gathering data for a digital library for a B. Ed. college guy teacher. For the size, a detective has gathered thirty-five items. The thirty-five items covered various aspects of the analysis topic.

SCORING

The positive statements in the Digital Library include units 1, 2, 3, 4, 5, 6, 7, 8, 9, 19, 20, 21, 22, 23, 24, 25, and 30. Units 10, 11, 12, 13, 14, 15, 16, 17, 18, 26, 27, 28, 29, 31, and 32 are the negative statements. The weightages for totally Agree, Agree, Undecided, Un-Agree, utterly Un-Agree, utterly Un-Agree, utterly Un-Agree, utterly Un-Agree, utterly Un-Agree, utterly Un-Agree, utterly On the other side, the weightages for completely Un-Agree, Un-Agree, Undecided, Agree, utterly Agree are all negative statements. As a result, the score can range from thirty-two to one hundred and sixty.

DATA ANALYSIS

Null Hypothesis:1

Level of digital library attitude scale of B.Ed. Students teacher is moderate.

**Find the level of Digital library Attitude Scale of B.Ed. Students teacher**
Table.1
Level of Digital library Attitude Scale of B.Ed. Students teacher

Level	Low		Moderate		High	
	No.	%	No.	%	No.	%
Digital library Attitude Scale	39	19.5	120	60.0	41	20.5

According to the data, 19.5 percent of B.Ed. students' teachers have a low level of Digital library Attitude Scale, 60.0 percent have a moderate level, and 20.5 percent have a high level.

Fig.1
Level of Digital library Attitude Scale of B.Ed. Students teacher
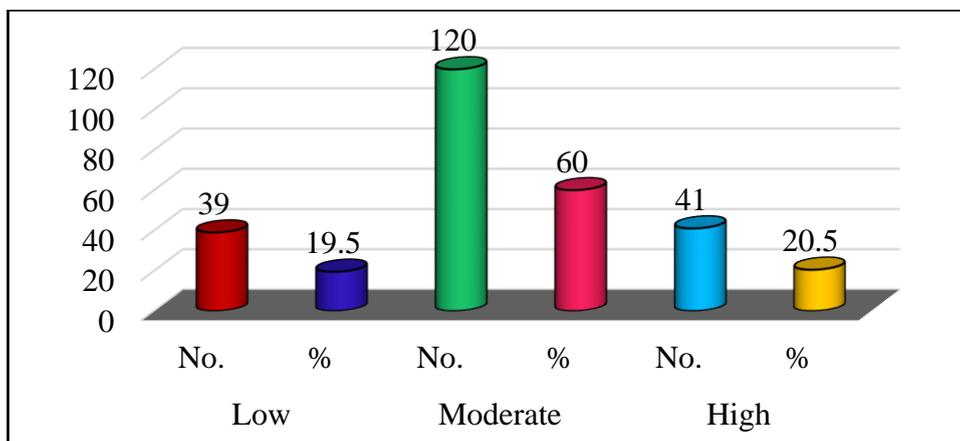
Null Hypothesis:2

There is no significant difference between male and female students in their Digital libraryAttitude with respect to a) gender b) locality c) year of students d) degree e) marital status

Variable	Sub-Variable	Number	Mean	S.D	t-value	Remarks
Digital library Attitude Scale	Male	87	106.322	27.72	3.10	S
	Female	113	117.965	25.22		
	Rural	124	107.960	28.51	3.40	S
	Urban	76	120.961	21.91		
	First year	81	107.123	18.85	2.54	S
	Second Year	119	116.832	30.67		
	UG	139	106.640	26.7706	5.29	S
	PG	61	127.164	21.2824		
	Married	87	107.736	32.9945	2.41	S
	Unmarried	113	116.876	20.3110		

At a 5% level of significance, the estimated 't' value (3.10) is bigger than the table value (1.96). As a result, the null hypothesis is rejected: "There is no significant difference between male and female students in their Digital library Attitude with respect to gender." As a result, there is a considerable disparity in gender attitudes toward digital libraries between rural and urban pupils. When comparing male and female students in their Digital library Attitude, female students (117.96) had a greater Digital library Attitude than male students (M=106.32).

At a 5% level of significance, the estimated 't' value (3.40) is bigger than the table value (1.96). As a result, the null hypothesis is rejected: "There is no significant difference between rural and urban students in their Digital library Attitude with respect to the locality." As a result, there is a considerable difference in digital library attitudes toward locality between rural and urban students. In terms of Digital library Attitude, when comparing rural and urban students, urban students (120.96) have a higher Digital library Attitude than rural students (M=107.96).

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At a 5% level of significance, the estimated 't' value (2.54) is bigger than the table value (1.96). As a result, the null hypothesis "There is no significant difference in Digital library Attitude between first and secondary year students with respect to the year of students" is rejected. As a result, there is a considerable difference in Digital library Attitude between first and second-year students according on their academic year. When comparing first and second-year students in terms of their Digital library Attitude, second-year students (116.83) outperform first-year students (M=107.12) in terms of their Digital library Attitude.

At a 5% level of significance, the estimated 't' value (2.54) is bigger than the table value (1.96). As a result, the null hypothesis, "There is no significant variation in Digital library Attitude between UG and PG students with respect to the degree," is rejected. As a result, there is no substantial variation in Digital library Attitude between UG and PG students in terms of a degree. When comparing UG and PG students in terms of their Digital library Attitude, PG students (127.16) are higher than UG students (M=106.64) with respect to a degree.

At a 5% level of significance, the estimated 't' value (2.54) is bigger than the table value (1.96). As a result, the null hypothesis "There is no significant variation in Digital library Attitude between married and unmarried students with respect to marital status" is rejected. As a result, there is a considerable variation in Digital library Attitude between married and unmarried students when it comes to marital status. When comparing married and unmarried students' Digital library Attitude, single students (116.87) had a greater degree of Digital library Attitude than married students (M=107.73).

Fig.2.2

Mean Value of Background Variable

8
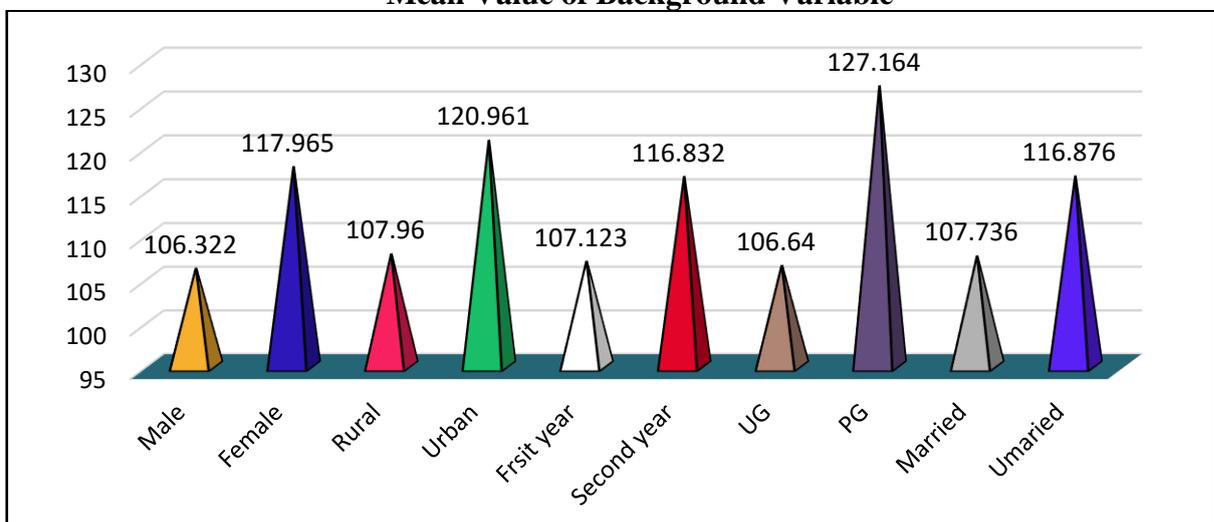
FINDING

1. 19.5% B.Ed. student's teacher have a low level, 60.0% of them have a moderate level and 20.5% of them have a high level of Digital library AttitudeScale.

2. There is a significant difference between male and female students in their Digital library Attitude with respect to gender

3. There is a significant difference between rural and urban students in their Digital library Attitude with respect to locality.

4. There is a significant difference between first and secondary year students in their Digital library Attitude with respect to the year of students.

5. There is no significant difference between UG and PG students in their Digital library Attitude with respect to a degree.

6. There is no significant difference between married and unmarried students in their Digital library Attitude with respect to marital status.

INTERPRETATION AND DISCUSSION

According to the findings of this study, there is a considerable variation in Digital library Attitude between male and female students when it comes to gender. When comparing male and female students in their Digital library Attitude, female students (117.96) had a greater Digital library Attitude than male students (M=106.32). Female student teachers recognise the value of the digital library and have a good attitude toward it as a result of their use of it. Female student instructors' attitudes toward a digital library were found to be the most positive.

The findings of this study demonstrate that there is a substantial difference in Digital library Attitude with respect to locality between rural and urban students. In terms of Digital library Attitude, when comparing rural and urban students, urban students (120.96) have a higher Digital library Attitude than rural students (M=107.96). As a result, the conclusion was that urban student teachers had a positive attitude toward digital libraries. The findings of this study revealed that student teachers in metropolitan areas are more aware of the digital library.

According to the findings of this study, there is a considerable difference in Digital Library Attitude between first and second-year students depending on the year of study. When comparing first and second-year students in their Digital library Attitude, second-year students

(116.83) had a higher Digital library Attitude (M=107.12) than first-year students (M=107.12). Second-year students and teachers demand digitalization in the academic library, according to the findings. Teachers of new generation second-year students reported that they were more conscious of the topic of digitization Teachers of new generation second-year students reported that they were more conscious of the topic of digitization. The concerned conclusion demonstrated the teachers' understanding of future concerns among second-year students.

According to the findings of this study, there is no substantial variation in Digital library Attitude between UG and PG students when it comes to a degree. When comparing UG and PG students in terms of their Digital library Attitude, PG students (127.16) are higher than UG students (M=106.64) with respect to a degree. The Digital Library is more appealing to PG students. PG students have greater access to the internet, digital media, and, in particular, the digital library. In their digital library, PG students have a positive attitude.

RECOMMENDATIONS FOR B. ED. COLLEGE

1. Focused on a digitalized strategy.
2. To fulfil all library needs for medical care as well as e-resources.
3. Designate a separate place in each faculty for the digital library and e-resources.
4. Increase the annual budget for medical care and electronic resources.
5. Focused on the professional development of teachers in terms of using technological techniques into daily teaching and learning.
6. Assign complete authority to the expert for the adoption of medical care within the library.
7. To increase the number of libraries by utilising e-resources content.
8. To reschedule seminars, debates, conferences, and workshops on emerging technical issues such as medical care and technological tools.
9. To instil confidence in academics, as well as trainees, in the use of technology.
10. Complete all physical facilities for the use of transcribing e-resources in schools.

RECOMMENDATIONS FOR B. ED. COLLEGE TEACHER TRAINEES:

1. Adopting a new technical coaching approach.
2. Incorporate e-resources into regular teaching and learning.
3. Use digital books to research recent or changing info.
4. Incorporate gender equality into the technology approach.

5. Handle all materials to improve e-resources material skills.

6. Take part in any e-resources or medical care programmes offered by schools or colleges.

7. Remove phobic neurosis of the mind against technological instruments by using it in everyday teaching and learning activities.

CONCLUSION

A library is an essential component of any college. It is a Universe of Knowledge, a faculty for obtaining or delivering information from a variety of sources in a variety of formats. It is critical in broadening students' understanding, which leads to highbrow achievement. It is apparent that students as a whole use physical libraries to a great amount for research purposes, as evidenced by the study that they consider their particular library as an integral element of the academic set-up. Students who frequently visit the library and use library resources to inquire about books for the purpose of lending and returning them perform better academically than those who do not. Because the desire for knowledge is so strong in today's world, people are drawn to easy access to statistics, whether it's through the internet or other statistics facilities, which they see as a reliable source of spreading the data that matters to them.

. For a big part of heavy Google customers, the use of a searchengine is greater informative, green and updated than using the libraries and library sources. Students nowadays have taken to digital get entry to and are greater depending on the internet and global wide web. The internet has contributed definitely in presenting reference service and has made their education to be terrible. Users today want to be facts literate to acquire thefacts made available to them in different regions. The pupil has to recognise a way to use thoseassets if you want to make the right exploitation of facts at hand and achieving their academicoverall performance in colleges. . The usage of a search engine is more informative, green, and up to date for a large portion of heavy Google customers than using libraries and library sources. Students nowadays have embraced digital access and are more reliant on the internet and the worldwide web. The internet has unquestionably aided in the provision of reference services and has made their education abysmal. Users today desire to be fact-literate in order to obtain the information that is made available to them in various places. If the student wants to make the best use of the facts at hand and achieve their academic overall performance in college, he or she must recognise a way to apply those assets.

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