A Study on Perception of Teacher Trainees on Cybergogy in Sri Lankan Government Teachers' Training Colleges

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Abstract

The Perception of teachers towards Cybergogy will be an effort to maximize the learning objectives in the classroom. The present study was conducted to investigate Cybergogy awareness among teacher trainees studying at Government Teachers College, Addalaichenai. A normative survey method was adopted on a sample of 200 teacher trainees selected by stratified random sampling technique. The data were collected by using Cybergogy Perception Scale and Personal Information Schedule. The major findings of the study have revealed that there exists a significant difference in perception of Cybergogy among teacher trainees with respect to gender.

Keywords: Perceptions; Cybergogy; Teacher Trainees; Sri Lanka.

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Introduction

Technology is playing an increasingly crucial role in the delivery of education, which in turn is driving research into finding ever better technological solutions. The application of educational technology has created a new teaching and learning concept of Cybergogy. One of the central elements of it is the intent to combine fundamentals of both pedagogy and andragogy to arrive at a new approach to learning. Cybergogy focuses on helping adults and young people to learn by facilitating and technologically enabling learner-centered autonomous and collaborative learning in a virtual environment. In any learning environment, truly engaged learners are behaviorally, intellectually, and emotionally involved in their learning tasks (Wang and Kang, 2006; Wang, 2007).

The Cybergogy for Engaged Learning model, as Wang and Kang (2006) present, has three overlapping/intersecting domains: cognitive, emotive, and social. The authors argue that engaged learning will occur when the critical factors in each domain are well attended, so as to encourage learners' cognitive, emotive, and social presence. This model is created particularly for online settings that involve more generative and constructive learning activities. For the online learning experience to be successful, students must be furnished with prior knowledge, motivated to learn, and positively engaged in the learning process.

Objectives of the Study

1. To find out the level of perception of teacher trainees towards Cybergogy

2. To find out whether there is any significant difference in perception about Cybergogy among teacher trainees based on gender.

Methodology

In this study, a normative survey method was adopted.

Population of the Study

The population of the study constitutes all the teacher trainees studying at Government Teachers College, Addalaichenai.

Sample of the Study

A sample of 200 teacher trainees following two years in-service teacher training at Government Teachers College, Addalaichenai was selected by using stratified random sampling technique. The stratum for the selection was gender.

Tools for the Study

The following tools were used for collecting the necessary data for the study.

1. *Cybergogy Perception Scale*: To measure awareness of Cybergogy among the sample, this tool was developed by Prof. AR Saravanagkumar (2016) was used in this study. This Scale consists of 15 items in a five point Likert Scale. Author of the Scale claimed that the instrument has good reliability and it was estimated and reported to be as α = 0.73 and test retest reliability 0.84. The author also claimed the Scale has validity.

2. *Personal Information Schedule*: The demographic data such as sex, and other relevant information were collected using Personal Information Schedule.

Procedure

The investigator requested their consent after explaining the objective, nature and method of study. After obtaining the participants informed consent, the research instruments were distributed among them. After completion, the instruments were collected back and checked for incomplete or omission. Then the instruments were scored as per the scoring scheme and entered in to a spread sheet for statistical analysis.

Results and Discussion

The data collected by using the tools were calculated and tabulated in the following tables. Mean, Standard Deviation, and t value were calculated and the results are presented in table 1.

Table 1: Level of Perception towards Cybergogy among Teacher Trainees

Level of Perception towards Cybergogy	Range of Scores	Number of Teacher Trainees	Percentage
Low	06 -28	140	70
Average	29 -49	42	21
High	50 -71	18	09

Table 2:DifferencesinPerception of Teacher Trainees towards Cybergogy in terms of Gender

Variable	N	Mean	SD	t-value	Level of Significance		
Gender		Male	85	20.20	4.42	4.2	Significant at 0.01
		Female	115	28.32	6.73		

From the Table 1, it can be seen that 70 per cent of teacher trainees have low level of perception, while 21 per cent of teacher trainees have average level of perception and 09 per cent of teacher trainees have high level of perception.

Differences in Awareness of Cybergogy Teacher among Trainees in terms of Gender

It is found from the above table that the 't' value calculated for the sample with respect to their gender is 4.2 It is found to be more than the table value obtained. This shows there exists significant difference in respect to gender in perception towards Cybergogy among teacher trainees. The mean score of male teacher trainees is higher than the female teacher trainees. Hence, it is inferred that male teacher trainees have more perception about Cybergogy than the female teacher trainees.

This result endorses the findings of previous similar studies done. Vipul(2009) investigated about cyber bullying. They found that the male students were the victims of cyber bullying at least once in their lifetime and more cyber bullying behavior than females.

Government aided and self-financing college students showed significantly higher performance in cybergoy awareness, it might be due to the fact that they would get chance to attend awareness programs and workshops on cyber crimes. These findings create awareness among teachers, teacher educators, college administrators, research workers, and curriculum developers to groom on awareness fairs, Cybergogy awareness exhibitions, debates, workshops and use of different models in teaching to foster Cybergogy awareness among students to maximize the individuals' potential in the advancement of computerscience.

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Conclusion

It is concluded from the analysis of results that most of the teacher trainees have low level of awareness about cybergogy. This show there needs workshops incorporated in the curriculum for educating about cyber related courses. From the analyses, it was also concluded there are significant differences in the perception towards cybergogy in terms of gender, As in the case of teachers, The positive perception about cybergogy is very important since they educate students in different aspect of life.

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