Student- Teacher's Digital Competency Readiness During COVID- 19

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Abstract
The COVID-19 crisis changed the traditional method into online transformation among teachersand they should need digital competency in order to teach creative and innovative through digital platforms. Digital readiness is nothing but preparedness or act of readiness to do something in meaningful way. The purpose of the present study is to find out the level digital competency readiness among student - teachers during covid 19.The researcher used self developed questionnaire, it has 20 items about technical readiness, pedagogical readiness and readiness regarding time management. The result showed that there is no significant difference between male and female student teachers digital competency readiness and there is significant difference with respect to student – teacher's locality and major subjects.
Keywords: Digital Competency, Readiness, Student Teachers, Covid-19, Technical, Pedagogical, Time Management, Digital Platforms

Introduction

Readiness denotes the degree of student'ssingle-mindedness and their eagerness in learning something. Students can learn in a better way when they are physically, mentally, and emotionally ready to learn, and it do not happen well if they have no reason for learning new things. It is the teacher's utmost responsibility to make the students ready to learn and create interest to know the value of the subject. The readiness is a cycle of professional preparation where a senior student learns how to work formally and is supervised by a practicing teacher or a school representative in a block of time (Hamalik, 2009). Teaching internship is a required part of the curriculum of teacher education program. The primary purpose of this activity is to develop and strengthen student's competencies and educational responsibility and also to prepare them for the profession (Parveen and Mirza, 2012).If students may have certain purpose, they definitely shine in their career even they lack in their motivation. When students are ready to learn, they really near to the teacher's effort. Since learning is an active process, students should have enough rest in certain circumstances. Then only the students will be mentally and physically strong to acquire new knowledge.

Need and Significance

Digital readiness is the ability to use digital tools in an easy way. In other words, digital readiness refers to how ready or how comfortable when using digital technology.

And digital competence refers to the confident and critical usage of the full range of digital technologies for information, communication and basic problem-solving in all aspects of life.

Nowadays most of the people are feeling comfortable when using digital devices while chatting, sending messages. E mailing files, taking photos, but when they come to know the proper usage of the technical devices still, they are lacking in certain aspects. The research done by Pew Research Centre, the survey assessed Americans about digital readiness most of the people are never know to use the devices properly and 17% of the people only digitally ready.When it comes to schools, teachers and educators should be already aware of e- learning apps.In this digital era, especially during covid 19 all schools and colleges turned into digital transformation in every teaching aspect including attendance, digital teaching, assessment and evaluation.

Review of Related Literature

Tzafilkou, K. et al (2021) investigated Teachers' digital skills readiness during COVID-19 pandemic. The investigator made survey on teachers' perceptions about their digital skills which helps in their online teaching and their teaching responsibilities during the pandemic. Totally 800 teachers from different stream have participated in this survey regarding their digital technology or applications usage. The survey showed that most of the teachers used the digital devices for teachingthrough digital platforms, assessment, evaluation and finding educational resources through encyclopaedia and digital libraries. They also used the digital devices for personal purposes and accepted that they hardly used it for student's evaluation and feedback. It is very essential for teacher should be aware of digital tools and ready to move with it in long term assessment for successful digital or smart class room in this techno era.

Tzivian,L et al (2019) measured teachers-as-learners' digital skills and readiness to study online for successful e-learning experience. This study has taken place in Latvia, 1092 teachers participated in the study However,and this study indicated there is lack of studies done to measure teachers-as-learners readiness to study online in Latvia. The aim of the study to find out teachers' readiness through teaching online resources. The result showed that there was significant difference with demographic aspects like gender, age and place of living.

Kavtaradze, etal (2018) studied profiling the digital readiness of higher education students for transformative online learning in the post-soviet nations of Georgia and Ukraine. This study investigated the digital readiness of university students in Georgia and Ukraine under the dimensions - online collaborative learning, theorized as an educational pathway to democratic transformation. The investigator used Digital Competency Profilerto gather data from 150 students in Georgia and 129 in Ukraine about their digital competences. Findings showed that large percentages of Georgian and Ukrainian students are not-prepared for many online-learning activities, and there is generally have greater readiness on mobile devices than desktops/laptops.

Objectives
- To study the importance of digital competency readiness among studentteacher's during covid 19
- To know the level of digital competency readiness among studentteachers
- To analyse the digital competency readiness between male and female student teachers
- To find out the level of digital competency readiness with respect to their gender, locality of the college and major subjects.

Hypothesis
- There is no significant difference in the level of perceived digital competency readiness among student teachers.
- There is no significant difference in the digital competency readiness between male and female studentteachers.
- There is no significant difference in the level of digital competency readiness with respect to their gender, locality of the college and major subjects.

Delimitation
- The present study conducted in Salem district only.
- The population of the study was the studentteachers of final year students only from government,aided and private B.Ed. colleges.

Methodology

The researcher used survey method and educational colleges selected using simple random technique, self made questionnaire has been used to find out difference between male and female students' teachers with respect to their gender, locality and major subjects. Totally 20 items were finalized according to the suggestions of educator and experts. The researcher used split – half method to know reliability of the tool, was found to be 0.82. It was found to be highly reliable.

Analysis of Data

Table 1 Gender Wise Distribution of the Sample

Gender	Number	Percentage
Male	53	44
Female	66	55
Total	**119**	**99**

Out of 119 students taken for the study percent are male 44 and 55 percent are female.

Table 2 Showing the mean Difference of Students – Teacher's Digital Competency Readiness on the Basis of Gender

Gender	N	Mean	SD	t test	Significance
Male	53	28.52	5.304	0.359169	NS
Female	66	29.42	5.097		

The above table- 2 revealed that t value 0.03 was lesser than the table value 0.05 at level of significance.Hence the framed null hypothesis was accepted.

Table 3 Showing the mean Difference of Students- Teacher's Digital Competency Readiness on the Basis of Locality

Locality	N	Mean	SD	t test	Significance
Urban	59	30.423	6.873	0.950217	S
Rural	60	30.633	7.560		

The above table- 3 revealed that t value 0.95 was greater than the table value 0.05 at level of significance.Hence the framed null hypothesis was not accepted.

Table 4 Showing the Mean Difference of Students - Teacher's Digital Competency Readiness on the Basis of Major Subjects

Major Subjects	N	Mean	SD	t test	Significance
Arts	57	31.85	8.899	0.8695	S
Science	62	31.33	8.314		

The above table- 4 revealed that t value 0.86 was greater than the table value 0.05 at level of significance.Hence the framed null hypothesis was not accepted.

Findings of the Study

- There is no significant difference between the male students and female student teacher's digital competency readiness
- There is significant difference between the rural students and urban student teacher's digital competency readiness
- There is significant difference between the arts and science student teacher's digital competency readiness

Conclusion

Nowadays every field changed into digital transformation including educational sector. Teachers began to use digital technologies to teach effectively through digital platforms like Google meet, you tube, twitter, wat's up etc. For that they have to be ready or should be well prepared with their digital knowledge i.e., digital competency. Unless the teachers not ready to use digital tool, the teaching learning become inactive. To get succeed in teaching effectively in this digital era, the teachers who going to teach in future should be aware of digital applications and always ready to work with techno devices.

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