INTERNET UTILIZATION AMONG B.ED. STUDENTS

By

S.THANGARAJATHI

Assistant Professor, Department of Educational Technology, Bharathiar University, Coimbatore.

ABSTRACT

Social, Economic and technological changes of the fast decades are making teaching more crucial than ever. The information and knowledge society needs a continuous change in the role and working of teachers. Being a teacher in the Knowledge society, one has to deal with i) new knowledge and new ways for accessing knowledge; ii) a networked world with new types of co-operation and collaboration; iii) a society in which knowledge plays a crucial role and life long learning.

Information and Communication Technologies (ICT) have brought new possibilities into the classroom, at the same time; they have placed more demands on teachers. Information and Communication Technologies exemplified by the internet and interactive multimedia are obviously of great significance for teachers. It needs to be effectively integrated into the formal classroom teaching and learning conditions. The integration of ICT in teaching in general and teacher education in particular is need of the day.

The curriculum makers and experts introduced the Educational Technology and Computer Education (50:50) at B.Ed level in the year 2002, keeping in view of the above facts.

Hence, in the present study an attempt was made to i) To identify the internet services utilized by the B.Ed. students ii) To find out the level of Internet Utilization of B.Ed., trainees iii) To find out the significant difference in internet utilization with respect to their personal, familial and institutional variables. The survey method was employed and a sample of 400 B.Ed students was selected from 5 B.Ed. colleges in Tirunelveli district by adopting random sampling technique. The investigator specially constructed and standardized the Internet Utilization scale for the present study. It is found that most of the internet services are not utilized properly by the B.Ed students and the level of Internet utilization of B.Ed. students is average. The last section of the paper provides some suggestions for effective utilization of internet for teaching and learning purposes.

Key words: Information and Communication Technology, Internet Services, Internet Utilization, B.Ed.students.

INTRODUCTION

Science and technology have provided innumerable comforts to the society, there by elevating the standard of living of the masses. The growth of human civilization is achieved through technological revolution. Educational systems around the world are under increasing pressure to use the new technology to teach students the knowledge and skills they need in the 21st century. Internet can decrease pressure of Educational system. Because Internet is a super high way in the modern world, is bringing all the fields to its runway. Internet makes dramatic Impact on society mainly in the education system. Its incredible growth, spearheaded by the networking technologies, has influenced every walk of the life making it imperative for everyone to understand the utility of this global strategic tool.

The emergence of Internet is one of the hallmarks in the revolution triggered by the networking technology. It has shrunk the world and brought people together. Internet is a communication tool that allows the teachers, students and specialists to communicate each other. The Internet is rapidly becoming a new source of information in the classroom and provides an unparalleled opportunity to a vast amount of informational resources.

Teaching at Education mostly concentrates on giving information, which is one objective of education. Other objectives of education are: Developing reasoning and

thinking power, Judgment and decision making ability, Self - Concept and value clarification, proper study habits, Tolerance and removal of ambiguity risk taking capacity and scientific temper etc. To achieve all these objectives on students, the teachers should shift their source of knowledge search from the culture of print to a culture of net surfing. If teachers use Internet as a global reference room i.e. if they have awareness in internet they can adjust themselves with the new situations emerging in the 21st century. The teachers have to redefine their role and acquire adequate and relevant competence commitment and a will to perform. In this context it is also worthwhile to understand the utilization of the internet among budding teachers.

Related Studies

Literature reviews in this area strongly suggest that the importance of internet usage in teacher training colleges.

Avani Maniar (2002) studied the Internet usage by students. The study revealed that Internet services for educational purpose were utilized sometimes. The respondents used it more for class assignment in comparison to research work and other educational purpose. Significant difference was found in the Internet usage for class assignment in relation to the years of exposure.

Rajasekar (2002) has studied that a large number of teachers have fovourable attitude towards computers. In the subsequent study, Rajasekar (2003) has investigated that, B,Ed. Students have a favourable attitude towards computer more in the urban areas than in the rural areas.

Mahender Reddy Sarsani (2006) conducted a study of "The attitude of teacher trainees towards the teaching of Computer Education at B.Ed., level" and found that the majority of teacher trainees agreed that the introduction of computer education paper at B.Ed., level was necessary, so that computers could be used as a teaching aid to teach difficult topics, for effective teaching by using multimedia, and acquire new knowledge for competitive world.

Eric (2009) surveyed his students about their experience and preference with E- Books majority of the students preferred e-booms for their learning. 95% of the students express this desire to study new courses with e-books and all the students recommended the use age of e-books.

The National Association of Software and Services Companies (2010) (NASSCOM) studied the usage of Internet service in 68 Indian cities and town. The study revealed the following findings:

- A majority (59.2%) used as an information source and Educational tool 8.2% for entertainment.

- Frequently used Internet services are search engines: 77%.

- E-Mail 73.4% downloading and up loading software 23%.

- Males continued to outnumber females in accessing the internet at 77% compared to 23%.

- More than 81% PCS sold during 1999-2000 were driven by the need to access Internet.

- Users on an average are estimated to be accessing the internet for 6 hours a week.

In India the National TAS Force on Information Technology and Software Development Government of India (2010) conducted a case study on the use of Information Technology in different sectors, including education. This project has demonstrated that information Technology is used as tool for not only improving life style of the citizens, and provide them with more information, but also a generator of employment.

Variables of the Study

Dependent Variable

Internet Utilization

Independent Variables

Personal Variable – Gender, Educational Qualification, Course, Medium, Completion of any computer course

Familial Variables – Father's Education, Mother's Education

Institutional Variables – Type of College, Locality of College

Objectives of The Study

- To identify the internet services utilized by the B.Ed.trainees

- To find out the level of internet utilization of B.Ed trainees

- To find out the significant difference in internet utilization with respect to their personal, familial and

institutional variables.

Hypothesis of the Study

The level of internet utilization of B.Ed. trainees is average.

- There is no significant difference in internet utilization of B.Ed. trainees with respect to their personal variables.

- There is no significant difference in internet utilization of B.Ed. trainees with respect to their familial variables

- There is no significant difference in internet utilization of B.Ed. trainees with respect to their institutional variable.

Methodology

In the present study survey method was employed

Sample

A sample of 400 B.Ed. trainees was selected from five B.Ed colleges of Tirunelveli district by adopting random sampling method.

Tools

The investigator specially constructed and standardized the Internet Utilization scale for the present study. The tool consists of 30 items with the score for three alternative responses viz., Frequent, Rare and Never. For all the items, scoring was done by awarding 2, 1 and 0 marks for the responses. The reliability of the test was found to be 0.68.

Data collection and scoring

For the process of data collection, necessary permission is obtained from the head of colleges. Then validated questionnaire administrated to B.Ed., trainees. The respondents are assured that the data collected would be kept in utmost confidential and would be used for statistical interpretation only. A close rapport is maintained with the respondents to create an open and friendly environment. No time limited is prescribed while responding the items in the questionnaires. The respondents are asked to respond all the items in the questionnaires. The collected responses were scored systematically using the appropriate scoring key prepared by the investigator and they were consolidated for the purpose of analysis.

Analysis of Data

Hypothesis 1

The level of internet utilization of B.Ed. trainees is average.

Table 1 shows the percentage level of internet utilization of B.Ed. trainees. It is observed from the table that the 21.50 % of the students highly utilized the internet i.e they are using the internet most frequently, 18 % of the students utilized by the internet in a minimum level or they never use the internet and 60.50 % of the students are utilized the internet in an average level i.e they are using the internet when they need.
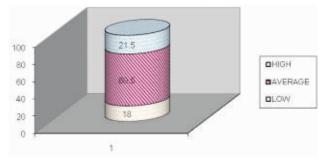
Hypothesis 2

There is no significant difference in internet utilization of B.Ed. trainees with respect to their personal variables
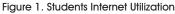
Table 2 shows the significant difference in internet utilization of B.Ed. trainees with respect to their personal variables viz., Gender, Educational Qualification, Course, Medium, and Completion of any computer course.

It is observed from the table that the calculated 't' value is greater than the table value at 0.05 level of significance for the personal variables Gender and Medium . But the

	Low		Average		High	
Variable	N	%	N	%	N	%
Internet Utilization	72	18.00	242	60.50	86	21.50

Table 1. The level of Internet Utilization Among B.Ed., Trainees.

Figure 1. Students Internet Utilization

Variable	Group	N	MEAN	SD	T-value	Result
Gender	Male	154	169.49	33.37	2.09	Significant
	Female	246	176.72	33.97		
Educational qualification	UG	229	173.26	35.22	0.47	Not Significant
	PG	171	174.84	32.07		
Course	Arts	115	175.09	37.35	0.41	Not Significant
	Science	285	173.47	32.43		
Medium	English	121	179.31	31.07	2.19	Significant
	Tamil	279	171.60	34.82		
Completion of any computer course	Yes	259	172.41	33.78	1.22	Not Significant
	No	141	176.73	34.00		

Table 2. Test of Significant Difference in Internet Utilization of B.Ed. Trainees with Respect to their Personal Variables

calculated 't' is lesser than the table value for the personal variables Educational qualification, Course and completion of computer course. So there is a significant difference exists in internet utilization of B.Ed. trainees with respect to their gender and Medium. But the significant difference does not exist in internet utilization of B.Ed. students with respect to their educational qualification, course and completion of computer course. Hence the null hypothesis is partially accepted. It is also observed from the mean score, the female trainees are utilized the internet more than the male trainees and English medium B.Ed. trainees are utilized the internet more than the Tamil medium trainees.

Hypothesis 3

There is no significant difference in internet utilization of B.Ed. trainees with respect to their familial variables

Table 3 shows the significant difference in internet utilization of B.Ed. trainees with respect to their familial variables viz., Fathers Education and Mother's Education.

It is observed from the table that the calculated't' value is greater than the table value at 0.05 level of significance for the variable father's education. But the calculated 't' is lesser than the table value for the variable Mother's Education. So there is a significant difference exists in internet utilization of B.Ed. trainees with respect to their Father's Education. But the significant difference does not exist in internet utilization of B.Ed. students with respect to their Mother's Education. Hence the null hypothesis is partially accepted. It is also observed from the mean score that the trainees whose fathers are literate have utilized the internet more than the trainees whose fathers are illiterate.

Hypothesis 4

There is no significant difference in internet utilization of B.Ed. trainees with respect to their institutional variables

Table 4 shows the significant difference in internet utilization of B.Ed. trainees with respect to their institutional variables

Variable	Group	N	MEAN	SD	't'value	Result
Fathers education	Literate	330	175.66	33.65	2.21	Significant
	Illiterate	70	165.80	34.01		
Mothers education	Literate	281	175.41	34.05	1.35	Not Significant
	Illiterate	119	170.45	33.36		

Table 3. Test of Significant Difference in Internet Utilization of B.Ed. Trainees with respect to their Familial Variables

Variable		N	MEAN	SD	't'value	Result
Type of college	Aided	211	172.23	36.26	1.07	Not significant
	Self-financing	189	175.83	30.99		
Locality of college	rural	200	171.62	36.07	1.37	Not significant
	urban	200	176.25	31.45		

Table 4. Test of significant Difference in Internet Utilization of B.Ed. Trainees with Respect to their Institutional Variables

viz., type of college and locality of college

It is observed from the table that the calculated 't' value is lesser than the table value for both the variables College type and College Locality. So there is no significant difference in internet utilization of B.Ed. trainees with respect to their College type and College Locality. Hence the null hypothesis is accepted.

Findings

- The B.Ed. trainees utilized the internet in an average level

- The female B.Ed. trainees have utilized the internet more than the male trainees.

- Educational Qualification of the B.Ed. trainees does not have influence on their internet utilization

- The course of the B.Ed. trainees does not have influence on their internet utilization

- English medium B.Ed. trainees are utilized the internet more than the Tamil medium trainees.

- There is no significant difference in internet utilization between the trainees who have already completed the computer course and those who do not.

- The trainees whose fathers are literate have utilized the internet more than the trainees whose fathers are illiterate.

- The mother's Education does have influence on internet utilization of B.Ed. trainees

- There is no significant difference in internet utilization between aided and self financing college B.Ed. trainees

- There is no significant difference in internet utilization between rural and urban college B.Ed. trainees.

Discussion of Results

The present study reveals the level of the internet usage among B.Ed. trainees is average. It seems that most of the

internet services are not properly utilized by the trainees.

The present study reveals that the female B.Ed. trainees have utilized the internet frequently and more than the male trainees. The present finding can be reasoned out as shown below:

- In the present day situation the female students are doing all kinds of job in a better way. The secrets of their success are patience, hard work and involvement.

- Mostly female students are preferred teaching profession. Hence their involvement in all kinds of activities like aids preparation, lesson plan preparation and internet usage for their reference is higher than the male students.

The present study reveals that the English medium B.Ed. trainees have utilized the internet frequently and more than the Tamil medium B.Ed. trainees. The present finding can be reasoned out as shown below:

- Since the Tamil medium students have communication and language problems, they hesitate to utilize the internet frequently.

The present study reveals that the B.Ed. trainees whose fathers are literate have utilized the internet more than their counterparts. The present finding can be reasoned out as shown below:

- Since the educated father has the knowledge on the importance of internet in the present day education system, they may motivate their child to utilize the internet.

Suggestions

- The government should take necessary steps to integrate information and communication technology into the B.Ed. training curriculum compulsorily.

- The government should organize computer training programme for teacher educators and also for the student teachers.

- The computer lab facilities, internet facilities should be provided to all training colleges especially in rural colleges

- The trained computer specialists should be appointed in all colleges.

Conclusion

In this era of emerging technologies, the role of the teacher is more than that of a facilitator or guide. With the emerging new technology like Internet, the teaching profession is evolving from an emphasis on teacher - centered, lecture-based instruction to student centered, and interactive learning environments. Students need a learner facilitator to give and explain the wealth of information available online. The teacher educators should recognize the importance of the computer education and train teacher trainees to develop positive attitude and encourage partnership with electronic education. So Designing and implementing successful Internet - enabled teacher education programs is the key to fundamental, wide ranging Education reform.

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ABOUT THE AUTHOR

S.Thangarajathi M.Sc.M.A. M.Ed.Tech. Ph.D. is working as a Lecturer in the Department of Educational Technology, Bharathiar University, Coimbatore. Tamilnadu.Area of Specialization is Educational Psychology and Educational Technology. She has experience in developing CAI Packages and Instructional Video film. She has Published more than ten papers in the National and International Journals. At present she is guiding seven Ph.D scholars. She may be reached via e-mail at thangam_rajathi@yahoo.co.in.