**International Journal of Advanced Research and Development**
**ISSN: 2455-4030**
**Impact Factor: RJIF 5.24**
**www.advancedjournal.com**
**Volume 3; Issue 1; January 2018; Page No. 729-732**

# A study on internet usage among B.Ed., students

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**Abstract**
Internet plays an integral role in daily life. Ranging from communication to shopping; a huge amount of activities is just a click away. This has lead to increased frequency of Internet usage among Internet users. With business adopting activities, working population access Internet at least 4-6 times per week. However, students usually access this medium at least once a week. Internet as a medium for socializing and leisure activities like downloading music and videos are gaining space compared with other services. Searching education-related information has increased substantially compared to the previous year. This could be due to the availability of academic materials from education boards such as CBSE eBooks and also the recent introduction of the recent online examinations for centralized tests.

**Keywords:** internet usage, e-books, web page

## 1 Introduction
Today the Internet has become an important instructional tool to facilitate the transfer of many types of information from one computer to another, and is rapidly becoming an effective means of communication in schools and colleges. Internet-based instruction has been manifested in one-to-one (tutor-to-student), one-to-many (tutor-to-group) and many-to-many (group-to-group) approaches to instruction.
The Internet may also be used to replace the traditional classroom lectures. A number of courses are being developed in which portions of the course or the entire course ware offered via the Internet. The instructor may place course notes on Web pages, may create a video recording of a live lecture for viewing on the Internet, or use combinations of these ideas. Forsyth (1998) discussed several methods of preparing courses for the Internet including facilitating the use of video clips on Web pages as well as the use of forms and other graphics on Web pages.

## 2 Review of Related Studies
Gold (2003) described, the worldwide market for Internet usage is projected to be more than $18 billion by the end of 2005, with some organizations projecting that over half of their training and education will be delivered electronically over the next five years.
Koohang and Durante (2003) said in their study, developers and deliverers of online learning need more understanding of how students perceive and react to elements of Internet usage (since student perception and attitude is critical to motivation and learning) along with how to apply these approaches most effectively to enhance learning.
Laferriere, Lamon & Chan (2006) identified and analyzed emerging trends and models in Internet usage for teacher education and professional development from the developing research base; both international trends and current developments in the Asia-Pacific region are described. They focused on progressively more sophisticated approaches including: (1) renewal of delivery of information with online repositories and courses; (2) rise of web-supported classrooms; (3) participation in learning networks and communities; and (4) knowledge creation in knowledge building communities. They proposed that technological innovations accompany social and pedagogical changes, and for the betterment of education, teachers need to play key roles as owners and designers of their learning.
Rajeshkumar, M. (2009) conducted a study on "Impact of Internet usage on Teacher Effectiveness " and found that the teachers working in universities and colleges differ significantly with respect to teacher effectiveness as the mean difference of the teachers working in universities are more than the teachers working in colleges.

## 3. Operational Definitions
**Internet usage**
Internet usage is, a teacher should teach lesson by using the current technology and become a motivator for the student that helps to changing the attitude of the student to achieve better academic result.

**B.Ed., students**
Students doing Bachelors in Education (II year) after finishing any degree in Arts or Science in any reputed colleges or Universities in a regular mode.

## 4 Objectives
- To find out the level of internet usage among B.Ed., students
- To find out whether there is any significant difference between male and female B.Ed., students in respect of internet usage

- To find out whether there is any significant difference among the sub-sample usage of web in respect of internet usage of B.Ed., students
- To find out the relationship if any among the sub-sample (Usage of web) of B.Ed., students in respect of Internet usage

**5. Null Hypotheses**

- The level of internet usage among B.Ed., students is low
- There is no significant difference between male and female B.Ed students in respect of internet usage
- There is no significant difference among the sub-sample usage of web in respect of internet usage of B.Ed., students
- There is no significant relationship among the sub-sample (Usage of web) of B.Ed., students in respect of Internet usage

**6. Tool Used In The Study**

- The Internet Usage Scale is developed by Shaloo Saini and Parminder Kaur (2016)

**7. Internet Usage Scale**

The Internet Usage Scale is developed by Shaloo Saini and Parminder Kaur (2016)to assess the Internet Usage level of Higher Secondary school students. A total of 28 questions were framed in the initial draft of the scale and presented to the experts for their opinions. The experts were one psychologists, one sociologists and one educationalists. To have a wider view the researcher also took the opinion from internet experts and parents of adolescents too. Only those questions were retained which got maximum approvals from the experts. The scale was administered on a randomly selected sample of 150 secondary school students and their responses were scored on a 5 point scale (Rarely-1Occasionally-2; Frequently-3; Often-4 and always-5).

**8. Validity**

The scale has high face validity since all the items have included in the scale only after seeking the opinions and approval of the experts. The scale also possesses content validity because only those items which significantly discriminated between high scores and low scores were retained in the scale.

The scale has construct validity since only those items were selected which had t-value equal or greater than 1.75.

**9. Method**

Simple random sampling techniques were used to collect data from various B.Ed., students of universities, aided colleges and affiliated colleges of Tamil Nadu Teacher Education University (TNTEU). The sample consists of 1012 B.Ed., II year students.

**Hypothesis 1**

The level of internet usage among B.Ed., students is low

**Table 1:** Mean and Standard Deviation of Internet Usage of B.ed., Students

| Variable | N | Mean | S.D | M+1D | M-1D | Level |
|---|---|---|---|---|---|---|
| Internet Usage of B.Ed., students | 1012 | 62.6 | 8.35 | 70.95 | 54.25 | Average |

It is clear from the table 1, that the internet usage of B.Ed., students, mean and standard deviation scores are found to be 70.95 and 54.25 respectively. The mean value lies between 71 and 54. Hence it is concluded that the Internet usage of B.Ed., students is average

**Null Hypothesis 2**

- There is no significant difference between male and female B.Ed students in respect of internet usage

**Table 2:** Mean Difference Between Male and Female B.ed., Students In Internet Usage

| Variable | Gender | N | Mean | Standard deviation | t- value | Significant at 0.05/0.01 level |
|---|---|---|---|---|---|---|
| Internet Usage of B.Ed., students | Male | 148 | 59.3 | 9.2 | 1.31 | Not Significant |
| | Female | 864 | 46.8 | 10.1 | | |

From the table 2, it can be concluded that there is significant difference between male and female B.Ed., students in respect of internet usage. So, the null hypothesis No.2 is retained.

**Null Hypothesis 3**

There is no significant difference among the sub-sample usage of web in respect of internet usage of B.Ed., students

**Hypothesis 3(a)**

There is no significant difference between Daily and Weekly (Usage of web) of B.Ed., students in respect of Computer Knowledge

**Table 3:** Mean Difference between Daily and Weekly (Usage of Web) in Internet Usage of B.Ed., Students

| Variable | Usage of web | N | Mean | Standard deviation | t- value | Significant at 0.05/0.01 level |
|---|---|---|---|---|---|---|
| Internet Usage of B.Ed., students | Daily | 759 | 69.3 | 9.6 | 1.48 | Not Significant |
| | Weekly | 194 | 62.4 | 8.4 | | |

From the table 3, it can be concluded that there is no significant difference between Daily and Weekly (Usage of web) of B.Ed., students in respect of internet usage. So, the null hypothesis No. 3(a) is retained.

**Null Hypothesis 3(b)**
There is no significant difference between Daily and Not at all (Usage of web) of B.Ed., students in respect of internet usage

**Table 4:** Mean Difference Between Daily and Not At All (Usage of Web) In Internet Usage of B.ed., Students

| Variable | Usage of web | N | Mean | Standard deviation | t- value | Significant at 0.05/0.01 level |
|---|---|---|---|---|---|---|
| Internet Usage of B.Ed., students | Daily | 759 | 69.3 | 9.6 | 2.77 | Significant |
| | Not at all | 41 | 32.3 | 10.4 | | |

From the table 4, it can be concluded that there is significant difference between Daily and Not at all (Usage of web) of B.Ed., students in respect of Internet usage. So, the null hypothesis 3(b) is rejected.

**Null Hypothesis 3:(c)**
There is no significant difference between Daily and Monthly (Usage of web) in respect of internet usage

**Table 5:** Mean Difference Between Daily And MONTHLY (Usage of Web) In Internet Usage of B.Ed., Students

| Variable | Usage of web | N | Mean | Standard deviation | t- value | Significant at 0.05/0.01 level |
|---|---|---|---|---|---|---|
| Internet Usage of B.Ed., students | Daily | 759 | 69.3 | 9.6 | 1.63 | Not Significant |
| | Monthly | 18 | 50.1 | 11.5 | | |

From the table 5, it can be concluded that there is no significant difference between Daily and Monthly (Usage of web) of B.Ed., students in respect of Internet usage. So, the null hypothesis No.3(c) is retained.

**Null Hypothesis 3(d)**
There is no significant difference between Weekly and Monthly (Usage of web) in respect of internet usage

**Table 6:** Mean Difference Between Weekly and Monthly (Usage of Web) In Internet Usage of B.Ed., Students

| Variable | Usage of web | N | Mean | Standard deviation | t- value | Significant at 0.05/0.01 level |
|---|---|---|---|---|---|---|
| Internet Usage of B.Ed., students | Weekly | 194 | 62.4 | 8.4 | 2.84 | Significant |
| | Monthly | 18 | 50.1 | 11.5 | | |

From the table 6, it can be concluded that there is significant difference between Weekly and Monthly (Usage of web) of B.Ed., students in respect of internet usage. So, the null hypothesis 3(d) is rejected.

**Null Hypothesis 3(e)**
There is no significant difference between Weekly and Not at all (Usage of web) in respect of internet usage

**Table 7:** Mean Difference Between Weekly and Not at All (Usage of Web) In Internet Usage of B.ed., Students

| Variable | Usage of web | N | Mean | Standard deviation | t- value | Significant at 0.05/0.01 level |
|---|---|---|---|---|---|---|
| Internet Usage of B.Ed., students | Weekly | 194 | 62.4 | 8.4 | 2.93 | Significant |
| | Not at all | 41 | 32.3 | 10.4 | | |

From the table 7, it can be concluded that there is significant difference between Weekly and Not at all (Usage of web) of B.Ed., students in respect of internet usage. So, the null hypothesis 3(e) is rejected.

**Null Hypothesis 3(f)**
There is no significant difference between Not at all and Monthly (Usage of web) in respect of internet usage

**Table 8:** Mean Difference Between Not at All and Monthly (Usage of Web) In Internet Usage of B.ed., Students

| Variable | Usage of web | N | Mean | Standard deviation | t- value | Significant at 0.05/0.01 level |
|---|---|---|---|---|---|---|
| Internet Usage of B.Ed., students | Not at all | 41 | 32.3 | 10.4 | 1.53 | Not Significant |
| | Monthly | 18 | 50.1 | 11.5 | | |

From the table 8, it can be concluded that there is no significant difference between Not at all and Monthly (Usage of web) in respect of internet usage among B.Ed., students. So, the null hypothesis No.3(f) is retained.

**Null Hypothesis 4**
There is no significant relationship among the sub-sample (Usage of web) of B.Ed., students in respect of Computer knowledge

**Table 9:** Relationship among the sub-sample (Usage of Web) of B.Ed., students in respect of internet usage

| Sub- sample | | No. of students | R-value | Level of significance |
|---|---|---|---|---|
| Usage of web | Daily | 748 | 0.38 | Significant |
| | Weekly | 194 | | |
| | Daily | 748 | 0.93 | Not significant |
| | Not at all | 41 | | |
| | Daily | 748 | 0.47 | Significant |
| | Monthly | 18 | | |
| | Weekly | 194 | 0.41 | Significant |
| | Monthly | 18 | | |
| | Weekly | 194 | 0.83 | Not significant |
| | Not at all | 41 | | |
| | Not at all | 41 | -0.35 | Negatively significant |
| | Monthly | 18 | | |

The Pearson's product –moment correlation was computed to find the relation in respect of the internet usage among B.Ed., students. It is found that the obtained correlation values of the sub- sample (daily with weekly, daily with monthly, weekly with monthly) has significant relation. Also it is found that the sub-sample (daily with not at all, weekly with not all) has no significant relation. Also it is found that the sub-sample (not at all with monthly) has negatively significant relation.

## 10. Results

- The Internet usage among B.Ed., students is average.
- There is significant difference between male and female B.Ed., students in respect of internet usage
- There is no significant difference between Daily and Weekly (Usage of web) of B.Ed., students in respect of internet usage.
- There is significant difference between Daily and Not at all (Usage of web) of B.Ed., students in respect of Internet usage.
- There is no significant difference between Daily and Monthly (Usage of web) of B.Ed., students in respect of Internet usage.
- There is significant difference between Weekly and Monthly (Usage of web) of B.Ed., students in respect of internet usage.
- That there is significant difference between Weekly and Not at all (Usage of web) of B.Ed., students in respect of internet usage.
- There is no significant difference between Not at all and Monthly (Usage of web) in respect of internet usage among B.Ed., students
- It is found that the obtained correlation values of the sub-sample (daily with weekly, daily with monthly, weekly with monthly) has significant relation. Also it is found that the sub-sample (daily with not at all, weekly with not all) has no significant relation. Also it is found that the sub-sample (not at all with monthly) has negatively significant relation.

## 11. Discussion

According to Rajeshkumar, M. (2009) conducted a study on "Impact of Internet usage on Teacher Effectiveness " and found that the teachers working in universities and colleges differ significantly with respect to teacher effectiveness as the mean difference of the teachers working in universities are more than the teachers working in colleges.

The result got by the researcher is gone in the opposite direction of the above finding**.**

Aldojan (2007) examined how often education faculty members in Jordanian public universities utilize the Internet in their academic work with regard to the following demographic variables. The findings of the study indicated that all the respondents' frequency use of the Internet ranged between (2-3 times a week) to (daily) since the means are close to each other. Results indicated that there was no significant difference across academic rank.

This result is as same as the above findings.

## 12. Conclusion

Education and the Internet have always been closely related – through not always in obvious ways. Universities played a major role in the development of both the Internet and its predecessor, the ARPANET, right from the start. Although computers first appeared in universities in the 1960s, they did not become practical and affordable enough to be used in the classroom. Both students and teachers tend to look upon the Internet as a new spin on some age-old ways of learning. Much like a trusted teacher, the Internet can also serve as a source of confidential advice on taboo subjects such as sex and relationships that young people find difficult to discuss. Email, IM, and chat offer ways to collaborate or communicate with other pupils and teachers.

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