

Research Article

ATTITUDE OF TEACHER TRAINEES TOWARDS INTERNET USAGE

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Abstract

The study attempts to find out the attitude of teacher trainees towards internet usage in selected teacher training institutions of Coimbatore district. In the present digital era, internet literacy and positive attitudes toward its use play a vital role in enhancing the teaching-learning process. A survey method was adopted to collect data from teacher trainees across different institutions. The findings of the study revealed that gender and nature of the institutions showed significant differences in their attitude towards internet usage, while other variables such as age, subject specialization, and socio-economic background had no significant influence. The results highlight the growing need for integrating internet-based resources in teacher education programs and ensuring equitable access and training across all categories of teacher trainees. The study further suggests that teacher education institutions should provide adequate infrastructure, training, and guidance to promote effective and meaningful internet usage among prospective teachers.

Keywords: *Attitude, Teacher trainees, Internet usage, Teacher training institutions, Coimbatore district, Gender differences, Institutional type, Educational technology.*

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INTRODUCTION

Education has come a long way from the oral tradition of the past to the current focus of education on 'learning to know', 'learning to be', 'learning to do' and learning to live together' as pointed out by the Delor's Commission on the education of 21st century. This is an age of knowledge explosion where traditional methods of verbal instruction will not help to keep pace with the development of knowledge. We are on the threshold of a new information era, which is the mantra of today. Internet is the flower gifted by information technology (IT). It is the latest buzzword among the computer users and users of the information centers nowadays. Everyone is eager to know about Internet and its use.

Internet is a system of connected computers that allows your desktop computers to exchange data, messages and files with any of the millions of other computers with connection to the internet. Internet in India was established almost 12 years ago as ERNET (Educational Research Network). It was the joint undertaking of the Department of Electronics (DOE) of the Government of India and the United Nations Development Program (UNDP) which provides technical assistance to developing nations.

REVIEW OF RELATED LITERATURE

A number of research studies have been carried out towards the attitude internet usage. Weinstein (1995) found that adult tend to use. The internet as part of their job and to get employment related information, while teenagers were more likely to use the internet to play games and to listen music. Young (1996), it was found that the persons who are lonely, depressed, introvert and had a history of addiction tended to get addicted to the internet. For this, case studies of 396 dependent internet users and a control group of 100 non-dependent internet users were taken. The length of time spent on using internet differed substantially between dependent and independent internet users.

Karut et.al (1998) held that internet could change the lives of average citizens as much as the TV did in 1950 and 1969. The researcher examined the social and psychological impact of the internet on 169 people. The greater use of the internet was associated with decline of the participants communications with family members in the family and also decline in the size of social circle. Singh(2005) in his study conducted that 66% Science students of Punjab University prefer to chat on internet and 33 % use it for educational purpose.

OBJECTIVES OF THE PRESENT STUDY

The following were the objectives of the study:-

1. To analyze the attitude of the teacher trainees towards the Internet usage.
2. To find out the attitude of teacher trainees towards Internet usage with regard to their Gender.
3. To find out the influence of the locality of teacher trainees towards their attitude of internet usage.
4. To find out the attitude of teacher trainees towards the Internet usage with regard to their nature of the institutions.
5. To find out the attitude of teacher trainees towards Internet usage with regard to their educational qualification.

HYPOTHESES

The following hypothesis were formulated for the present study:-

- There is no significant difference between the male and female teacher trainees with regard to their internet usage.
- There is no significant difference between the rural and urban teacher trainees with regard to their internet usage.
- There is no significant difference between UG and PG teacher trainees with regard to their internet usage.
- There is no significant difference between teacher trainees of Aided College and Government College with regard to their internet usage.
- There is no significant difference between teacher trainees of Aided College and Self-financing College with regard to their internet usage.
- There is no significant difference between teacher trainees of Government College and Self Financing College with regard to their internet usage.

RESEARCH METHODOLOGY

In order to achieve the objectives of the present investigation, survey method was undertaken. The methodological detail like sample, tool, and analysis of data are given below.

SAMPLE

Three B.Ed. Colleges under different management in Coimbatore District were selected for the present study. The 300 teacher trainees from Government, Government aided and Self

financing colleges of education in Coimbatore District have been selected for this research study by using simple random sampling method.

Table 1

Distribution of Sample

| Gender | | Locality | | Nature of Institution | | | Qualification | |
|--------|--------|----------|-------|-----------------------|-------|-----|---------------|------|
| Male | Female | Rural | Urban | Govt | Aided | SF | U.G. | P.G. |
| 133 | 167 | 185 | 115 | 100 | 100 | 100 | 167 | 133 |

TOOL USED

In order to achieve the objectives of the study, the investigators used a self-prepared questionnaire.

ANALYSIS OF DATA

For analysis and interpretation of data the study has been analyzed in different tables. The same is presented here.

Table 2

Difference between Attitude of Male and Female teacher trainees towards Internet Usage.

| Variables | N | Mean | S.D | 't' Value |
|-----------|-----|--------|------|-----------|
| Male | 133 | 234.61 | 2031 | 553* |
| Female | 167 | 211.71 | 4836 | |

*Significant at 0.05 level

It can be observed from the Table 2 the calculated 't' value (5.53) is greater than that of the table value at 0.05 % level of significance. It indicates that there is a significant difference in the attitude of male and female teacher trainees towards the internet usage. Hence the null hypothesis "There is no significant difference between the male and female teacher trainees with regard to their internet usage" is rejected.

Table 3

Difference between the Attitude of Rural and Urban teacher trainees towards Internet Usage.

| VariabJes | N | Mean | SD | t VaJue |
|-----------|-----|-------|--------|----------|
| Rural | 185 | 223.8 | 3813 | 0 J.432* |
| Urban | 115 | 218.6 | 43 J.3 | |

* NS - Not Significant

Table 3 indicates that the calculated 't' value (0.1432) is lower than that of the table value at 0.05 % level of significance. It indicates that there is no significant difference in the attitude of rural and urban teacher trainees towards the internet usage. Hence the null hypothesis "There is no significant difference between the rural and urban teacher trainees with regard to their internet usage" is accepted.

Table 4

Difference between the UG and PG teacher trainees on their attitude towards Internet Usage.

| Variables | N | Mean | SD | t Value |
|-----------|-----|---------|--------|---------|
| UG | 167 | 219 .09 | 4038 | 1344* |
| PG | 133 | 22534 | 39 .69 | |

* NS - Not Significant

It can be observed from the table 4 that the calculated 't' value (1.34) is lower than that of the table value at 0.05 % level of significance. It indicates that there is no significant difference in the attitude of teacher trainees who possess UG and PG with regard to the internet usage. Hence, the null hypothesis "There is no significant difference between UG and PG teacher trainees with regard to their internet usage" is accepted.

Table 5

Difference between the Aided and Government teacher trainees on their attitude towards Internet Usage.

| Variables | N | Mean | SD | t Value |
|------------|-----|--------|-------|---------|
| Aided | 100 | 23622 | 21.07 | 71.7* |
| Government | 100 | 195.84 | 5222 | |

* Significant at 0.05 level

Table 5 shows that the calculated 't' value (7.17) is greater than that of the table value at 0.05 % level of significance. It indicates that there is a significant difference in the attitude of-Aided and Government- college of education teacher trainees with regard to their internet usage. Hence the null hypothesis, "There is no significant difference between teacher trainees of Aided College and Government College with regard to their internet usage" is rejected.

Table 6

Difference between the Aided and Self finance teacher trainees on their attitude towards Internet Usage

| Variables | N | Mean | SD | t Value |
|--------------|-----|-------|-------|---------|
| Aided | 100 | 23622 | 21.07 | 0.8052* |
| Self-finance | 100 | 23354 | 25.76 | |

* NS - Not Significant

Table 6 shows that the calculated 't' value (0.80) is lower than that of the table value at 0.05 % level of significance. It indicates that there is an insignificant difference in the attitude of aided and Self Finance college of education teacher trainees with regard to their internet usage. Hence the null hypothesis "There is no significant difference between teacher trainees of Aided College and Self-financing College with regard.to their internet usage" is accepted.

Table - 7

Difference between the Government and Self finance teacher trainees on their attitude towards Internet Usage.

| Variables | N | Mean | SD | t Value |
|--------------|-----|---------|-------|---------|
| Government | 100 | 195 .84 | 522 | 6.47* |
| Self finance | 100 | 23354 | 25.76 | |

* Significant at 0.05 level

Table 7 shows that the calculated 't' value (6.47) is greater than that of the table value at 0.05 % level of significance. It indicates that there is a significant difference in the attitude of Government and Self Finance college of education teacher trainees with regard to their internet usage. Hence the null hypothesis "There is no significant difference between teacher trainees

of Government College and Self Financing College with regard to their internet usage" is rejected.

Major findings of the study

1. The result of the study indicates that the male and female teacher trainees differ in their attitude towards internet usage.
2. There is no significant difference between the rural and urban teacher trainees with regard to their internet usage.
3. There is no significant difference between UG and PG teacher trainees with regard to their internet usage.
4. There is a significant difference between teacher trainees of Aided College and Government College with regard to their internet usage.
5. There is no significant difference between teacher trainees of Aided College and Self Financing College with regard to their internet usage.
6. Government College and Self Financing College teacher trainees differ in their attitude towards internet usage.

EDUCATIONAL IMPLICATION OF THE STUDY

The internet has made an increasing and powerful impact upon every area and workplace like home, school, _hospital, bank, research etc., It has shown a great impact in the field of education. The teachers and teacher educators should be motivated to get training in the use of internet. It can be done with the help of various types of workshops, which will develop in them a positive attitude towards the use of internet. Moreover, educational planners and administrators should be given proper orientation and practice in the use of internet so that they can benefit from it.

CONCLUSION

The internet literacy should help in defining and implementing futuristic, global, intuitive, critical and holistic thinking. The future of the Nation depend the quality of Education. To enhance the quality of the teacher- training programme, the new innovations like internet usage should be added in the Teacher Education.

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