INTERNET KNOWLEDGE AND USAGE OF INTERNET BY TEACHER EDUCATORS OF M. ED. COURSE: A STUDY

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ABSTRACT

The present study aims to investigate the internet knowledge of teacher educators as well as their usage of internet. Sample included 100 teacher educators i.e. 50 male and 50 female teacher educators of M.Ed. course from various colleges of Education at Rohtak. For obtaining the data   two self constructed questionnaires, internet knowledge test and internet usage test were used. The findings of the study suggest that there lies no significant difference in the internet knowledge and internet usage of male teacher educators and female teacher educators of M.Ed. course. It was further concluded that there lies a significant relation and high co-relation between internet knowledge and internet usage of teacher educators of M. Ed. Course..

INTRODUCTION

As we have approached a new millennium, the internet is revolutionizing our society, economy and our technological systems. Over the past century and a half, important technological developments have created a global environment that is drawing the people of the world closer and closer together. During the industrial revolution, we learned to put motors to work to magnify human and animal muscle power. In the new information age, we are learning to magnify brainpower by putting the power of computation wherever we need it, and to provide information services on a global basis. Computer resources are infinitely flexible tools; networked together, they allow us to generate exchange, share and manipulate information in an uncountable number of ways. The internet as an integrating force, has melded the technology of communications and computing to provide instant connectivity and global information services to all its users at very low cost. Ten years ago, most of the world knew little or nothing about the internet. It was the private enclave of computer scientists and researchers who used it to interact with colleagues in their respective disciplines. Today, the internet's magnitude is thousands of times what is was only a decade ago. It is estimated that about 60 million host computers on the internet today serve about 200 million users in over 200 countries and territories.

The internet is a worldwide collection of computer networks, cooperating with each other to exchange data using a common software standard. A local area network is a network of computers within a limited area where as a wide area network is a combination of two or more LANS with connection between them over some telecommunication link. The internet can be viewed as a WAN in which telephone wires and satellite links helps to connect many computers in the networks. The FNC definition makes it clear that the internet is a dynamic organism that can be looked at in myriad way. It is a framework for numerous services and a medium for creativity and innovation. Most importantly, it can be expected to evolve

In sum total, internet is a worldwide network of networks, that connects millions computers having virtual space in which users send and receive email, login to remote computers, browse databases of information and send and receive programs contained on these computers.

DEVELOPMENT OF THE INTERNET

To make life easier, researchers worked towards a standard by which computers could communicate and work in union. These standards are called as protocols. Protocols are rules and procedures that govern the communication between the networked computers.

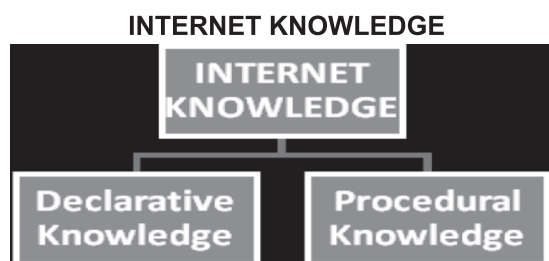* Assistant Professor, Vaish College of Education, Rohtak (HR)
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The information is broken into smaller data packets and transmitted around the network by these protocols'. In earlier days, it was done by TCP/IP protocol suite. Further in order to store and access the information easily across the world with independent of operating system and hardware, a standard language called hyper text mark up language was developed. The information to be put up for sharing was stored in the form of HTML pages on the web servers with service providers across the world. To interpret these HTML pages, a simple program called the browser was devised.

Since the development of browsers, the World Wide Web in the early 1990 turned into a user friendly environment. The World Wide Web comprises of such HTML pages, which are stored on web servers and the browser on any computer connecting on to the network can read these pages. The internet has brought a transformation in many aspects of life. The internet developed from software called the ARPANET which the U.S.military had developed. It was only restricted to military personnel and the people who developed it. When it was privatized only then, it was allowed to be used commercially.

Equipment required for using internet:
1. Computer
2. Modem
3. Web Brower
4. Telephone Line
5. Internet Service Provider

INTERNET KNOWLEDGE

Internet knowledge consists of two aspects that are essential to the most common uses of the internet; what people know about the internet and what people we can do using the internet . These two dimensions of knowledge have also been called declarative knowledge and procedural knowledge. While declarative knowledge refers to peoples familiarity with specific internet terms such as cookies and browser, procedural knowledge in people's understanding of how to perform relevant internet tasks.

Internet knowledge is very much required for teachers as well as for students. Information technology has brought in a milestone of change in the field of education. Among a multitude of possible new ways of learning the information superhighway internet takes first position.

USAGE OF INTERNET IN EDUCATION

The range and capabilities of the internet make it a powerful tool for educators and students. Modern educational programs often use the internet as a supplement in classroom learning. Wei Lu & Zhang M. (2008) found that Internet is one of the beneficial tools in this era of IT world and reported internet as a reliable and valid source of enhancing the knowledge and information across the world. Almost every school has some computers which have access to internet and students can use these computers for research which may help them to make their daily tasks.

Google, yahoo, face book and other networking sites are popular between students to share knowledge. They may also use some messaging services of the internet, for example yahoo messenger, windows live Mail messenger, Gmail etc. which allow chatting between students. They can discuss their education stuff with other students and they save time because they otherwise have to search a place where they can study together and discuss items. Results from the study conducted by Hong K.S.& Kuek M.K.(2003) also indicated that students have positive attitudes toward using the internet as a learning tool, adequate basic knowledge of the internet, and who viewed the learning environment as promoting the use of the internet favored using the internet for learning. The university achieved its objectives of promoting the use of the internet for teaching and learning purposes. Further, Usun (2003) concluded that Internet offers more information than the largest libraries in the world. Using the Internet in universities has a positive value. Many universities around the world are also using

Internet for educational purposes for easy and effective teaching The Internet has become an essential part in educational institutions since it plays a vital role in meeting information and communication needs of students, teachers and institutions. Teachers are being invited to give their teaching materials and other support resources available through the Internet (Dede, 1996). Students use the Internet to communicate not only with colleagues, but also with their instructors. Students and teachers can communicate with each other with the help of Internet (Chickering & Gamson, 1991). It has an easy access to all information on the latest research reports from anywhere in the world. It helps researchers, teachers, students and institutions to disseminate information to more viewers worldwide through websites (Molebash, 1999; Wright & Marsh, 2000). Teachers get useful information about their classes and also download useful and latest information on the subject. A teacher may ask students to find a topic and related research on the Internet. The Internet is also used to replace the traditional classroom lecture. The instructor can place course notes on web pages, create recordings video of a live conference for presentation to the Internet or can use combinations of these ideas (Forsyth, 1998).

Internet is a great new tool for education offering all the required information and encouraging the students. Students are learning to use the internet from an early age, which increases global communication skills and prepares them in a better way for future careers in technology. Student can now have access to libraries around the world. Some charge a fee but most of them provide free services. Previously students had to spend hours and hours in the libraries but now at the touch of a button students are able to have a huge database in front of them. Kumar Rajeev & Dr. Kaur Amritpal (2006) found that Internet has become a vital instrument for teaching research and learning process. Good performance of university students using the Internet in education encourages students to contact teachers, encourage cooperation among students, encourages active learning, gives feedback of time, emphasizes time on task, expectations of positive communication and respects diverse talents and ways of learning (Applebome, 1999)

NEED OF THE STUDY

Internet is a medium that centers at the heart of the communication. Revolutions in internet knowledge are being used in education to prepare students of today for an information future. The effective use of internet requires knowledge of internet and continuous learning. Internet occupies a significant place in every individual's life by proceeding sufficient knowledge related to his/her search.

Today's world is loaded with knowledge explosion. As traditionally, teachers were the only source of providing information, but now scenario has changed as teachers have to keep them self more updated because of the ease of the ways of collecting and getting knowledge as teacher educators are the future teacher so they should have the proper knowledge of internet and its usage. So the investigator decided to study the internet knowledge of teacher educators and their usage of internet.

OBJECTIVES OF THE STUDY

1. To compare the internet knowledge of teacher educators of M.Ed. course in terms of gender.
2. To compare the internet usage of teacher educators of M.Ed. course in terms of gender.
3. To find out the correlation between internet knowledge of teacher educators of M.Ed. course and internet usage of teacher educators of M.Ed. course.

HYPOTHESES OF THE STUDY

1. There is no significant difference between the internet knowledge of male teacher educators of M.Ed. course and female teacher educators of M.Ed. course.
2. There is no significant difference between the internet usage of male teacher educators of M.Ed. course and female teacher educators of M.Ed. course.
3. There is no significant correlation between internet knowledge of teacher educators of

M.Ed. course and internet usage of teacher educators of M.Ed. course.

SAMPLE

The random sampling technique has been employed to draw the sample of 100 teacher educators i.e. 50 male and 50 female teacher educators from different colleges of education in Rohtak city.

TOOLS USED

To find out the internet knowledge of teacher educators of M.Ed. course and their usage of internet, self constructed questionnaires were used.

STATISTICAL TECHNIQUES USED

1. t-test
2. correlation

ANALYSIS AND INTERPRETATION OF DATA

From the collected data, firstly mean was calculated. After this, standard deviation and significant difference of each group was calculated with help of t-test to study the internet knowledge of teacher educators of M.Ed. course and their usage of Internet.

Table -1 t-value of internet knowledge of male teacher educators of M.Ed. course and female teacher educators of M.Ed. course

Gender	Sample	N	Mean	S.D.	t-value
	Male	50	18.64	1.81	1.6
	Female	50	18.16	1.38	NS

NS   NOT SIGNIFICANT

To compare male and female teacher educators of M.Ed. course, calculated mean is 18.64 (male) and 18.16 (female). The S.D. in case of the male teacher educators of M.Ed. course was 1.81 and in case of the female teacher educators of M.Ed. course is 1.38. Obtained 't' value is 1.6, which is not significant at any level of significance i.e. 0.01 level and 0.05 level. which means that there is no significant difference between the internet knowledge of male teacher educators and female teacher educators of M.Ed. course. So

our hypothesis H1 staling that there is no significant difference in the internet knowledge of male teacher educators of M.Ed. course and female teacher educators of M.Ed. course is retained.
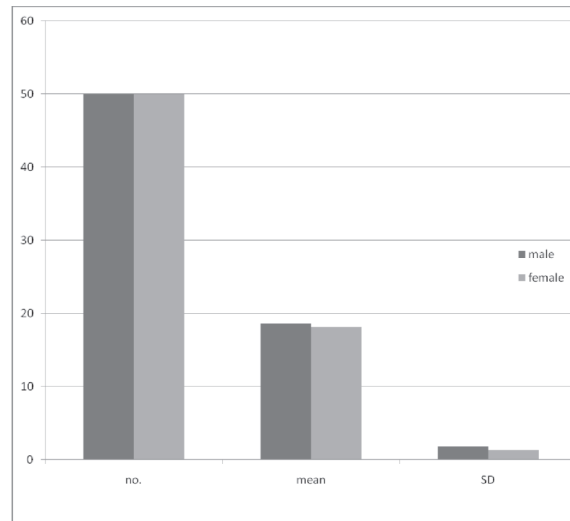

Figure 1 showing Mean, SD of internet knowledge of male teacher educators of M.Ed. course and female teacher educators of M.Ed. course.

Table 2 't' value of internet usage of male teacher educators of M.Ed. course and female teacher educators of M.Ed. course

Gender	Sample	N	Mean	S.D	t-value
	Male	50	90.44	7.06	0.27
	Female	50	90.04	7.84	NS

NS- Not Significant

The mean for the 50 male teacher educators of M.Ed. course has been calculated 90.44 and the mean for the 50 female teacher educators of M.Ed. course has been calculated 90.04, The S.D. in case of the male teacher educators of M.Ed. course is 7.06 and in case of the female teacher educators of M.Ed. course in is 7.84. To compare male and female teacher educators of

M.Ed. course, calculated 't' value is 0.27, which is not significant at any level of significance i.e. 0.01 level and 0.05 level which means that there is no significant difference between the internet usage of teacher educators male and female teacher educators for M.Ed. course. So our hypothesis H2 staling that there is no significant difference in the internet usage of male teacher educators of M.Ed. course and female teacher educators of M.Ed. course is retained
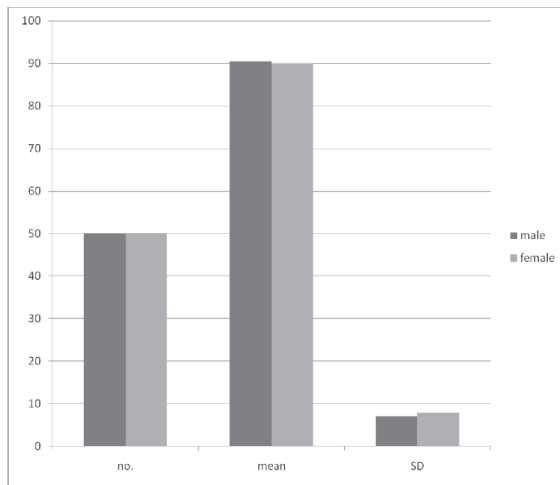

Figure 2 showing Mean, SD of internet knowledge of male teacher educators of M.Ed. course and female teacher educators of M.Ed. course.

Table 3 Correlation B/w Internet Knowledge and Internet usage of teacher educators of M.Ed course.

Variables	N	r
Internet Knowledge & Internet usage	100	0.72

From the table 3, it is observed that the score of internet knowledge and Internet use of teacher educator's males and females was found to be 0.72 that means there exits high co- relation between Internet knowledge and internet use of teacher educators (males and females). So, H3 staling that there is no significant correlation between internet knowledge and internet usage is rejected.

MAIN FINDINGS OF THE STUDY

The present study has focused on describing the internet knowledge of teacher educators of M.Ed. course and their usage of internet. The main findings of the study are as under:

1. There lies no significant difference in the internet knowledge between male teacher educators of M.Ed. course and female teacher educators of M.Ed. course.
2. There exists no significant difference in the internet usage of male teacher educators of M.Ed. course and female teacher educators of M.Ed. course.
3. There lies significant relationship between internet knowledge and internet usage. There is high co-relation between internet knowledge and internet usage.

CONCLUSION

In the words of Bill Gates;" The internet is becoming the town square of the global village of tomorrow" (source: quotation Garden of WWW Google . com). It is even impossible to imagine any kind of education in present scenario without internet the importance of internet that" The internet is the world's largest library.

The main thrust of the present investigation was to study the internet knowledge of teacher educators of M.Ed. course and their usage of internet. As it is obvious from the findings that internet knowledge and its usage has a significant role in the lives of teacher educators. As Internet is an essential part of our day to day activities and it becomes mandatory for us to know about the maximum usage of internet in today's life and students should also align their potential for significant and positive use of the internet. Internet is playing pivotal role in educational projects and especially for research. So, the benefits of internet should be disseminated to all students and teachers.

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