

INTERNET USAGE BY TEACHER TRAINEES IN COLLEGES OF EDUCATION IN JAMMU DISTRICT

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ABSTRACT

From the field of information and communication technology, computers are entering into the field of teaching learning process. It has completely changed our mode of teaching and learning process. Use of internet in the field of education is growing day by day. Internet is the requirement of all in the field of education due to the availability of unlimited amount of information on the internet. The purpose of the present study was to find the educational usage of internet by teacher trainees in Jammu district. Investigators prepared a questionnaire on uses of internet to collect data on the variables selected for the study. A sample of 250 teacher trainees from 4 colleges of education located in Jammu city were selected for this study. It was found that general purpose of using internet was to get information about different topics. It was found that majority of teacher trainees used to spend 3-4 hours per day on the internet and 1-2 hours per day for educational purpose. Teacher trainees explore internet for various educational purpose like preparing teaching aids, audio video lessons, seminars, lesson plans, college projects, for doing self-study, for watching online lecture, for learning concepts etc.

Keywords: Internet, Teacher Trainees, Communication Technology, Learning Concepts.

Introduction

Technology can be viewed as an activity that forms or changes culture. Additionally, technology is the application of math, science, and the arts for the benefits of life, as it is known. A modern example is the rise of communication technology, which has various barriers to human interaction and as a result the new culture arise and that culture is cyber culture as it is basis on the development of the internet and due to the enormous development of technologies, the present era can be called the *Age of Technology*. The most profound changes in the past decade, has been the wide spread proliferation information and communications technologies (UNICEF, 2011). It is believed that technological advancements continue to progress at a rapid rate. However, the technology that was a luxury a few years ago is now considered a requirement of the hour due to the globalization of different nations. The main changes, this technology has caused, have been summarized McLuhan as the term of “**Universal village**” that people, all around the globe, can communicate as easily as they live in a village (Kair, 2015). The fact that cur world has been turning into an information-based world, the value of information increases; the accession of information in the right place and at the right time is of vital importance for individuals and society.

The widespread use of ICT in all areas has a direct effect upon the way in which the world is being perceived. The permeating presence of telemetric networks in all scopes of life allows unlimited access to information and a flexibility of time and space barriers. The last two decades have witnessed a revolution caused by the rapid development of Information and communication Technology (ICT). It is difficult and impossible to imagine future that is not supported, in one way or another, by Information and Communication Technology (ICT). While looking into the current widespread diffusion and uses of ICT in modern societies, especially by the young the so-called **digital generation** then it should be clear that

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ICT will affect the complete way of life today and in the future. Integrating ICT in teaching and learning is high on the educational reform agenda. Often ICT is seen as indispensable tool to fully participate in the knowledge society. ICTs need to be seen as “an essential aspect of teaching’s cultural toolkit in the twenty-first century, affording new and transformative models of development that extend the nature and reach of teacher learning wherever it takes place” (Leach, 2005). ICT present in influencing every aspect of human life. The way the different fields operate today is vastly different from the ways they operated in the past. ICT plays salient role in work places, business establishment, education, and entertainment. Moreover, ICT proves catalyst for change; change in working conditions, handling and exchanging information, teaching methods, learning approaches, scientific research and accessing information., The power of information technology has been significantly stronger due to its presence is anytime-anywhere. It has ability to transcend time and space. Blurton, (2010). Arya and Das (2010) in their views on “Use and effectiveness of internet services and resources in the Delhi college of engineering library: A case study’ required study the purpose for which the internet is used, its impact, problems faced by the Engineering college students and teachers. Sujatha (2011) emphasizes on “Analysis of internet use in undergraduate colleges of Mangalore” and analyzed the patterns of use of the internet among three hundred thirty-five teachers and students of 05 colleges in Mangalore city. The study examines the level of academic. Manimekalai et al.(2006) investigated the internet use pattern among the students in Annamalai University and found that about 71 percent of the students use internet for their academic related activities and about 29 percent use it for communication purposes

Objectives of the Study

The present study has the following objectives:

- To investigate the general purpose of using internet by the teacher trainees in colleges of education
- To find out the preferred place for internet usage and time spent per day by teacher trainees on usage of internet in colleges of education
- To explore the extent of internet usage by teacher trainees at colleges of education
- To explore the educational purposes of internet usage by teacher trainees at colleges of education
- To find out the problems being faced by teacher trainees while using internet at colleges of education

Method

In view of the objectives of the present study, survey method was used to collect the data.

Population

The population of the present study consisted of all the teacher trainees who were studying in the colleges of education in Jammu district.

Sample

In the present study, purposive sampling was applied for the selection of the sample. The sample was drawn from the teacher trainees but only those were using internet as a learning resource in NAAC accredited colleges. The investigator selected 50 teacher trainees from each college for present study. Thus sample covers 250 teacher trainees from selected colleges.

Tool Employed

In the present study, self-developed tool employed for the collection of the data was a questionnaire. The questionnaire comprised of 50 items on a standardized procedure was adopted for the development of the tool.

Statistical Technique Used

Percentage analyses was used to analyze the data.

Results

The questionnaire was intended to seek information regarding internet habits of teacher trainees. Since these statements have seen considered to be basic for the purpose of using internet, so it was felt necessary to know whether they use internet and which kind of services are they using? So, the questions asked to know the internet habits of ‘trainees’ teacher have been analyzed in terms of percentages and have been described as follows.

Q1. Do you use internet?

It is clear that 96% of teacher trainees were using internet in comparison to 4% of the teacher trainees were not using.

Q2. Are you trained to use internet?

It is clear that 57.2% of teacher trainees were trained in using internet in comparison to 42.8% of the teacher trainees, who were not trained in using internet.

Q3. If not which method do you adopt for learning computer skills?

We can say that out of 250 teacher trainees 38 (15.2%) learn it through trial and error method, 74 (29.6%) took guidance from friends, 36 (14.4%) have received training from college and 102 (40.8%) learn through self –instruction method. This means self-instruction method help from friends made them learn computer skills.

Q4. Which device is being used by you to browse internet at present?

Out of 250 teacher trainees, 133 (53.2%) were using mobile, 45 (18%) were using laptop, 68 (27.2%) were using personal computers and 4 (1.6%) were using I-Pad. This means that majority of the teacher trainees for browsing used mobile devices.

Q5. How much internet seems helpful to you?

Out of 250 teacher trainees 40 (16%), were found it less helpful, 28 (11.2%), were found it helpful and 182 (72.8%) found it very helpful. This means that teacher trainees found it more helpful.

Q6. To what extent do you use internet daily?

Out of 250 teacher trainees 20(8%) were using it for more than 4 hours, 80 (32%) were using it for more than 3-4 hour, 75 (30%) were using it for less than hour, 48 (19.2%) were using it 2-3hour and 27 (10.8%) were using it for 1-2 hour. This means majority of teacher trainees used internet for more than 3-4 hour daily.

Q7. Which is the most preferred place of using internet by you?

Out of 250 teacher trainees 180 (72%) were using it at home, 43 (17.2%) were using in computer labs, 27 (10.8%) were using in cybercafé.

Q8. Which place is the most comfortable for using internet?

Out of 250 teacher trainees 146 (58.4%) were found internet more comfortable at home, 74 (29.6%) in cyber café, 30 (12%) in computer labs, no one in friend's home, and no one in neighbor's home. This means that majority of the teacher trainees out of 250 found home the most comfortable place for using internet.

Q9. For what you are using internet?

It is clearly revealed that out of 250 teacher trainees 15 (6%) were using it for communication, 225 (90%) were using it for power point presentation downloading, 5 (2%) were using it for audio video lesson. This means that majority of the teacher trainees were using it for power point presentation.

Q10. Which type of services connection do you use to access internet?

Out of 250 teacher trainees 200 (80%) were using GPRS, 25 (10%) were using wi-fi, 25 (10%) were using hot spot. This means that majority of the teacher trainees were using GPRS services to access the internet.

Q11. What sort of websites do you visit regularly?

Out of 250 teacher trainees 180 (72%) were using to visit regularly on the social networking sites 62 (24.8%) were using to visit college website, 8 (3.2%) were visiting games. This means that majority of the teacher trainees were visiting social networking sites regularly.

Q12. Are you satisfied with internet services?

Out of 250 teacher trainees 180 (84%) were fully satisfied, 40 (16%) were partially satisfied. This means that majority of teacher trainees were fully satisfied by internet services.

Q13. How much time do you usually spend on internet exclusively for educational purposes?

Out of 250 teacher trainees 180 (72%) were using it for 2-5 hours, 50 (20%) were using it for 5-10 hours, 20 (8%) less than 5-10 hours a day. This means that majority of the teacher trainees used internet for 2-5 hours daily exclusively for educational purposes.

Q14. Did you find internet helpful in your teaching learning process?

It is clearly revealed that out of 250 teacher trainees 225 (90%) teacher trainees were found it for teaching learning process whereas 25 (10%) were not found it for teaching learning process.

Q15. Do you visit educational website regularly?

Out of 250 teacher trainees 200 (80%) were using to visit website regularly but 50 (20%) were not visit regularly. Thus majority of teacher trainees were visiting to educational websites regularly.

Q16. If yes, please mentioned some of most popular websites you visited.

Trainee teachers mentioned that we use to visit Google for any search.

Internet Usage by Teacher Trainees

The uses of the internet by teacher trainees was checked by the following question.

Q1. Which device do you use to browse internet?

Out of 250 teacher trainees 150 (60%) were using smartphones, 100 (40%) were using laptops, for browsing Internet. Thus majority of teacher trainees were using smartphones for browsing internet.

Q2. How often do you use these devices for exploring internet?

There are 100% teacher trainees who use these devices for exploring internet every day.

Q3. How many hours per day you spend on the internet?

Out of 250 teacher trainees 145(58%) were spend 1-2 hours, 45(18%) were spend 2-3 hour, 36 (14.4%) were spend 3-4 hours a day, and 24(9.6%) were spend more than 4 hours a day. Thus majority of teacher trainees were spending 1-2 hours a day.

Q4. What is your preferred time for accessing internet?

Out of 250 teacher trainees 54(21.6%) were preferred morning time for accessing internet, 25(10%) were preferred evening time for accessing internet, 109(43.6%) were preferred afternoon time for accessing internet, and 62 (24.8%) were preferred night time for accessing internet. Thus majority of teacher trainees preferred afternoon time for accessing internet.

Q5. Why do you use internet?

Out of 250 teacher trainees 60(24%) were used internet for lesson plan, 68 (27.2%) were used internet for power point presentation, 70(28%) were used internet for college project, and 52 (20.8%) were used internet for other apps. Thus majority of teacher trainees were using internet for college presentation.

Q6. Which type of internet services are availed by you to access internet?

Out of 250 teacher trainees 230(92%) were availed by GPRS/2G/3G/4G services to access internet and 20(8%) were availed by Dialup services to access internet. Thus majority of teacher trainees were availed by GPRS/2G/3G/4G to access internet.

Q7. Do you visit educational websites regularly?

Out of 250 teacher trainees 200 (80%) were visit educational websites regularly, and 50 (20%) were those who were not visit educational websites regularly. Thus majority of teacher trainees were visit educational websites regularly.

Q8. If yes, please mention some of most popular websites you visited?

Teacher trainees mentioned that we use google for any search.

Q9. What is the main motive behind use or access of internet?

Out of 250 teacher trainees 120 (48%) were used internet for chatting, 30(12%) were used internet for communication, 100 (40%) were used internet for entertainment. Thus majority of teacher trainees were used internet for chatting, then for entertainment and for communication.

Q10. Approximate amount of money spent monthly by you on using internet?

Out of 250 teacher trainees 216(86.4%) were spend 100 rupees per month on internet, and 34(13.6%) were spend 200 rupees per month on internet. Thus majority of teacher trainees were spending 100 rupees per month on internet.

Purpose of Using Internet

The purpose of using internet is depicted in following table:

Sr. No.	Statement	Yes	No
1.	Do you use internet for preparation of exam /test?	235(94%)	15(6%)
2.	Do you use internet for preparing teaching aids?	200(80%)	50(20%)
3.	Do you use internet for learning concepts?	180(72%)	70(28%)
4.	Do you use internet for preparing your own teaching content?	240(96%)	10(4%)
5.	Do you use internet for preparing lesson plans for teaching?	165(66%)	85(34%)
6.	Do you use internet for self-study?	250(100%)	0%
7.	Do you use internet for organizing your work and keep records at home?	138(55.2%)	112(44.8%)
8.	Do you use internet for completion of college project?	176(70.4%)	74(29.6%)
9.	Do you use internet for preparation of seminar?	150(60%)	100(40%)
10.	Do you use internet for watching online lectures?	126(50.4%)	124(49.6%)

On the basis of analysis of responses given by the teacher trainees following result can be drawn:

- The majority of teacher trainees used the internet for the preparation of exam/test, for preparing teaching aids, for learning concepts, for preparing their own content, for preparing lesson plans., for self-study, for organizing their work and keep records, for completion of college project work, for preparation of seminar and for watching online lectures

Problem Faced while Browsing Internet

The problems faced by teacher trainees in browsing internet is depicted in the following table:

S.No	Statements	Sometimes	Always	Never
1.	It takes too long to view/ download a web page	243(93.6%)	3(1.2%)	13(5.2%)
2.	I feel it expensive	208(83.2%)	5(2%)	37(14.8)
3.	I feel uncomfortable due to disturbance	195(78%)	25(10%)	30(12%)
4.	I feel lack of privacy	216(86.4%)	4(1.6%)	30(12%)
5.	I feel pain in my eyes while using internet	90(36%)	11(45.2%)	47(18.8%)
6.	I feel network connection problem	17(6.8%)	3(1.2%)	230(92%)
7.	Browsing internet needs more concentration	22(8.8%)	226(90.4%)	2(0.8%)
8.	I feel myself not literate enough to browse internet	109(43.6%)	41(16.4%)	100(40%)
9.	I feel problem to identify the reliable or worthy content and make it precise	214(85.6%)	12(4.8%)	24(9.6%)
10.	I feel less support from parents	32(12.8%)	12(4.8%)	24(9.6%)
11.	I feel it is very time consuming	203(81.2%)	11(4.4%)	36(14.4%)
12.	I feel distraction problem from learning to social networking sites	196(78.4%)	47(18.8%)	7(2.8%)
13.	I feel difficulty in browsing internet	36(14.4%)	5(2%)	209(83.6%)
14.	I feel problem due to power cuts	35(14%)	205(82%)	10(4%)

From the above findings it can be said that most of the teacher trainees faced problem to view/download web page due to disturbance or power cuts, most of them find it expensive, uncomfortable due to disturbance, lack of privacy, very time consuming, some of them feel pain in their eyes while using internet, network connection problem, distraction problem from learning to social networking sites. and need more concentration while browsing internet. Some of them feel themselves not literate enough to browse it, having problem to identify the reliable or worthy content and make it precise, sometime they never get support from parents. Thus majority of teacher trainees never feel difficulty in browsing internet.

Conclusion

Thus this can be concluded that internet has been used widely by every one in every field of life. 100% teacher trainees were using internet and 99% were trained to use internet for various purposes. Majority of the teacher trainees used instructional method to learn computer skills. Majority of teacher

trainees used mobiles and it seems helpful to majority of the teacher trainees. Majority of the teacher trainees were found internet better than other means of information and GPRS services were using by most of them to access internet. Majority of the teacher trainees used to visit social networking Majority of the teacher trainees used to visit social networking sites and most of them were satisfied with the internet services. WhatsApp were used by majority of them preferably in the afternoon and also at computer lab. Because it was the most preferred place for majority of teacher trainees. The usually spent 2-3 hours on the internet and mobile is most common device were used by most of them and they used it for exploring usage of internet very often and they used to visit regularly on the internet and spent near about 200 per month on using internet.

They used it for different educational purposes e.g. learning concepts for preparation of exam, for preparing teaching aids, lesson plans, college project, to organize works and keep records, preparation of seminars, watching online lectures. There were different problems that were faced by them which are sometime it takes too long to view or download web page, sometimes it seems expensive to them, they sometime feel lack of privacy, sometimes feel pain in their eyes, sometime feel connection problem, sometime need more concentration while browsing internet, sometime feel not literate to browse internet, sometime feel problem to find reliable and worthy content, sometime feel less support from parents, sometime feel distraction problem from social networking sites, sometime feel difficulty in browsing internet, and sometime feel problem due to power cuts, but overall we can see that in spite of many benefits of internet there are some flows also but majority of the teacher trainees were used it for different educational purposes and it seems helpful to every one of them.

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