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## **A STUDY OF B.ED. STUDENTS' ATTITUDE TOWARDS USING INTERNET IN VELLORE DISTRICT**

**A DISSERTATION SUBMITTED TO TAMILNADU TEACHERS  
EDUCATION UNIVERSITY, IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF**

**MASTER OF EDUCATION**

**By**

**T. PUSHPANATHAN., M.A., M.Phil., B.Ed.**

**Reg. No: 1292308MD022**

Language in India [www.languageinindia.com](http://www.languageinindia.com)

10 : 11 November 2010

T. Pushpanathan, M.A., M.Phil., B.Ed.

A Study Of B.Ed. Students' Attitude Towards Using Internet in Vellore District

**Under the Guidance of  
Dr. RATHINASABAPATHY, M.A., M.Ed., Ph.D.**

## **Tamilnadu Teachers Education University**

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### **ERTIFICATE**

This is to certify that the dissertation entitled “**A STUDY OF B.Ed.,  
STUDENTS’ ATTITUDE TOWARDS USING INTERNET IN  
VELLORE DISTRICT**” is a record of research work done by  
**Mr. T. PUSHPANATHAN**, for the award of **MASTER OF EDUCATION**

is based on the investigation carried out by him under my guidance and supervision.

Further I certify that this dissertation had not formed the basis for the award of any Degree, Diploma, Associateship, Fellowship or other similar title to any candidate of this or any other university.

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## **DECLARATION**

I hereby declare that this dissertation entitled “**A STUDY OF B.Ed., STUDENTS’ ATTITUDE TOWARDS USING INTERNET IN VELLORE DISTRICT**” submitted to the **TAMILNADU TEACHERS**

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**EDUCATION UNIVERSITY** for the award of the Degree of Master of Education is my original and independent research work under the guidance and supervision of **Dr. RATHINASABAPATHY, M.A., M.Ed., Ph.D** and it has not previously formed the basis for the award of any other Degree, Diploma, Associateship, Fellowship or other similar title to any candidate of this or any other university.

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## INTRODUCTION

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## 1.1. INTRODUCTION

Today, information is everything and it forms the part of any progressive thinking. Information is being recorded, published and disseminated through several media, though the print media still dominates. Nowadays, scholar's work requires the application on broader scale of new methods and means of searching, processing, storage and transfer of information. Controlling information has a direct relation with the information explosion, which is one of the ever-growing phenomena in the world.

So, the Government of India's Ministry of Education has recently started implementing a project of Computer education in the country. It has been launched as a pilot project for introducing Computer Literacy and internet knowledge in Schools (class) in collaboration with the Department of Electronics. At the first instance, 250 schools all over the country were brought under the purview of this project and training courses were organized for the teachers in the selected Resource Centres. Gradually all the schools would be covered in a phased manner. This has raised a wave of

discussion in the country why computer in the field of education also? There has very often been hue and cry when computer has entered into the arena of industry, business, banking, examination and so on. It is usually complained that computer will replace the man and unemployment will be rampant as a result of this.

The even expanding field of education among the human race has necessitated a continuous modification and innovation of its technology. The present growth in innovation techniques of teaching and learning had been resulted in such an outburst of explosion of science and technology. Educational researchers have indicated the need for a systematic approach for the effective teaching and learning education literature has emphasized teaching as an art, learning as a scheme, which depends on instructional objectives, appropriate instructional design and proper media selection. The commitment of the teacher and the school to the learner lies on these three key learning resources.

## **1.2. RESOURCE SHARING**

Not all libraries can afford all the resources like journals, book report, etc., due to spiraling costs of information. The way out to disseminate the

required information to the needy is to consider in a best way the concepts like distributed databases, library co-operation, interlibrary loan, resource sharing. Since, computers and telecommunication have entered into libraries, it is possible to achieve maximum result in information dissemination through computer networks.

### **1.3. ROLE OF NEW TECHNOLOGIES IN EDUCATION**

New technologies manage to develop the student's interest in learning activity. Technology can make learning more interactive and enhance the enjoyment to learning and teaching. Technology can individualize and customize the curriculum to match learner's developmental needs as well as personal interests. Technology may transform the educational content and motivate students towards life long learners.

Technology is likely to be more successful when the software, the purpose for instruction and learning objectives matches teachers understanding of learners need, to memorize and respond to predetermined answers. Equally important is an appropriate matching of the levels of student's knowledge and prerequisite skills and expectations of the software.

### **1.4. DEFINITION OF COMPUTER AND INTERNET**

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Computer or an electronic data processing machine is one of the greatest innovations of the scientist in the present era. This was originally owned only by the wealthiest industries and now. It has become common equipment, which is used in various organizations for computer and hence it has been taken to the classroom. The western scenario manifests the use of computer in every walk of their daily life needless to emphasize the condition of Indian educational setting, which has a very big constraint of economic recession. However, these constraints have not hindered the introduction of computer in India.

Cambridge International Dictionary of English defines Internet as “large system of many connected computers around the world which people use to communicate with each other”. (Network of networks) The internet knowledge is the knowledge of the basic theoretical aspects of the internet and its practical application.

According to Douglas E. Comer (2003) internet is “the collection of networks and routers that use the TCP/IP protocol suite and function as a single, large network. The internet reaches government, commercial and educational organization around the world.

In the words of Neil Randall (1996) internet is “the global network of networks that are all inter communicable”.

Glee Harrah Cady and Pad McGregor (1995) describes that “internet is a network of network and the internet mostly connects network of computer”.

### **1.5. UTILIZATION AND APPLICATION INTERNET**

The largest wide area network is called the internet. Having originated in the United States as a Department of Defense Network, it now covers the entire world.

The internet was conceived to provide for information exchange between research centres and universities, but it is accessible to every one. For individual users, there are many private services providing access to the internet, as well as online services such as CompuServe and American Online. In India, internet service is provided by VSNL, Dishnet, Manthra Online, Satyam Online, etc.,

The popularity of internet has changed every sphere of human life. With the help of internet we can get information regarding share market position, latest news, weather, examination results, admission status,



employment notifications, college details, university details, company details, subject matters through wikipedia website, global map, sports events, wars between countries, history of great personalities, etc. Online auction, online trading, online shopping, online banking, online teaching, e-commerce, m-commerce are some of the initiatives towards “cashless society” due to the advancement of internet.

## **1.6. INTERNET IN EDUCATION**

Education is a process of changing human behaviour in the desirable direction or helping an individual to bring out his/her best potential. Teaching and learning both work independently but are depended each other for certain specified objectives of teaching and learning. The internet is transporting teachers and students beyond the walls of their classrooms by providing access to people around the world. It is a rich streaming media high band with access and advanced website designing are revolutionizing the educational world.

Internet plays an important role in education, research and development. The student can get all information about his subjects through the relevant websites. (For example, [www.wikipedia.org](http://www.wikipedia.org)) Because of the

internet, the students can get the application in the internet and apply through online. Nowadays, online learning becomes very popular among college students.

The research students can site the research articles, journals and magazines through the internet. So many libraries have hosted their online services. (IGNOU Library, CIEFL Library, British Council Library, etc.,) The student can borrow the book through the online and return it. For some research articles, the user has to pay certain amount. If he has the debit card, he can site those rated articles for his research.

Free e-books are also available for all subjects in the internet. (www.ebooks.com) Students can download the books if he/she couldn't get it in the shops. Mostly, it will be in the form of text document or ms-word document or PDF format. The student can easily download it and use it.

To access internet, we need a personal computer (PC), a telephone connection, a Modem (Modulator Demodulator) and access to anyone of the ISP (Internet Service Provider) such as VSNL, Mantra Online, Tata Nova. The following are the most commonly used services available with internet:

1. E-mail

2. Voice mail
3. Instant messaging
4. File Transfer
5. Remote Login
6. News Groups
7. Gopher (Downloading information)
8. Video Conferencing

World Wide Web (WWW) and File Transfer Protocol (FTP) are the parts of internet. All computers or resources connected to Internet will have a unique address known URL (Uniform Resource Locator). For example, <http://www.tnneu.in> is the website address of TAMILNADU TEACHERS EDUCATION UNIVERSITY (TNTEU), Lady Willington College Campus, Kamarajar Salai, Chennai-5. The B.Ed., and M.Ed., students of this university can download the model question papers, exam application specimens, colleges under this university, exam schedule, etc.,

Internet uses TCP/IP protocol. HTTP (Hyper Text Transfer Protocol) is used for data transfer between computers in internet. HTML (Hyper Text Markup Language) is used for creating web pages. Web pages can be easily

created (even without the knowledge of HTML) using FrontPage Express, Adobe Go live, Macromedia Dream Weaver Software.

## **1.7. INTERNET AND TEACHER EDUCATION**

Education system around the world are under increasing pressure to use new technology like internet to teach students the knowledge and skills they need in the 21st century for improving the quality of education through the diversification of contents and methods and promoting experimentation innovation, the diffusion and sharing information and best practice.

With the emerging new technology like internet, the teaching profession is evolving from an emphasis on teacher-centered, lecture base instruction to student centered, interactive learning environments. Designing and implementing successful internet-enabled teacher education programs is the key to fundamental, wide ranging education reforms.

Teacher education institutions are faced with the challenge of preparing a new generation of teacher to effectively use the new learning tools in their teaching practices.

Teacher education institutions may either assume a leadership role in the transformation of education or be left behind in the swirl of rapid

technological change for education to reap the full benefits of internet in learning. It is essential that pre and in-service teachers are able to effectively use these new tools for learning. Teacher education institutions and programs must provide the leadership for pre and in service teachers and model the new pedagogies and tools for learning.

### **1.8. APPLICATION OF INTERNET**

1. Billions of pages of information are available on the internet on all topics. Hence we can obtain latest and sufficient information on any topic from the internet.
2. Huge number of free softwares (Freeware, shareware, etc.,) are available in the internet. We can download the software and use them at free of cost.
3. We can communicate through e-mail, video mail or voice mail or chat with anyone on the internet.
4. With the help of Telnet we can connect two remote computers to and from a network.

5. By subscribing to newsgroups, we can get latest news on the topics in which we are interested.
6. We can buy or sell things without directly meeting the clients.
7. We can obtain examination results, recruitment results, etc., in the internet.
8. We can also get the latest events and issues of Tamilnadu Teachers Education University through its corresponding website.
9. Nowadays, in internet, we have the storage facilities in some browsing websites like Google, Yahoo, Rediffmail, etc., You can also store your files (Photos, documents, videos, etc) in your mail id.
10. Internet is also used for matrimonial services, placement services, advertisements, etc.,
11. Leading newspapers/journals are also published on the internet.

## **1.9. ORIGIN OF INTERNET**

In 1969, the US Department of Defense created a network called the ARPANET (Advanced Research Project Agency). Due to enormous increase

in the use of ARPA net for non-military purposes, the US Department of Defense created an exclusively military network called MILNET. A few years later National Science Foundation formed the NSF net, similar but faster than ARPA net which linked together NSF researches. At that time there were no personal computers. The model, the big mainframe sat at the center of a starfish-link system with a dumb terminal (a CRT and a keyboard) at the tip of each tentacle.

Internet is network of computers that offers information and access to people. The word “internet” was coined from the word “interconnection” and “network”. Such network of networks is called internet.

### **1.10. INTERNET, THE INFORMATION SUPER HIGHWAY**

Internet is a collection of networks, a giant agreement among thousands of computer systems to connect together. According to Glee Harrah Cady and Pat McGregor (1995), internet is a network of networks. It contains:

- ❖ Government computers, owned by nations throughout the world.

- ❖ Computers run by hundreds of different Universities and schools.
- ❖ Systems belonging to non-profit organizations those just want to bring online computing to the people.
- ❖ Computers owned by commercial enterprises that make money by providing people with access to this amazing interconnected system.
- ❖ The internet connects millions of people throughout the world, from Russia to Rhode Island, Austria to Australia. Once on this fantastic system, we will know where we are going and how to get there. We can cruise around in Cyberspace, traveling from computer to computer, continent to continent.

### 1.11. INTERNET CONNECTION

There are basically four types of internet connection. These are:

i) Permanent Connection, ii) Dial-in Direct Connection, iii) Dial-in Terminal Connection and iv) Mail Connection.

- i. **Permanent Connection:** In this connection, computers of many users are connected directly to one particular computer, which in



turn permanently connected to the internet. This is the best type of connection but it costs very high.

- ii. **Dial-in Terminal Connection:** Many service providers have dial-in terminal accounts. The clients computer acts as if it were a host on the internet. For instance, files that he copies from other computers are sent directly to his computer, not to be service, provides computer. This is the second best type of connection, but it can be expensive and complicated to set up.
- iii. **Dial-in Terminal Connection:** Many service providers have dial-in terminal accounts. The client dials across the phone lines, but his computer does not appear to be connected to the internet directly; it is just a terminal connected to the service provider's host computer. For instance, when he copies files from a computer. He has to transfer back to his own computer, using his communication program's host computer. He has to transfer back to his own computer, using his communication program's data transfer commands. These are often known as dial-up or interactive connections.

- iv. **Mail Connection:** Some internet users have only mail access to the internet. They can send and receive mail only. However, it is possible to use many of the internet's special features "through the mail", but it is very complicated and it requires plenty of practice.

### **1.12. EQUIPMENT REQUIRED FOR INTERNET CONNECTIVITY**

In order to connect the client's computer to the internet, he needs the following equipments.

- An internet account
- A computer
- A modem
- Simple communication software
- Communications parameter information
- A login name
- A password

### **1.13. COMMUNICATION AND NETWORKS**

Network is a generic term. Several computers connected together are called a computer network. A network is a system of computer and related equipment connected by communication links to share data.

- To provide sharing of resources such as information or processors.
- To provide inter-process communication among users and processors.
- To provide centralized control for a geographically distributed system.
- To provide network users with maximum performance at minimum cost.

## **TYPES OF NETWORKS**

In a successful distributed database environment connectivity and networking plays a vital role. There are so many types of networks.

- Local Area Networks – LAN
- Metropolitan Area Networks – MAN
- Wide Area Networks – WAN
- Wireless Networks
- Intranet

## **1.14. ADVANTAGES OF INTERNET**

**Free software:** Most popular web browsers are providing free downloadable softwares. (For example, [www.freesoftware.com](http://www.freesoftware.com)) But few types of software like Microsoft Office, Adobe Photoshop CS2, and Adobe Acrobat 7 Professional are not available for free of cost.

**Geographical independence:** Learners virtually anywhere can access such courses, obtaining truly distributed learning.

**Temporal independence:** Learners can work at their own pace, and when they feel it is convenient to do so.

**Increased learner centeredness:** It allows the learners to work at their own pace on some of the material, and encourages them to explore on their own.

**Ease of use:** Because they are on a browser, they tend to be fairly easy to use. The program must be easy for both the instructor and the learners. This allows less time to be used on usage instructions and more time to be used on course content.

**Up-to-date courses:** Because the internet is constantly changing and new courses are being introduced, updating courses is required.

**Everything is digital:** Since all works are sent over e-mail, instructions are able to deal with students work in an easy manner. And since everything is typed they are no longer faced with the challenge of deciphering handwriting.

**Dynamic updates:** The material can be dramatically changed as needed causing less risk of obsolete content.

**Additional information:** By using hyperlinks, additional materials can be added very easily.

**Reusability:** Instructors can reuse their own material or easily get material from others.

**Future growth:** Instructors who wish to add to a course can easily do so.

**Ease of communication:** Instructors can communicate with learners in a variety of ways – many of which can be downloaded for free and fairly easy to integrate into existing web pages.

## **1.15. DISADVANTAGES OF INTERNET**

**Reliance on information system provider:** Institutions depend on these providers to ensure that courses can be offered online and distributed to learners.

**High speed internet connections:** High speed internet connections are required between the organization and their service provider. In addition, for best results, learners need high speed modem pools available which can be expensive.

**Instructor training:** Instructors must go through extensive training if institutions wish to fully embrace distance learning courses, and have individuals who will be developing these courses.

**Lack of standards:** Because there are so many ways to organize the distance learning courses, institutions must make sure that they do not design all courses the same, because particular designs or tools can become obsolete.

**Support infrastructures:** Institutions willing to offer a significant number of courses must have solid support. This includes, backups ensuring that maintenance will not disrupt learners or instructors and individuals will be available to provide support for learners and instructors.

**Implementation and operational costs:** A substantial personal is needed for developing, maintaining and supporting such courses, in addition to networking.

**Reliance on information service provider:** Internet providers are not always available and in working order. Systems can be down allowing an instructor to instruct.

**Increased co-ordination:** The organization and coordination of a course, such as incorporating communications etc., the initial coordination has a tendency to be quite time consuming.

**Digital material required:** Materials such as verbal discussions and diagrams must be converted to digital information. Instructors may find that the coordination of material takes quite a bit of time.

**Viruses:** Instructors are at a great risk of contracting viruses while exchanging materials with learners.

**HTML knowledge required:** Instructors who develop their own web based material must have some HTML knowledge, however, they can use helpful programs such as dream weaver to help to ease the process dependence of course developer. Instructors who do not want to create their

own web page have to rely on others when they need updates, or problem resolutions.

**Copyright issues:** Instructors must pay close attention to where they got their information, since it will be published on the web. They must give credit to all sources. As well, there is the question of whom the material belongs to, the designer or the institution. Most of the time the institution gets rights and the designer has a possibility of being exploited.

## **1.16. HISTORY OF INTERNETWORKING**

The first networks were time-sharing networks that used mainframes and attached terminals. Such environments were implemented by both IBM's Systems Network Architecture (SNA) and Digital network architecture.

Local Area Networks (LAN) evolved around the PC revolution. LANs enabled multiple users in a relatively small geographical area to exchange files and messages, as well as access shared resources such as file servers and printers.

Wide Area Networks (WAN) interconnect LANs with geographically dispersed users to create connectivity. Some of the technologies used for



connecting LANs include T1, T3, ATM, ISDN, ADSL, frame relay, ratio links, and others. New methods of connecting dispersed LANs are appearing everyday.

Today, high-speed LANs and switched internet works are becoming widely used, largely because they operate at very high speeds and support such high-band width applications as multimedia and videoconferencing.

### **1.17. ATTITUDE**

An emotional reaction towards a person or thing is usually designated as an 'Attitude'. It is actually a personal response to an object, developed through experience which can be called favourable or unfavourable. Attitude may be towards concrete or abstract things. Attitude is defined in different ways by many psychologists. According to Cantrill (1934), "Attitude is more or less a permanent enduring state of readiness of mental organization which predisposes an individual to react in a characteristic way to any subject or situation with which it is related".

According to Morgan (1934), "Attitudes are literally mental postures, a guide for conduct to which each new experience is referred before a

response is made”. Thus attitude may be regarded as a readiness or preparation for response.

Sarnoff (1960) observed that attitude is a “disposition to react favourably or unfavourably to a class of objects”. The attitude object may be either concrete or abstract.

In the words of Edwards (1969), “An attitude may be defined as learned emotional response set for or against something”.

According to Anne (1976), “Attitude is defined as a tendency to react favourably or unfavourably towards a designated class of stimuli such as national or racial group, a custom or an institution”.

Petrovsky and Yaroshevsky (1985), writes on attitude as “a subject’s readiness or predisposition in anticipation of a definite object (or situation)”.

According to Woodsworth (1989), “Attitudes are a more or less state set or disposition of opinion, interest or purpose, involving expectancy of a certain kind of previous experience and readiness is an appropriate response”.

## **1.18. ATTITUDE TOWARDS USING INTERNET**

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It may be defined as learned emotional response set for or against the use of internet.

## **SCIENCE**

The B.Ed., students studied Chemistry, Physics, Mathematics, Botany, and Zoology as their major subject.

## **ARTS**

The B.Ed., students studied Social Science, Commerce and Economics as their major subject.

## **LANGUAGE**

The B.Ed., students studied Tamil and English as their major subjects.

## **GRADUATE**

The B.Ed., students who have the Bachelor Degree in their major subjects.

## **POST GRADUATE**

The B.Ed., students who have the Master Degree in their major subjects.

## **1.19. NEED AND IMPORTANCE OF THE STUDY**

Language in India [www.languageinindia.com](http://www.languageinindia.com)

10 : 11 November 2010

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The planet earth is experiencing the impact of the development and products of science and technology. One of its main contributions is computer. The introduction of computers in the 1950s to process data has led to many changes in office, practice in officer, shops and schools as well as in large industrial and commercial organization. The computers occupy a key role in our day to day life. It is known fact that no field is untouched by computers. Unless one has the ability to make use of computers in the respective fields, he / she is considered to be an illiterate, even though he / she is educated. Otherwise he / she is known as an educated illiterate in the modern era. Even though, having a computer is considered to be a status symbol and many are posing, as if they are using the computers effectively. They do not possess adequate knowledge about computers and their operating procedures. It is because of the fact, that many people are very much afraid of operating the computers, as the operations involve many technical terms or jargons. Therefore, on many occasions they keep themselves a little away from computer circle, even though the computers have a lot of applications and user friendly in nature. If any one is having a favourable attitude towards computer, then he / she may be tempted to make

use of the computer and thereby he / she can gain knowledge about the computer. So, it is a felt need to study the attitude of people towards using internet. Therefore an attempt has been made to find out the B.Ed., students' attitude towards using internet because the B.Ed., students would be teachers, who are going to shape entire modern community.

### **1.20. STATEMENT OF THE PROBLEM**

The problem selected for the study may be stated as “A Study of B.Ed., Students' Attitude towards Using Internet”.

By undertaking this problem to study, we can find the B.Ed., students' attitude towards internet, gender, locality, subject, qualification and marital status.

### **1.21. DEFINITIONS OF THE TERMS USED**

#### **ATTITUDE**

Attitude is more or less permanent enduring state of readiness of mental organization which predisposes an individual to react in a characteristic way to any subject or situation with which it is related.

Attitude is a set of complex feelings, fears, convictions, prejudices or other emotional tendencies that give an individual readiness to act because of his varied experiences.

## **1.22. OPERATIONAL DEFINITION**

Attitude towards using internet is, the score which is going to be got by administers (Tools) using Internet Attitude Scale (IAS).

### **SCIENCE**

The B.Ed., students studied Chemistry, Physics, Mathematics, Botany, and Zoology as their major subject.

### **ARTS**

The B.Ed., students studied Social Science, Commerce and Economics as their major subject.

### **LANGUAGE**

The B.Ed., students studied Tamil and English as their major subjects.

### **GRADUATE**

The B.Ed., students who have the Bachelor Degree in their major subjects.

## **POST GRADUATE**

The B.Ed., students who have the Master Degree in their major subjects.

### **1.23. OBJECTIVES OF THE PRESENT STUDY**

The following are the objectives of the present study “A Study of B.Ed., Students’ Attitude towards Using Internet”.

To study

- i. The extent to which the B.Ed., students are favourably or unfavourably disposed towards using internet.
- ii. The difference, if any, between Male and Female students in respect of their attitude towards using internet.
- iii. The difference, if any, among Science, Arts and Language B.Ed., students in respect of their attitude towards using internet.

- iv. The difference, if any, between Graduate and Post Graduate students in respect of their attitude towards using internet.
- v. The difference, if any, between Married and Unmarried students in respect of their attitude towards using internet.
- vi. The difference, if any, between Male Science and Female Science students in respect of their attitude towards using internet.
- vii. The difference, if any, between Male Arts and Female Arts students in respect of their attitude towards using internet.
- viii. The difference, if any, between Male Language and Female Language students in respect of their attitude towards using internet.
- ix. The difference, if any, between Male Graduate and Female Graduate students in respect of their attitude towards using internet.
- x. The difference, if any, between Male Post Graduate and Female Post Graduate students in respect of their attitude towards using internet.



- xi. The difference, if any, between Male Married and Female Married students in respect of their attitude towards using internet.
- xii. The difference, if any, between Male Unmarried and Female Unmarried students in respect of their attitude towards using internet.
- xiii. The difference, if any, between the Graduate students belonging to urban area and graduate students belonging to rural area in respect of their attitude towards using internet.
- xiv. The difference, if any, between the Post Graduate students belonging to urban area and Post Graduate students belonging to rural area in respect of their attitude towards using internet.

#### **1.24. HYPOTHESES OF THE STUDY**

The following hypotheses have been formulated.

- i. There is significant difference between Male and Female students in respect of their attitude towards using internet.

- ii. There is significant difference among Science, Arts and Language B.Ed., students in respect of their attitude towards using internet.
- iii. There is significant difference between Graduate and Post Graduate students in respect of their attitude towards using internet.
- iv. There is significant difference between Married and Unmarried students in respect of their attitude towards using internet.
- v. There is significant difference between Male Science and Female Science students in respect of their attitude towards using internet.
- vi. There is significant difference between Male Arts and Female Arts students in respect of their attitude towards using internet.
- vii. There is significant difference between Male Language and Female Language students in respect of their attitude towards using internet.

- viii. There is significant difference between Male Graduate and Female Graduate students in respect of their attitude towards using internet.
- ix. There is significant difference between Male Post Graduate and Female Post Graduate students in respect of their attitude towards using internet.
- x. There is significant difference between Male Married and Female Married students in respect of their attitude towards using internet.
- xi. There is significant difference between Male Unmarried and Female Unmarried students in respect of their attitude towards using internet.

### **1.25. METHOD OF THE STUDY**

In the present study, normative survey method is employed to describe and interpret what exists at present. It involves some types of comparison or contrast and attempts to discover the relationship between

existing non-manipulated variables. The normative study to educational problems is one of the most commonly used approaches. It is described in the Chapter – III of this dissertation.

### **1.26. SAMPLE OF THE STUDY**

In the present study, sample was selected as the B.Ed., students from Vellore District. The data were collected from 250 students from five Education colleges, which were selected at random.

### **1.27. TOOL USED IN THE STUDY**

The tool used in the study was constructed and validated by Nickell G.S. and Pinto J.N. (1986). The detailed description of the tool is given in the Chapter – III of this thesis.

### **1.28. DELIMITATION**

Even though the investigator tried his best to make the study as successful as possible there are certain limitations. They are:

1. The Sample for the study is not a state-wide sample but confined to selected colleges of Vellore District only.
2. The study has been conducted on the students belonging to one educational level, that is, B.Ed., only.

## **1.29. A BRIEF RESUME OF THE SUCCEEDING CHAPTERS**

A review of related studies has been presented in Chapter – II  
Chapter – III contains the description of the sample selected, the tool used and the statistical techniques employed in this study.

The analysis and interpretation of data are given in the Chapter – IV.  
Chapter – V contains the summary of important findings, suggestions for further study and conclusion.

Bibliography follows Chapter – V. Appendix containing a copy of the tool used for the study is given after the bibliography.

## **CHAPTER – II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1. INTRODUCTION**

Language in India [www.languageinindia.com](http://www.languageinindia.com)

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The review of literature enables the researcher to know what is known so far and what is unknown. It helps in conceptualizing the problem, conducting the study and interpreting the findings. It provides the background for the development of the present study and brings the investigator who ignores prior research and theory, chances pursuing a trivial problem duplicating a study already done, or reporting others mistakes exists. The goal of research contributing to the knowledge base of the field may then never be realized. Review of related literature is a very important one to provide an insight into the problem, to familiarize the researcher with the studies previously done and to make the researcher to adopt suitable design.

The aim of this chapter is to record briefly the findings of a few research studies conducted in India and abroad on topics that are related to the problem under study. Inferences of the review of related literature also find its place at the end of this chapter.

The present chapter analyses the research studies related to the utilization of internet by the students of higher education is listed. “A familiarity with the literature in any problem helps the students to discover

that is already known, what others have attempted to find out, what methods of attack have been promising and disappointing and what problem remains to be solved” Best (1989). The investigator has attempted to review numerous relevant and pertinent studies that have been undertaken by educational researchers.

## **2.2. DEFINITIONS**

Kumar (1997) reported that the recent innovation in information technology have revolutions the mean of instruction within and outside the institution. LAN (Local Area Network) brought in the concept of integrated learning system whereby a central file server can provide random access and interactivity in learning. The internet and intranet enable them to transmit full view broadcasting. Intranets provide information and instructional services within the organization.

Rama and Kumar (1997) described in detail, various dimensions of LAN to internet in education. They pointed out the Local Area Network (LAN) to provide the concept of integrated learning, system whereby a central file server can provide random access and interactivity in learning. WAN promote the concept of integrated learning system whereby a central

file server can provide random access and interactivity in learning. Wide Area Network (WAN) concept would be needed for multi campus as inter institutional environment when internet and intranet facilities would be needed larger band width, fiber optic lines for the internet and intranet enable to transmit full video broadcasting. Internet provides information and instructional services within the organization. An internet would be capable of communication between the organization faculty, library students and other seminars, transforming sessions, research presentation, guest lecturers, silent development course of orientation programs and can be held of interests since the www is accessible through the internet only if may be installed to extend seminar, short and long term courses along with a variety of extra curricular activities in addition.

Bansal and Chaudhry (1999) found that interactive radio has a great potential to support learning at a distance. Being an easily accessible and cost effective medium, IGNOU (Indira Gandhi National Open University) now started an interactive radio project for the students of management and bachelor preparatory programs. The objective of the project was to interact within the students in their own language and share the experiences with



them the effectiveness interactive radio instruction was evaluated and reported in this paper. The students appreciated interactive radio sessions as effective inputs to accomplish the course objectives. Besides students enrolled with other institutions, the enlightened public also participated in the session. The study revealed that students' participation in the interactive radio sessions was higher than the teleconferences and face to face personal contact sessions. The project can be replicated in other areas also, with systematic planning, implementation and monitoring.

Gunavardena (1999) discussed the use of technology for quality improvement in the distance education programme. The study is based on data gathered for teacher education programmes, which has implication for other open universities too.

Jamtshio (1999) discussed the distance education course for in-service primary at the National Institute of Education (NIE) in Samtse, Bhutan. It is the fast and the only distance education where the teachers have the same syllabus and appear for the same term end examination. The distance learners attend compulsory residential contact programme. The distance

education programme needs systematic planning and monitoring to impart knowledge and skills to the teachers.

Baheerathan .M, (2003) studied the internet awareness among the teachers of Mathematics at high school level in Tanjore District. He reported that the internet awareness among the students of mathematics at high school level is not sufficient. He also found out that the gender of the teachers and the locale and the management of the schools where they are working caused no significant difference in respect of their internet awareness.

Senthil Kumar K. (2004) studied the internet knowledge of higher secondary chemistry students. He found that the internet knowledge possessed by the first year higher secondary students is not high in knowing the internet. He also reported that the girls have relatively high internet knowledge when compared to boys in general.

### **2.3. STUDIES CONDUCTED ABROAD**

Fetterman (1998) reported that the internet is one of the most powerful resources available to the educational researchers. It can be used to conduct researches about a topic, analyse census data, conduct interviews by

chatting or video conferencing, share notes and picture about research site, debate issues with colleagues on listen and in online journals and download useful data collection and analysis software.

Wind Scott (1988) reported that the common vision of internet as promising education tool for new millennium features connectedness and accessibility to the information of the 20th century educators, politicians and the general public has embraced technology, educators in particular and collaborative based on the use of the internet.

Lee (1996) says that the technology use pattern of survey participants showed internet application was the most highly used technology category with 78% of respondents reporting use the internet however only 30% responded that they used the internet for teaching purposes. Results indicated the familiarly with and the knowledge of on data gathered for teacher education programmes, which has an implication for other open universities too.

Coneia (1997) stated that the manner in which new information technology and more specifically the internet is used vitally important in the field of education. It is imperative that the internet be placed at the service of

the educational aim, in other words, the service of overall harmonious individual development. Nevertheless, it should be noted that the goal could only be achieved if this means of communication is in itself used and exploited in an educational manner.

Simms and Ponder (1997) studied the setting up of the professional development centre, which followed on from the reports of the Holmes groups and the Carnegie forum in 1996. It looks at how University educators and school teachers, particularly in inner urban area, develop teaching paradigms involving technology and how these can be used to provide pre-service and in-service training for teachers links with the more affluent areas and thesis schools are also discussed. This is the advantage to both the school and university systems.

Agostinho, Hedberg and Lefoe (1998) described how the world wide was implemented in a graduated course. The interactions that took place among the students and between the strategies can be supported by the web of a particular note, the course content focused on technology based learning, thus students were immersed in an authentic learning environment. The article chronicles the various strategies that students implemented to

facilitate the problem solving process and concluded by way of issues to conclude when implementing such strategies within web based learning environments.

Beeler (1998) studied the world wide is becoming increasingly important for professor and the students of literatures. Web resources for literary studies were proliferating and a number of institutions are implementing the delivery of literature course on the web. At the University of British Columbia, the English department has adopted, designed and offered four English courses for on the World Wide Web (www) Canadian literature, first nation literature, post colonial literature and creative writing. This article provides an overview of English, a course on contemporary Canadian literature that he offered in January 1997 and again in October 1997. He concluded with comments on directions for future web course development particularly as the development might affect students located outside a large metropolitan area.

Johnson (1998) studied the students on campus literature classes which have made good use at a series of computer programme that he had created for text analysis. He offered a course via the World Wide Web that

provided 14 of his programmes to students throughout the world. His course taught those students how to use the programs, and as they complete the assignments, students not only learned to use the programs, and as they complete the assignments, students not only learned to use software for literary analysis that they also often gained new kinds of insights into the study of texts.

Medina (2000) studied on the philosophy of the Spanish used about new technology tools based on internet, for distance learning and the introduction of tools of last technology like the “Virtual Classroom” developed by the center of Telemetric services of the university. The UNED is similar to other Spanish public universities. It awards the same qualifications, which are usually valid and it operates under the same qualifications, which are usually valid and it operates under the same general legislations.

Siju Abraham (2003) conducted a study entitled “internet awareness among the college teachers of physics”. He reported that the internet awareness is very essential learning process. The rural college physics teachers need training programme for knowing physics related websites.

This finding and results is not the end of a problem, but just a beginning of the search for innovation. By applying these results, the quality of teaching-learning process will improve.

Wishart (2007) studied on “Using Online Role Play to Teach Internet Safety Awareness”. This paper reports on an evaluation of Net Detectives, a creative online role play activity aimed at 9-12 year olds. Net Detectives form part of Kid smart, an internet awareness programme aimed at school children. It was evaluated through a multiple method data collection using questionnaire surveys, follow up telephone interviews with teachers and observations in use in three UK schools during the summer term of 2003. All sources of data collected agreed that a number of benefits arise from participation in the Net-Detectives online role play. The pupils learned about internet safety in a motivating and challenging environment. They empathized with others gaining an understanding of their motivations and practiced the ICT skills being taught. They particularly enjoyed being “detectives” and interacting with others outside their school. However, the role of the “hosts” in preparing participants and in moderating their communication is the key to the success of the online role play. This

preparation needs to be thoroughly planned for both the teachers whose classes are participating and for their pupils as uncertainty leads to extra communication that interferes with the smooth running of the role play exercise. It was very clear that first the technical issues have to be resolved and then, issues to do with the learner's comprehension and expectations of the task, before social interaction online can result in learning. The paper concludes by presenting the recommendations suggested by this study for hosting an online role play in the school environment.

Tasci (2006) studied on "Online Learning Programs as Learning Organizations: A Case Study of Information Management Programs at Anadolu University, Turkey". This presentation consists of the results of a study in which facilitators' attitudes toward effectiveness of various media used in the Information Management Associate Degree Program of Anadolu University, Turkey. The study has shown that although facilitators indicated that textbooks should still be used in online courses, they found text books as being not efficient as multimedia programs and web environments. The participant facilitators also found multimedia programs distributed on CDs more efficient than web environment.



Graziano (2005) studied on “E-Learning in Massachusetts”. This document presents some of the ways schools are going online technologies. The report illustrates how Massachusetts educators are taking advantage of e-learning opportunities to improve student learning. Educators across the state are using online courses and resources, engaging in online events and projects, and showing interest in online professional development. Included in this report is a description of issues related to e-learning, such as 21st century skills, intellectual property, and internet safety. This report also discusses how e-learning will impact the future of education for Massachusetts students and teachers. These instructional models will help increase the educators and community members’ awareness of the potential e-learning has to impact teaching and learning. Resources and contacts are appended.

## **2.4. CONCLUSION**

Thus, the review of related literature has given the much needed theoretical background to the investigation to pursue this present investigation. Studies conducted in India and abroad have clearly expressed the importance of internet in all spheres of human life. Considerations

involved in the construction of the tool, intended for the study and also the other details about it are given in the following chapter.

## **CHAPTER – III**

### **METHODOLOGY**

#### **3.1. INTRODUCTION**

The details in respects of the methodology in the investigation are described in this chapter. The matter of study objective, method of study, the design of the study, description of the tool used, the sample selected, method of data collection and data analysis are outlined in this chapter.

#### **3.2. OBJECTIVES OF THE STUDY**

The present study “A Study of B.Ed., Students’ Attitude towards Using Internet” has been specifically intended to study the following objectives.

To study

- i) The extent to which the B.Ed., students are favourably or unfavourably disposed towards using internet.
- ii) The difference if any between the male and female students in respect of their attitude towards using internet.
- iii) The difference, if any, among Science, Arts and Language B.Ed., students in respect of their attitude towards using internet.
- iv) The difference, if any, between Graduate and Post Graduate students in respect of their attitude towards using internet.
- v) The difference, if any, between Married and Unmarried students in respect of their attitude towards using internet.
- vi) The difference, if any, between Male Science and Male Arts students in respect of their attitude towards using internet.

- vii) The difference, if any, between Male Science and Male Language students in respect of their attitude towards using internet.
- viii) The difference, if any, between Male Language and Male Arts students in respect of their attitude towards using internet.
- ix) The difference, if any, between Female Science and Female Arts students in respect of their attitude towards using internet.
- x) The difference, if any, between Female Science and Female Language students in respect of their attitude towards using internet.
- xi) The difference, if any, between Female Language and Female Arts students in respect of their attitude towards using internet.
- xii) The difference, if any, between Male Graduate and Male Post Graduate students in respect of their attitude towards using internet.
- xiii) The difference, if any, between Female Graduate and Female Post Graduate students in respect of their attitude towards using internet.

- xiv) The difference, if any, between Male Married and Male Unmarried students in respect of their attitude towards using internet.
- xv) The difference, if any, between Female Married and Female Unmarried students in respect of their attitude towards using internet.

### **3.3. METHOD OF STUDY**

In order to realize the aforesaid objectives Normative Survey method is employed in the present study. Normative survey method studies, describes and what exists at present. They are concerned with existing condition or relations, prevailing practices, beliefs and attitudes etc., such investigations are termed in research literature as Descriptive Survey or Normative Survey. The term “Normative” implies the determinations of typical conditions are practices. The term “survey” suggests the gathering of evidences related to prevailing conditions or practices.

### **3.4. RESEARCH DESIGN**

A research design is to the investigation as a blue print is to an architect. Settlers et al (1963), defined research design as “the arrangement

of conditions for collection and an analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.” A well developed design provides the structure and extracts dependable answer to the question raised by problems hypotheses. A study cannot be evaluated unless its procedures are reported in sufficient details make such an evaluation possible. The nature of the problem determines, what basic design is most appropriate and how the design should be tailored to meet the needs of the investigation.

### **3.5. NEED AND SIGNIFICANCE OF THE STUDY**

We are all living in the age of Information and Communication Technology (ICT). The role of computer and internet is an inevitable part of the society. Even a piece of information or knowledge is communicated to us through the communication (Internet). A message conveyed by the internet is of great importance, because we know the effect of it when compared to a message conveyed by a printed page. We could understand how fast, clear and effective it was. Internet improves teaching-learning process. Online learning and online tutoring are the two examples for that. A famous website like [www.tutorvista.com](http://www.tutorvista.com) has been working for this purpose

only. They are recruiting the faculties through online. If a student wants to clarify his doubts, he has to log in the website and contact the tutor available in the net. And they are collecting charges for this through your credit card. The main purpose of internet in education is to benefit more students with fewer teachers. There is no study has been done previously on the internet attitude of B.Ed., students of Vellore District. Therefore, the investigator selected the study entitled “A Study of B.Ed., Students’ Attitude towards Using Internet”.

### **3.6. DESCRIPTION OF THE TOOL**

In the present investigation, the tool used by the investigator to study the B.Ed., students’ attitude towards using internet was developed and validated by Nickell. G.S. and Pinto .J.N (1986). This tool consists of 20 statements. 10 of them are favourably worded and the remaining 10 are unfavourably worded. Each statement is set against a five point scale of, “STRONGLY AGREE”, “AGREE”, “UNDECIDED”, “DISAGREE” AND “STRONGLY DISAGREE”. The arbitrary of weights of 4,3,2,1 and 0 are given in that order for the favourable statement and the scoring is reversed

for the unfavourable statement. An individual's score is the sum of all the scores of 20 statements.

The scores in the scales range from 0 to 80 in the direction of most unfavourableness. Any one who get a score of above 40 indicates that he/she has a favourable attitude towards using internet and a score of 40 and below indicates that he/she has an unfavourable attitude towards using internet. the maximum score one can get in this scale is 80.

### **3.7. SAMPLE**

In the present study, sample was selected as the B.Ed., College students of Vellore District. The data were collected from 250 students from five Education colleges which were selected at random.

## **DETAILS OF THE STUDENTS**

Language in India [www.languageinindia.com](http://www.languageinindia.com)

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Male Students	-	97
Female Students	-	153
Graduates	-	184
Postgraduates	-	66
Science	-	106
Arts	-	66
Language	-	78
Married	-	50
Unmarried	-	250
Male Graduates	-	70
Female Graduates	-	114
Male Postgraduates	-	27
Female Postgraduates	-	39
Male Science	-	40
Male Arts	-	24
Male Language	-	33
Female Science	-	66
Female Arts	-	42
Female Language	-	45
Male Married	-	15
Male Unmarried	-	82
Female Married	-	35
Female Unmarried	-	118

### **3.8. COLLECTION OF DATA**

The investigator contacted and obtained permission from the Principals of the Colleges for data collection in Government and Private Colleges. The investigator collected the data personally from the selected 250 students. Proper instructions were given to the students before starting to answer the questions. Each student was provided a set of General information which contains personal information of the student and Internet Attitude Scale (IAS) which contains questions of their attitude towards internet. Students were requested to make their responses in the space provided itself. Students were also requested not to omit any of the questions. Finally the answered test papers were collected from the students.

### **3.9. STATISTICAL TECHNIQUES**

The following Statistical Techniques were adopted to realize the given objectives and to test the hypotheses.

- i) Descriptive Analysis (Mean and S.D)
- ii) Test of Significance (t-test)

The mean and the standard deviation of the attitude scores of the entire sample were calculated. The mean and standard deviation of the attitude scores of all the sub samples were also calculated.

The test of significance (t-test) was used in order to find out the significance of the difference between any two means of the attitude scores of the sub samples involved in this study.

### **3.10. THE RELIABILITY AND VALIDITY**

The validity of the test refers to the truthfulness of the test, i.e, how closely the test measures what it intends to measure. The reliability refers to the consistency of the test. The coefficient of reliability and validity of the tool given by the author was 0.78 and 0.88 respectively.

### **3.11. CONCLUSION**

To find out the B.Ed., students' attitude towards using internet, the aforesaid attitude scale was administered to a sample of as many as 250 B.Ed., students of the Five Education Colleges of Vellore District and the attitude scores of all the 250 students were computed. The scores were subjected to statistical treatments, which are described in the succeeding chapter – IV.

## **CHAPTER – IV**

### **ANALYSIS AND INTERPRETATION OF DATA**

#### **4.1. INTRODUCTION**

It may be recalled that the present study has been undertaken with a view to study the following.

To study

- i) The extent to which the B.Ed., students are favourably or unfavourably disposed towards using internet.
- ii) The difference if any between the male and female students in respect of their attitude towards using internet.
- iii) The difference, if any, among Science, Arts and Language B.Ed., students in respect of their attitude towards using internet.
- iv) The difference, if any, between Graduate and Post Graduate students in respect of their attitude towards using internet.

- v) The difference, if any, between Married and Unmarried students in respect of their attitude towards using internet.
- vi) The difference, if any, between Male Science and Male Arts students in respect of their attitude towards using internet.
- vii) The difference, if any, between Male Science and Male Language students in respect of their attitude towards using internet.
- viii) The difference, if any, between Male Language and Male Arts students in respect of their attitude towards using internet.
- ix) The difference, if any, between Female Science and Female Arts students in respect of their attitude towards using internet.
- x) The difference, if any, between Female Science and Female Language students in respect of their attitude towards using internet.
- xi) The difference, if any, between Female Language and Female Arts students in respect of their attitude towards using internet.

- xii) The difference, if any, between Male Graduate and Male Post Graduate students in respect of their attitude towards using internet.
- xiii) The difference, if any, between Female Graduate and Female Post Graduate students in respect of their attitude towards using internet.
- xiv) The difference, if any, between Male Married and Male Unmarried students in respect of their attitude towards using internet.
- xv) The difference, if any, between Female Married and Female Unmarried students in respect of their attitude towards using internet.

In order to realize the above said objectives the investigator used an attitude scale to measure the B.Ed., students' attitude towards using internet. The scale was administered to a sample of as many as 250 B.Ed., students of the Five Education colleges of Vellore District. Then the attitude towards using internet scores of the entire samples and its samples were subjected to

statistical treatment and the details of which are presented in the succeeding paragraphs of this chapter.

#### **4.2. ANALYSIS OF THE ATTITUDE SCORES OF “A STUDY OF B.Ed., STUDENTS’ ATTITUDE TOWARDS USING INTERNET**

The mean and standard deviation of the attitude towards using internet scores of the entire sample were computed. It is shown in the Table: 4.1. The mean range from 44.28 to 45.42 and standard deviation ranges from 5.43 to 7.80 for the entire sample, it is found that 76.4% of the B.Ed., students have a favourable attitude towards using internet and only 23.6% of them have an unfavourable attitude towards using internet. Almost the same trend is seen in respect of the sub samples too. (Table: 4.2)

**Table: 4.1**  
**NAMES OF THE COLLEGES WHERE THE SURVEY**  
**CONDUCTED**

SERIAL NO	NAME OF THE COLLEGE	TOTAL NUMBER OF STUDENTS
1.	Government College of Education, Vellore	50
2.	Indian College of Education, Vellore	50
3.	Sri Rajarajeswari College of Education, Walajapet.	50
4.	V.S. Isaac College of Education, Arakkonam	50



5.	Pallavan College of Education, Vellore	50
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**Table: 4.2**

**THE DETAILS OF ATTITUDE TOWARDS USING INTERNET  
SCORES OF THE ENTIRE SAMPLES AND ITS SUB – SAMPLES**

<b>VARIABLES</b>	<b>NUMBERS</b>	<b>MEAN</b>	<b>S.D</b>
Male Students	97	43.91	6.80
Female Students	153	45.01	6.11
Science Students	106	45.01	6.11
Arts Students	66	44.51	6.30
Language Students	78	44.10	6.91
Graduate Students	184	44.30	6.34
Postgraduate Students	66	45.42	6.56
Married	50	44.42	6.31
Unmarried	200	44.63	6.43
Male Science Students	40	44.91	6.45
Male Arts Students	24	43.00	6.16
Male Language Students	33	43.36	7.67
Female Science Students	66	45.10	5.94

Female Arts Students	42	45.31	6.24
Female Language Students	45	44.64	6.31
Male Graduates	70	43.74	6.43
Male Postgraduates	27	44.30	7.80
Female Graduates	114	44.61	6.28
Female Postgraduates	39	46.21	5.43
Male Married	15	42.80	6.01
Male Unmarried	82	44.11	6.95
Female Married	35	45.11	6.37
Female Unmarried	118	44.99	6.04

**Table 4.3**

**THE LEVEL OF THE ATTITUDE TOWARDS USING INTERNET  
OF THE ENTIRE SAMPLE AND ITS SUB – SAMPLE**

Variables	Levels	Entire Sample	Male Students	Female Students	Graduates	Post Graduates
Attitude towards using internet	Favourable	191 (76.4%)	70 (72.2%)	121 (79.1%)	137 (74.5%)	54 (81.8%)
	Unfavourable	59 (23.6%)	27 (10.8%)	32 (20.11%)	47 (25.5%)	12 (18.2%)
	Total (N)	250	97	153	184	66

**Table 4.3 (continue...)**

Variables	Levels	Married	Un married	Science	Arts	Language
Attitude towards using internet	Favourable	37 (76.0 %)	154 (77.0%)	85 (80.2%)	49 (19.6%)	57 (73.1%)
	Unfavourable	13 (24.0%)	46 (23.0%)	21 (25.8%)	17 (6.8%)	21 (26.9%)
	Total (N)	50	200	106	66	78

## **THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE MEANS OF THE ATTITUDE TOWARDS USING INTERNET SCORES OF PAIRS OF SUB SAMPLES**

In order to realize the objectives the test of significance was used after having framed the suitable null hypotheses and to be tested at 0.05 level of significance.

### **NULL HYPOTHESES**

There is no significant difference between the male and female students in respect of their attitude towards using internet.

The details of the calculations are given in the table 4.4. The critical ratio (CR) is found to be 1.34 which is significant at the 0.05 level.

Therefore this null hypothesis is rejected and it is concluded that there is no significant difference between the male and female students in respect of their attitude towards using internet.

**Table 4.4**

**THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE MEANS OF THE ATTITUDE TOWARDS USING INTERNET SCORES OF MALE AND FEMALE STUDENTS.**

<b>Sub-Samples</b>	<b>Number</b>	<b>Mean</b>	<b>S.D</b>	<b>DF</b>	<b>T-test</b>	<b>Significance at the 0.05 level</b>
Male	97	43.91	6.80	248	1.34	No

Students						significance
Female Students	153	45.01	6.09			

### **NULL HYPOTHESIS (ii)**

There is no significant difference between the graduate and postgraduate students in respect of their attitude towards using internet.

The details of the calculations are given in the table 4.5. The critical ratio (CR) is found to be 1.24 which is significant at the 0.05 level.

Therefore this null hypothesis is retained and it is concluded that there is no significant difference between the graduate and postgraduate students in respect of their attitude towards using internet.

### **NULL HYPOTHESIS (iii)**

There is no significant difference between the science and arts students in respect of their attitude towards using internet.

The details of the calculations are given in the table 4.6. The critical ratio (CR) is found to be 0.55 which is significant at the 0.05 level.

Therefore this null hypothesis is retained and it is concluded that there is no significant difference between the science and arts students in respect of their attitude towards using internet.

**Table 4.5**

### **THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE MEANS OF THE ATTITUDE TOWARDS USING INTERNET SCORES OF GRADUATE AND POSTGRADUATE STUDENTS**

<b>Sub-</b>	<b>Number</b>	<b>Mean</b>	<b>S.D</b>	<b>DF</b>	<b>T-test</b>	<b>Significance</b>
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<b>Samples</b>						<b>at the 0.05 level</b>
Graduate Students	184	44.28	6.34	248	1.24	No significance
Post Graduate	66	45.42	6.52			

**Table 4.6**

**THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE MEANS OF THE ATTITUDE TOWARDS USING INTERNET SCORES OF SCIENCE AND ARTS STUDENTS**

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<b>Sub-Samples</b>	<b>Number</b>	<b>Mean</b>	<b>S.D</b>	<b>DF</b>	<b>T-test</b>	<b>Significance at the 0.05 level</b>
Science Students	106	45.01	6.11	170	0.55	No significance
Arts Students	66	44.46	6.26			

### **NULL HYPOTHESIS (iv)**

There is no significant difference between the science and language students in respect of their attitude towards using internet.

The details of the calculations are given in the table 4.7. The critical ratio (CR) is found to be 0.93 which is significant at the 0.05 level.

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Therefore this null hypothesis is rejected and it is concluded that there is no significant difference between the science and language students in respect of their attitude towards using internet.

### **NULL HYPOTHESIS (v)**

There is no significant difference between the arts and language students in respect of their attitude towards using internet.

The details of the calculations are given in the table 4.8. The critical ratio (CR) is found to be 0.33 which is significant at the 0.05 level.

Therefore this null hypothesis is rejected and it is concluded that there is no significant difference between the arts and language students in respect of their attitude towards using internet.

### **Table 4.7**

**THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE  
MEANS OF THE ATTITUDE TOWARDS USING INTERNET  
SCORES OF SCIENCE AND LANGUAGE STUDENTS**

<b>Sub-Samples</b>	<b>Number</b>	<b>Mean</b>	<b>S.D</b>	<b>DF</b>	<b>T-test</b>	<b>Significance at the 0.05 level</b>
Science Students	106	45.01	6.11	248	0.93	No significance
Language Students	78	44.10	6.91			

**Table 4.8**

**THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE  
MEANS OF THE ATTITUDE TOWARDS USING INTERNET  
SCORES OF ARTS AND LANGUAGE STUDENTS**

<b>Sub-Samples</b>	<b>Number</b>	<b>Mean</b>	<b>S.D</b>	<b>DF</b>	<b>T-test</b>	<b>Significance at the 0.05 level</b>
Arts Students	66	44.46	6.26	248	0.33	No significance
Language Students	78	44.10	6.91			

**NULL HYPOTHESIS (vi)**

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There is no significant difference between the married and unmarried students in respect of their attitude towards using internet.

The details of the calculations are given in the table 4.9. The critical ratio (CR) is found to be 0.20 which is significant at the 0.05 level.

Therefore this null hypothesis is rejected and it is concluded that there is no significant difference between the married and unmarried students in respect of their attitude towards using internet.

#### **NULL HYPOTHESIS (vii)**

There is no significant difference between the male science and male arts students in respect of their attitude towards using internet.

The details of the calculations are given in the table 4.10. The critical ratio (CR) is found to be 1.15 which is significant at the 0.05 level.

Therefore this null hypothesis is retained and it is concluded that there is no significant difference between the male science and male arts students in respect of their attitude towards using internet.

**Table 4.9**

**THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE  
MEANS OF THE ATTITUDE TOWARDS USING INTERNET  
SCORES OF MARRIED AND UNMARRIED STUDENTS**

<b>Sub-Samples</b>	<b>Number</b>	<b>Mean</b>	<b>S.D</b>	<b>DF</b>	<b>T-test</b>	<b>Significance at the 0.05 level</b>
Married Students	50	44.42	6.31	248	1.23	No significance
Unmarried Students	200	44.62	6.43			

**Table 4.10**

**THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE MEANS OF THE ATTITUDE TOWARDS USING INTERNET SCORES OF MALE SCIENCE AND MALE ARTS STUDENTS**

<b>Sub-Samples</b>	<b>Number</b>	<b>Mean</b>	<b>S.D</b>	<b>DF</b>	<b>T-test</b>	<b>Significance at the 0.05 level</b>
Male Science	40	44.91	6.45	62	1.15	No significance
Male Arts	24	44.00	6.16			

### **NULL HYPOTHESIS (viii)**

There is no significant difference between the male science and male language students in respect of their attitude towards using internet.

The details of the calculations are given in the table 4.11. The critical ratio (CR) is found to be 0.91 which is significant at the 0.05 level.

Therefore this null hypothesis is rejected and it is concluded that there is no significant difference between the male science and male language students in respect of their attitude towards using internet.

### **NULL HYPOTHESIS (ix)**

There is no significant difference between the male arts and male language students in respect of their attitude towards using internet.

The details of the calculations are given in the table 4.12. The critical ratio (CR) is found to be 0.19 which is significant at the 0.05 level.

Therefore this null hypothesis is rejected and it is concluded that there is no



significant difference between the male arts and male language students in respect of their attitude towards using internet.

**Table 4.11**

**THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE MEANS OF THE ATTITUDE TOWARDS USING INTERNET SCORES OF MALE SCIENCE AND MALE LANGUAGE STUDENTS**

<b>Sub-Samples</b>	<b>Number</b>	<b>Mean</b>	<b>S.D</b>	<b>DF</b>	<b>T-test</b>	<b>Significance at the 0.05 level</b>
Male Science	40	44.91	6.45	71	0.91	No significance
Male Language	33	43.36	7.67			

**Table 4.12**

**THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE  
MEANS OF THE ATTITUDE TOWARDS USING INTERNET  
SCORES OF MALE ARTS AND MALE LANGUAGE STUDENTS**

<b>Sub-Samples</b>	<b>Number</b>	<b>Mean</b>	<b>S.D</b>	<b>DF</b>	<b>T-test</b>	<b>Significance at the 0.05 level</b>
Male Arts	24	44.00	6.16	55	0.19	No significance
Male Language	33	43.36	7.67			

### **NULL HYPOTHESIS (x)**

There is no significant difference between the female science and female arts students in respect of their attitude towards using internet.

The details of the calculations are given in the table 4.13. The critical ratio (CR) is found to be 0.18 which is significant at the 0.05 level.

Therefore this null hypothesis is retained and it is concluded that there is no significant difference between the female science and female arts students in respect of their attitude towards using internet.

### **NULL HYPOTHESIS (xi)**

There is no significant difference between the female science and female language students in respect of their attitude towards using internet.

The details of the calculations are given in the table 4.14. The critical ratio (CR) is found to be 0.37 which is significant at the 0.05 level.

Therefore this null hypothesis is rejected and it is concluded that there is no significant difference between the female science and female language students in respect of their attitude towards using internet.

**Table 4.13**

**THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE MEANS OF THE ATTITUDE TOWARDS USING INTERNET SCORES OF FEMALE SCIENCE AND FEMALE ARTS STUDENTS**

<b>Sub-Samples</b>	<b>Number</b>	<b>Mean</b>	<b>S.D</b>	<b>DF</b>	<b>T-test</b>	<b>Significance at the 0.05 level</b>
Female Science	66	45.10	5.94	106	0.18	No significance

Female Arts	42	45.31	6.24			
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**Table 4.14**

**THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE MEANS OF THE ATTITUDE TOWARDS USING INTERNET SCORES OF FEMALE SCIENCE AND FEMALE LANGUAGE STUDENTS**

<b>Sub-Samples</b>	<b>Number</b>	<b>Mean</b>	<b>S.D</b>	<b>DF</b>	<b>T-test</b>	<b>Significance at the 0.05</b>
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						<b>level</b>
Female Science	66	44.91	6.45	109	0.37	No significance
Female Language	45	44.64	6.31			

### **NULL HYPOTHESIS (xii)**

There is no significant difference between the female arts and female language students in respect of their attitude towards using internet.

The details of the calculations are given in the table 4.15. The critical ratio (CR) is found to be 0.49 which is significant at the 0.05 level.

Therefore this null hypothesis is rejected and it is concluded that there is no significant difference between the female arts and female language students in respect of their attitude towards using internet.

### **NULL HYPOTHESIS (xiii)**

There is no significant difference between the male graduate and male postgraduate students in respect of their attitude towards using internet.

The details of the calculations are given in the table 4.16. The critical ratio (CR) is found to be 0.34 which is significant at the 0.05 level.

Therefore this null hypothesis is retained and it is concluded that there is no significant difference between the male graduate and male postgraduate students in respect of their attitude towards using internet.

**Table 4.15**

### **THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE MEANS OF THE ATTITUDE TOWARDS USING INTERNET SCORES OF FEMALE ARTS AND FEMALE LANGUAGE STUDENTS**

<b>Sub-Samples</b>	<b>Number</b>	<b>Mean</b>	<b>S.D</b>	<b>DF</b>	<b>T-test</b>	<b>Significance at the 0.05 level</b>
Female Arts	42	45.31	6.24	85	0.49	No significance
Female Language	45	44.64	6.31			

**Table 4.16**

**THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE MEANS OF THE ATTITUDE TOWARDS USING INTERNET**

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**SCORES OF MALE GRADUATE AND MALE POSTGRADUATE STUDENTS**

<b>Sub-Samples</b>	<b>Number</b>	<b>Mean</b>	<b>S.D</b>	<b>DF</b>	<b>T-test</b>	<b>Significance at the 0.05 level</b>
Male Graduate Students	70	43.74	6.43	95	0.34	No significance
Male Postgraduate Students	27	44.30	7.80			

**NULL HYPOTHESIS (xiv)**

There is no significant difference between the female graduate and female postgraduate students in respect of their attitude towards using internet.

The details of the calculations are given in the table 4.17. The critical ratio (CR) is found to be 0.34 which is significant at the 0.05 level.

Therefore this null hypothesis is retained and it is concluded that there is no significant difference between the male graduate arts and male postgraduate students in respect of their attitude towards using internet.

#### **NULL HYPOTHESIS (xv)**

There is no significant difference between the male married and male unmarried students in respect of their attitude towards using internet.

The details of the calculations are given in the table 4.18. The critical ratio (CR) is found to be 0.20 which is significant at the 0.05 level.

Therefore this null hypothesis is rejected and it is concluded that there is no significant difference between the male married and male unmarried students in respect of their attitude towards using internet.

#### **Table 4.17**

**THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE  
MEANS OF THE ATTITUDE TOWARDS USING INTERNET  
SCORES OF FEMALE GRADUATE AND FEMALE  
POSTGRADUATE STUDENTS**

<b>Sub-Samples</b>	<b>Number</b>	<b>Mean</b>	<b>S.D</b>	<b>DF</b>	<b>T-test</b>	<b>Significance at the 0.05 level</b>
Female Graduate Students	114	44.61	6.28	151	1.40	No significance
Female Postgraduate Students	39	46.21	5.43			

**Table 4.18**

**THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE  
MEANS OF THE ATTITUDE TOWARDS USING INTERNET  
SCORES OF MALE MARRIED AND MALE UNMARRIED  
STUDENTS**

<b>Sub-Samples</b>	<b>Number</b>	<b>Mean</b>	<b>S.D</b>	<b>DF</b>	<b>T-test</b>	<b>Significance at the 0.05 level</b>
Male married Students	15	42.80	6.01	95	0.69	No significance
Male unmarried Students	82	44.10	6.95			

## **NULL HYPOTHESIS (xvi)**

There is significant difference between the female married and female unmarried students in respect of their attitude towards using internet.

The details of the calculations are given in table 4.19. The critical ratio (CR) is found to be 0.10 which is significant at the 0.05 level.

Therefore this null hypothesis is rejected and it is concluded that there is no significant difference between the female married and female unmarried students in respects of their attitude towards using internet.

**Table 4.19**

**THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE  
MEANS OF THE ATTITUDE TOWARDS USING INTERNET  
SCORES OF FEMALE MARRIED AND FEMALE UNMARRIED  
STUDENTS**

<b>Sub-Samples</b>	<b>Number</b>	<b>Mean</b>	<b>S.D</b>	<b>DF</b>	<b>T-test</b>	<b>Significance at the 0.05 level</b>
Female married Students	35	45.11	6.37	151	0.10	No significance
Female unmarried Students	118	44.99	6.04			

### **4.3. DISCUSSIONS ON THE RESULTS**

The findings got out by the investigator for the present study are prescribed in the light of the empirical studies made earlier in this field.

In the present study a large number of students have a favourable attitude towards using internet. This gets support from a few earlier studies.

Gender of the students causes significant difference in respect of their attitude towards using internet in the present study. This gets support from a few earlier studies but in an earlier study the gender causes no significant differences in respect of their attitude towards using internet.

In the present investigation educational qualification causes no significant difference in respect of their attitude towards using internet.

### **4.4. CONCLUSION**

Thus the analysis of the data generated by the administration of the tool on the sample of as many as 250 B.Ed., students of the Five Education colleges of Vellore District has yielded many interesting results which are summarized in the succeeding chapter – V

## **CHAPTER – V**

### **SUMMARY, FINDINGS AND CONCLUSION**

#### **5.1. INTRODUCTION**

In the present investigation, an attempt has been made to study the B.Ed., Students' attitude towards using internet in Vellore District Education colleges.

This chapter presents the consolidated findings of the study recapitulating the main features contained in the previous one. Apart from the main findings emerged from the study, suggestion for the further research in the lights of the present investigation is also given in succeeding paragraphs.

#### **5.2. STATEMENT OF THE PROBLEM**

The present study has been specifically indented to study the B.Ed., Students' attitude towards using internet in Vellore District. Five variables

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like Gender, locality, subject, qualification and marital status and their sub-samples are used in this dissertation. The tool used in the study was constructed and validated by Nickell G.S. and Pinto J.N. (1986).

### **5.3. OBJECTIVES OF THE STUDY**

To Study

- i. The Extent to which the B.Ed., Students are favourably or unfavourably disposed towards using internet.
- ii. The difference if any between male and female students in respect of their attitude towards using internet.
- iii. The difference if any among science, arts and language students in respect of their attitude towards using internet.
- iv. The difference if any between graduate and postgraduate students in respect of their attitude towards using internet.
- v. The difference if any between married and unmarried students in respect of their attitude towards using internet.
- vi. The difference if any between male science and male arts students in respect of their attitude towards using internet.

- vii. The difference if any between male science and male language students in respect of their attitude towards using internet.
- viii. The difference if any between male arts and male language students in respect of their attitude towards using internet.
- ix. The difference if any between female science and female arts students in respect of their attitude towards using internet.
- x. The difference if any between female science and female language students in respect of their attitude towards using internet.
- xi. The difference if any between female arts and female language students in respect of their attitude towards using internet.
- xii. The difference if any between male graduate and male postgraduate students in respect of their attitude towards using internet.
- xiii. The difference if any between female graduate and female postgraduate students in respect of their attitude towards using internet.

- xiv. The difference if any between male married and male unmarried students in respect of their attitude towards using internet.
- xv. The difference if any between female married and female unmarried students in respect of their attitude towards using internet.

#### **5.4. IMPORTANT FINDINGS**

The following are the important findings of the study

- i. In respect of the entire sample of the B.Ed., students, as much as 76.04% of them have a favourable attitude towards using internet and 23.04% of them have an unfavourable attitude towards using internet.
- ii. There is no significant difference between the male and female B.Ed., students in respect of their attitude towards using internet.
- iii. There is no significant difference among the Science, Arts and Language B.Ed., students in respect of their attitude towards using internet.

- iv. There is no significant difference between the graduate and postgraduate B.Ed., students in respect of their attitude towards using internet.
- v. There is no significant difference between the married and unmarried B.Ed., students in respect of their attitude towards using internet.
- vi. There is no significant difference between the male science and male arts B.Ed., students in respect of their attitude towards using internet.
- vii. There is no significant difference between the male science and male language B.Ed., students in respect of their attitude towards using internet.
- viii. There is no significant difference between the male arts and male language B.Ed., students in respect of their attitude towards using internet.
- ix. There is no significant difference between the female science and female arts B.Ed., students in respect of their attitude towards using internet.

- x. There is no significant difference between the female science and female language B.Ed., students in respect of their attitude towards using internet.
- xi. There is no significant difference between the female arts and female language B.Ed., students in respect of their attitude towards using internet.
- xii. There is no significant difference between the male graduate and male postgraduate B.Ed., students in respect of their attitude towards using internet.
- xiii. There is no significant difference between the female graduate and female postgraduate B.Ed., students in respect of their attitude towards using internet.
- xiv. There is no significant difference between the male married and male unmarried B.Ed., students in respect of their attitude towards using internet.
- xv. There is no significant difference between the female married and female unmarried B.Ed., students in respect of their attitude towards using internet.

## **5.5. SUGGESTION FOR FURTHER STUDY**

The following are some of the suggestions given for further study.

The present study aims at analyzing the B.Ed., Students' Attitude Towards Using Internet.

- i. A similar study may be undertaken with a large sample by including the other facilities also.
- ii. A same type of study may be undertaken at school and college levels.
- iii. A similar study may be undertaken among the parents and the teachers.
- iv. This study covers only the students of B.Ed., A Similar study can be conducted for other degrees like M.Ed., and M.Phil.,
- v. This study is limited to the students of Vellore District. The similar study may be undertaken in different districts or state level.

## **5.6. CONCLUSION**

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The present study reveals that the gender of the students can cause no significant difference in respect of their attitude towards using internet. It also find out that the locale and educational qualifications of the students caused no significant difference in respect of their attitude towards using internet, even though a large number of B.Ed., students have relatively favourable attitude towards using internet.

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