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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

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

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Further I certify that this dissertation had not formed the basis for the

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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

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

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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

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required information to the needy is to consider in a hest 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 internal

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.

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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,

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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) Because of the

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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

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- 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.tnteu.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

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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 instructions 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 assumes a leadership role in

the transformation of education or be left behind in the swirl of rapid

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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.

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- 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

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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.

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- 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

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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.

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> 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

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Free software: Most popular web browsers are providing free

downloadable softwares. (For example, 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.

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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

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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.

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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

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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

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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

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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

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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

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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 saturation with which it is related.

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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** 

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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.

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

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xi. The difference, if any, between Male Married and Female

Married students in respect of their attitude towards using

internet.

The difference, if any, between Male Unmarried and Female xii.

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.

The difference, if any, between the Post Graduate students xiv.

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.

There is significant difference between Male and Female i.

students in respect of their attitude towards using internet.

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

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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.

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### 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

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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

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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

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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 faculties would be

needed larger band width, fiber optic lives 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

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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

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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

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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

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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

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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

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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.

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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

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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.

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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

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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

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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.
- The difference, if any, among Science, Arts and Language iii) 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.
- The difference, if any, between Married and Unmarried v) 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

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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

3.5. NEED AND SIGNIFICANCE OF THE STUDY

needs of the investigation.

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 has been working for this purpose

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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

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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** 

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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

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#### 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.

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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 intents 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.

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- 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.
- The difference, if any, between Female Science and Female ix) Arts students in respect of their attitude towards using internet.
- The difference, if any, between Female Science and Female X) 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

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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)

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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

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5.	Pallavan College of Education,  Vellore	50

Table: 4.2

THE DETAILS OF ATTITUDE TOWARDS USING INTERNET

SCORES OF THE ENTIRE SAMPLES AND ITS SUB – SAMPLES

VARIABLES	NUMBERS	MEAN	S.D
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

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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	Favourable	191 (76.4%)	70 (72.2%)	121 (79.1%)	137 (74.5%)	54 (81.8%)
using internet	Unfavourable	59 (23.6%)	27 (10.8%)	32 (20.11%)	47 (25.5%)	12 (18.2%)
	Total (N)	250	97	153	184	66

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Table 4.3 (continue...)

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

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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**

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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.

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

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Students					significance
Female Students	153	45.01	6.09		
Students					

#### **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.

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#### **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

Sub-	Number	Mean	S.D	DF	T-test	Significance
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Samples						at the 0.05
						level
Graduate	184	44.28	6.34			
Students	104	44.20	0.54	248	1.24	No
Post	66	45.42	6.52	210	1.2 .	significance
Graduate	00	43.42	0.32			

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

#### **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** 

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

Sub- Samples	Number	Mean	S.D	DF	T-test	Significance at the 0.05 level
Science Students	106	45.01	6.11	248	0.93	No
Language Students	78	44.10	6.91	2.0	3.70	significance

Table 4.8

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

Sub- Samples	Number	Mean	S.D	DF	T-test	Significance at the 0.05 level
Arts Students	66	44.46	6.26	248	0.33	No
Language Students	78	44.10	6.91	2.0	0.00	significance

#### **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.

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Table 4.9

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

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

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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

Sub- Samples	Number	Mean	S.D	DF	T-test	Significance at the 0.05 level
Male Science	40	44.91	6.45	62	1.15	No significance
Male Arts	24	44.00	6.16	<b>52</b>		

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**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

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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

Sub- Samples	Number	Mean	S.D	DF	T-test	Significance at the 0.05 level
Male Science	40	44.91	6.45	71	0.91	No
Male Language	33	43.36	7.67		0.7 2	significance

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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

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

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**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)

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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

Sub- Samples	Number	Mean	S.D	DF	T-test	Significance at the 0.05 level
Female	66	45.10	5.94	106	0.18	No
Science	66	43.10	3.94	100	0.16	significance

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Female	42	45.31	6.24		
Arts	42	43.31	0.24		

# Table 4.14 THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE MEANS OF THE ATTITUDE TOWARDS USING INTERNET SCORES OF FEMALE SCIENCE AND FEMALE LANGUAGE

Sub-	NT 1	3.4	a D	DE	TD 4	Significance
Samples	Number	Mean	S.D	DF	T-test	at the 0.05

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						level
Female	66	44.91	6.45			
Science	00	44.71	0.13	109	0.37	No
Female	45	44.64	6.31	10)	0.37	significance
Language	73	77.07	0.51			

#### **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.

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#### **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

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Sub- Samples	Number	Mean	S.D	DF	T-test	Significance at the 0.05 level
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

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

#### **NULL HYPOTHESIS (xiv)**

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

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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** 

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

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

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**

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

#### **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

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

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#### 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

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#### 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.

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- iv. There is no significant difference between the graduate and postgraduate B.Ed., students in respect of their attitude towards using internet.
- There is no significant difference between the married and V. 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.

- There is no significant difference between the female science х. 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.
- There is no significant difference between the female married XV. and female unmarried B.Ed., students in respect of their attitude towards using internet.

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#### 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

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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