



A STUDY ON INTERNET AWARENESS, INTERNET ATTITUDE AND INTERNET BROWSING BEHAVIOUR AMONG B.Ed., TRAINEES IN THANJAVUR DISTRICT.

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ABSTRACT The main objective of the study is to find the Internet awareness, Internet attitude, Internet browsing behavior among the B.Ed., Trainees in thanjavur district with their different dimensions of Age, Gender, Major subject ,Qualification ,Type of college, Gender of college ,Locality of college and Internet usage time. To analyse Internet awareness, Internet attitude, Internet browsing behavior among the B.Ed., Trainees by collecting the data from thanjavur district B.Ed., college students. For this investigation, a questionnaire developed the scholar to seek the information from the student teachers. we took 300 samples to investigate and the result shows there is no significant difference in the Internet awareness of the B.Ed., trainees and in all dimensions with respect to the variables. The study also showed a significance difference in men and women student teacher related to the Internet attitude. The Internet browsing behavior have significant influence on the B.Ed., trainees in thanjavur district.

KEYWORDS : Internet, Attitude, Awareness, Browsing Behaviour, B.Ed.,trainees, Locality

INTRODUCTION:

Education plays a significant role in shaping the behaviour of students. The teacher who provides learning experience to learners to light the lamp of knowledge. Therefore, teachers have to equip themselves with teaching and technological skills, pedagogical theory and professional skills. With the advent of ICT in general and internet in particular, the whole teacher education system has undergone a profound change. Computer based internet has become a new classroom after the pandemic covid-19. There is a need to create necessary awareness, attitude and use of technology by teacher trainees who are undergoing to handle the digital era students in future. This may encourage them and provide many facilities to both the student and the teacher. A better acquisition of internet based instructional skills will help the teacher trainees to become successful and updated teachers in the classroom in the future. Hence all the teacher trainees are expected to possess needed internet awareness, internet attitude and internet usage to ensure effectiveness and efficiency of instructional delivery in the class room. In this context, internet awareness, attitude and internet usage by the trainees must be probed periodically to strengthen teacher education programme. The present study is planned in this direction.

Significance Of The Study:

People are now living in the age of Information and Communication Technology. The role of computer based internet is an inevitable part of the society. Even a piece of information or knowledge is communicated immediately through internet. A message conveyed by the internet is of great importance, when compared to a message conveyed by a printed page. One could understand how fast, clear and effective it is. Education is accepted to play a key role in achieving community development in the process of globalization through its technological development. These can be achieved by introducing information and communication technology (internet) in teaching learning process.

Need For The Study:

Teachers played an important role in preparing the students to survive in the digital media. Hence all student teachers are expected to develop in them proper positive technology attitude and awareness to execute the practical aspect of the training in multimedia and internet. In this context, studies in attitude, awareness and technology utilization of student teachers are warranted.

Scope Of The Study:

In the present study, an attempt is made to find out whether the student teachers differ in their awareness and attitude levels, internet usage and the problems encountered therein.

Objectives Of The Study:

1. To examine whether the B.Ed trainees differ in their internet awareness, internet attitude, internet browsing behaviour and internet browsing problem on the basis of the age of trainees.

2. To study whether the B.Ed trainees differ in their internet awareness, internet attitude, internet browsing behaviour and internet browsing problem on the basis of the gender of the trainees.
3. To find out whether the B.Ed trainees differ in their internet awareness, internet attitude, internet browsing behaviour and internet browsing problem on the basis of the educational qualification of the trainees.
4. To examine whether the B.Ed trainees differ in their internet awareness, internet attitude, internet browsing behaviour and internet browsing problem on the basis of the subject specialization of the trainees.
5. To find out whether the B.Ed trainees differ in their internet awareness, internet attitude, internet browsing behaviour and internet browsing problem on the basis of the nature of the college they are studying.
6. To find out whether the B.Ed trainees differ in internet awareness, internet attitude, internet browsing behaviour and internet browsing problem on the basis of the type of college where they are pursuing their teacher training course.
7. To find out whether the B.Ed trainees studying in rural and urban B.Ed colleges differ in their internet awareness, internet attitude, internet browsing behaviour and internet browsing problem.
8. To find out whether the B.Ed trainees differ in their internet awareness, internet attitude, internet browsing behaviour and internet browsing problem on the basis of the rate of internet usage for their studies.
9. To find out the factor structure of internet attitude, internet browsing behaviour dimensions of ICT.

Hypotheses Of The Study:

1. There exists significant difference between the men and women B.Ed teacher trainees in their internet awareness, internet attitude, internet browsing behaviour and internet browsing problem mean scores.
2. The B.Ed teacher trainees of arts and science disciplines differ in internet awareness, internet attitude, internet browsing behaviour and internet browsing problems.
3. The postgraduate and undergraduate student teachers differ in their internet awareness, internet attitude, internet browsing behaviour and internet browsing problems.
4. The B.Ed trainees studying in women's and coeducational colleges differ in their internet awareness, internet attitude, internet browsing behaviour and internet browsing problems.
5. There exists significant difference between student teachers studying in government and private colleges in their internet awareness, internet attitude, internet browsing behaviour and internet browsing problems.
6. The B.Ed trainees studying in rural and urban colleges differ in their internet awareness, internet attitude, internet browsing behaviour and internet browsing problems.

7. Age is a factor in determining the internet awareness, internet attitude, internet usage and internet usage problems of B.Ed teacher trainees.
8. The B.Ed trainees differ in their internet awareness, internet attitude, internet usage and internet browsing problems on the basis of the time spent on internet.

Method And Sample

In the present study, survey method was selected to examine the problem.

Survey is a method, which gathers data from a relatively large number of cases at a particular time. Surveys are concerned with describing, recording, analyzing and interpreting conditions that either exist (or) existed. There were 10 different B.Ed., colleges selected and took 300 sample for this survey.

Tool:

In this investigation, scholar prepared a questionnaire to seek information from the trainees in thanjavur district regarding to Internet awareness, Internet attitude, Internet browsing behavior.

Major Findings Of The Study:

The following are the major findings of the study:

- 1) The B.Ed trainees in general have greater awareness regarding internet.
- 2) The teacher trainees of B.Ed programme have more positive attitude towards internet.
- 3) There is greater level of internet use among B.Ed trainees.
- 4) The B.Ed trainees experience more internet based problems while making use of it for study purpose.
- 5) Men and women trainees differ in their internet awareness and internet attitude. When compared with men, the women display greater internet awareness and internet attitude. But they do not differ in internet usage and internet browsing problems.
- 6) The arts and science B.Ed trainees do not differ in the four variables of internet.
- 7) The undergraduate and postgraduate students do not differ in internet awareness, internet attitude, internet usage and internet usage problems.
- 8) The trainees studying in women's colleges have more internet awareness, when compared with the trainees studying in co-educational institutions. But they do not show any significant variation in internet attitude, internet browsing behavior and internet browsing problems.
- 9) There exists significant different between the trainees studying in private and government colleges of education in using internet for studies. It is interesting to note that the trainees studying in government colleges utilize the internet more when compared with the trainees studying in private colleges. In the variables namely internet awareness, internet attitude and internet browsing problem, no significant differences between the two groups are found out.
- 10) The B.Ed trainees studying in rural and urban colleges do not differ in internet awareness, internet attitude and internet usage. But, regarding internet usage problems, the trainees studying in urban colleges experience more internet related problems when compared with the trainees studying in rural colleges.
- 11) Age is not a factor in determining the internet awareness, internet attitude, internet browsing behavior and internet browsing problems.
- 12) The B.Ed trainees do not differ in their internet awareness, internet attitude, internet usage and internet usage problems on the basis of the time spent on internet.
- 13) From the internet attitude variable, the following six independent factors are identified:
 - a) Online Excitement
 - b) Internet Stimulation
 - c) Subject Provider
 - d) Innovative Tool
 - e) Internet Technique
 - f) Techno-Pedagogical Tool
- 14) The following six significant factors are extracted from internet browsing behavior variable:
 - a) New Website Searching
 - b) Online Participation
 - c) Logical Information Search
 - d) Online Consumer Based Activities

- e) Online Academic Involvement
- f) Subject Update

CONCLUSION:

Information and communication technology has made major inroads in educational system. Particularly, due to the initiation of "Digitalization of India" policy of the central government, a thrust has been given to install internet services not only in urban area, but also in the remote parts of the country. The impact of internet is greater in higher education sector. Even the teacher education programme cannot escape from the influence of internet.

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