

## Attitude Towards Internet: A Study Among Teacher Educators In Rohtak.



### Education

**KEYWORDS :** Attitude, Internet, Gender and Locality

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### ABSTRACT

*The aim of the present study is to investigate the Attitude towards Internet of Teacher Educators in relation to Gender and Locality. Descriptive survey method was used. The sample was comprised of 100 Teacher educators from District Rohtak of Haryana. The investigator used the Attitude towards internet scale Nickell and Pinto (1986) for data collection. The Cronbach Alpha value of IAS was 0.7186. The Cronbach Alpha value of IAS in current study is 0.733. Findings of the study showed no significant difference in the Attitude towards Internet of Teacher educators in relation to Gender and Locality.*

### 1.0 INTRODUCTION

Internet use is one of the new social habits. It is one of the most important factors that induce this change as regards the convenience it brings to communication and other areas. Internet is a useful tool for all in a technologically advanced world. Internet use for education is very important. It is now in practice to teach school to college to get more out of it. Students and teachers can communicate with each other with the help of Internet (Chickering & Gamson, 1991). Today Internet is used in teaching, research, social interaction, communication and exchange of information (Odabaşı et al., 2007). The view of "the Internet opens classrooms to the world, the Internet opens the world to classrooms" by Joo (1999). The use of Internet for education is very important. It is now being used to teach in schools and colleges to get more out of it (Usun, 2003). Okay (2010) found out in a study about use of Internet by teacher candidates that Internet is intensely used for homework and research. Luan et al. (2005) found out that Internet is mostly used in obtaining information by university students. Similarly Usta, Bozdoğan and Yıldırım (2007) found in their study that students mostly use Internet for educational purposes. To make proper use of Internet in schools, colleges and universities there is a need to understand the attitudes of students toward the use of it. It is valuable learning tool, it is necessary to understand what their B.ed student's attitudes toward Internet.

### 1.2 Purpose of the study

The purpose of the study was to study the attitude towards internet of teacher educators. It was also investigated to what extent certain demographic variable i.e. Gender and Locality Effect Attitude towards Internet.

### 1.3 Objectives of the study

The study aims to achieve the following objectives.

- To find out the Difference on the attitude towards Internet among Teacher educators in relation to their Gender basis.
- To find out the Difference on the attitude towards Internet among Teacher educators in relation to their Locality basis.

### 1.4 Hypothesis

For the aims of the study, the following hypothesis were framed

- H1.** There is no significant difference on the attitude towards Internet among Teacher educators in relation to their Gender basis.
- H2.** There is no significant difference on the attitude towards Internet among Teacher educators in relation to their Locality basis.

### 2. Research Design and Methodology

**2.1 Variables.** Attitude towards Internet was taken as dependent and Gender and Locality was taken as Independent variable.

**2.2 Method-** Descriptive Survey method was used.

**2.3 Sample-** In present study; a random sample of 100 Teacher

Educators from District Rohtak of Haryana state was taken.

**2.4 Research instrument:** in the present study, following tool was used for data collection.

**2.4.1 Internet Attitude Scale (IAS) by Nickell and Pinto (1986)** - IAS was modified from the Computer Attitude Scale, developed and validated by Nickell and Pinto (1986). In the IAS, used to measure attitudes toward the Internet, the word "computer" was replaced with "the Internet" throughout the scale. The IAS is a 20-item self-report inventory, rated on a five point Likert type scale (1=strongly disagree, 2=disagree, 3=undecided, 4=agree, and 5=strongly agree). Total scores on IAS ranged from 20, indicating an extremely negative attitude toward the Internet, to a score of 100, which would imply an extremely positive attitude toward the Internet. Cronbach alpha value of this scale was 0.7186. The Cronbach Alpha value of IAS in current study is 0.733.

### 2.4.2. Statistical Techniques

Frequency, Percentage, Mean, S.D. and t-ratios were used to analyze the data.

### 3. Analysis and Interpretation

#### 3.1 Demographic characteristics of the sample.

**Table 1.1 Demographic characteristics**

Variables	Categories	Frequency	Percentage
Gender	Boys	42	42%
	Girls	58	58%
Locality	Rural	55	55%
	Urban	45	45%

#### 3.2 Distribution of Attitude towards internet scores among Teacher Educators

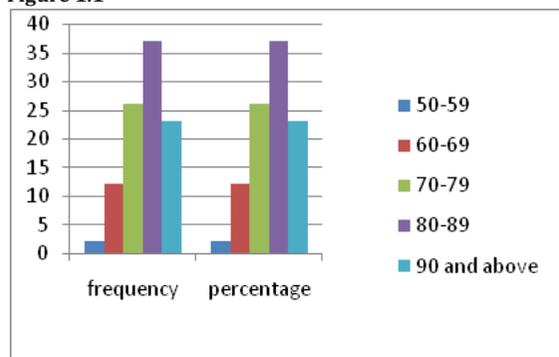
**Table 1.2 Attitudes towards Internet**

S.no.	Score of students	Frequency	Percentage
1	90 and above	23	23%
2	80-89	37	37%
3	70-79	26	26%
4	60-69	12	12%
5	50-59	2	2%
	Total	100	100%

From the Table 1.2 it is found that 23% of students scored 90 and above marks; 37% students scored 80 to 89 marks, where as 26% students scored between 70 to 79 marks and 12% students scored 60 to 69 marks and 2% students scored between 50 to 59 marks. Thus most of the students i.e. 60% of the stu-

dents scored above 80 marks. From this, it is clear that most of the students in the present study have positive attitude towards internet and it is evident from Figure 1.1 also.

Figure 1.1



**3.3 Comparison of the score of Attitude towards Internet between Male and Female teacher educators.**

**Table 1.3 Group Statistics for Attitude towards Internet and Gender**

	Gender	N	Mean	S.D.	t-Ratio	Significance Level at 0.05
1	Male	42	84.5	64.03	0.578	Not significant
2	Female	58	78.29	31.80		

The descriptive statistics display N, Mean and Standard deviation for both Male and Female. Male have a higher mean value as compared to Female for the attitude towards Internet. From the Table1.3, it is clear that calculated t-value (0.578) is not significant at .05 levels. Therefore, we accept null hypothesis to be true since there exist no significant gender difference for

attitude towards Internet. Therefore H1, “There is no significant difference on the attitude towards Internet among Teacher educators in relation to their Gender basis.” is ACCEPTED.

**3.4 Comparison of the score of Attitude towards Internet between Rural and Urban teacher educators.**

**Table 1.4 Group Statistics for Attitude towards Internet and Locality**

	Locality	N	Mean	S.D.	t-Ratio	Significance Level at 0.05
1	Rural	55	80.136	40.89	0.245	Not significant
2	Urban	45	82.5	53.06		

The descriptive statistics display N, Mean and Standard deviation for both Rural and Urban. Urban have a higher mean value as compared to Rural for the attitude towards Internet. From the Table1.4, it is clear that calculated t-value (0.0.245) is not significant at .05 levels. Therefore, we accept null hypothesis to be true since there exist no significant Locality difference for attitude towards Internet. Therefore H2, “There is no significant difference on the attitude towards Internet among Teacher educators in relation to their Locality basis.” is ACCEPTED.

**Discussion of Results**

1. From the above findings, it has been found that there is no significant gender difference on the Attitude towards Internet. Male and Female Teacher Educators are same attitude regarding Internet .The results of this study were consistent with the earlier findings of Odell et al.(2000) and Shaw and Gant(2002). They reported that the gender gap in the use of the Internet has been narrowing in recent years.
2. Another finding of this study revealed that there is no significant locality difference on the Attitude towards Internet. It means Locality does not have any effect of the attitude towards Internet of teacher Educators.

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