Internet use pattern among the Female Students of B.Ed Colleges in Ramanathapuram District, Tamilnadu

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Abstract

The present study described the Internet use pattern among the Female Students of B.Ed Colleges in Ramanathapuram District, Tamilnadu. Well-structured questionnaires were distributed to female students of B.EdColleges in Ramanathapuram District to collect data. Out of 160 questionnaires 140 questionnaires received, therefore 140 questionnaires were considered for the data analysis, the study identified that mathematics students were used internet more predominant (23.58%) among the elven department students and purpose of the respondents for using the internet, more number of people was using the internet for checking their mail (WAM 4.38).

Key Words: Internet, B.Ed College, Search Engine

Introduction

21st century is notorious as an era of Technology and Information. Internet usage is become the necessary part of today's world. It is the demand of today's world that B.Ed. students must be used to with Internet usage for self-learning and utilize it for getting knowledge and apply in teaching learning process. This try will be appropriate when the results of this study will be expanding and B.Ed. students will be used Internet for their self-learning. The Internet had its origins during the 1960's as a project of the United States government's Department of Defense, to create a non-centralized network. This project was called ARPANET (Advanced Research Projects Agency Network), created by the Pentagon's Advanced Research Projects Agency established in 1969 to provide a secure and survivable communications network for organizations engaged in defense-related research. In order to make the network more global a new sophisticated and standard protocol was needed. They developed IP (Internet Protocol) technology which defined how electronic messages were packaged, addressed, and sent over the network. The standard protocol was invented in 1977 and was called TCP/IP (Transmission Control Protocol/Internet Protocol). TCP/IP allowed users to link various branches of other complex networks directly to the ARPANET, which soon came to be called the Internet. Researchers and academics in other fields began to make use of the network, and eventually the National Science Foundation (NSF), which had created a similar and parallel network, called

NSFNet, took over much of the TCP/IP technology from ARPANET and established a distributed network of networks capable of handling far greater traffic. In 1985, NSF began a program to establish Internet access across the United States. They created a backbone called the NSFNET and opened their doors to all educational facilities, academic researchers, government agencies, and international research organizations. By the 1990's the Internet experienced explosive growth. It is estimated that the number of computers connected to the Internet was doubling every year.

Bachelor of Education (B.Ed.) System in India

It is a graduate professional degree which prepares students for work as a teacher in schools, though in some countries additional work must be done in order for the student to be fully qualified to teach.Meant for preparing teachers for secondary schools, this two year (earlier one year) training course is open to graduates, with an emphasis on the principles and methodology of teaching, leading to the Bachelor of Teaching (B.T.), subsequently renamed as Bachelor of Education (B.Ed.) degree. In some states there is Licentiate in Teaching (L.T.), which is considered equivalent to the B.Ed. degree. Bachelor of Education (B.Ed.) is an undergraduate course offered for those interested in pursuing a career in teaching. The B.Ed. degree is mandatory for teaching at the secondary (classes 6 to 10) and higher secondary (10+2 or classes 11 and 12). The minimum qualification required for entry into B.Ed. course is Bachelor of Arts (B.A.), Bachelor of Commerce (B.Com)or Bachelor of Science (B.Sc.). While students from the Arts stream are trained to teach subjects like History, Civics, Geography, and languages, the students from the Science stream are trained to teach Mathematics, Physics, Chemistry, and Biology. The duration of the course is two years from session 2015-16 as per NCTE Regulations, 2014. After B.Ed., students can pursue Master of Education (M.Ed.) in any Indian university or teacher-training institutes offering the course. The National Council for Teacher Education is the statutory body which regulating teacher training courses in the country of India.The Right to Free and Compulsory Education for Children (RTE Act 2009) came into force from April 2010. The act emphasizes on quality education for every child. As such, with the view to bring about quality education in schools, it is required that the entry level percentage to B.Ed. be 50 for those candidates in the General Category and 45 for Scheduled Castes and Scheduled Tribes.The Bachelor of Elementary Education (B.El.Ed.) programme is a four-year integrated professional degree programme offered after the higher secondary stage of school. B.El.Ed. is designed to integrate the study of subject knowledge, human development, pedagogical knowledge, and communication skills. Both professional and academic options are available to students who graduate with a B.El.Ed. Degree.

Review of Literature

RubinaAnis(2016)[1]. investigate the awareness and usage of internet resources among U.G., P.G. and Ph. D. Visually Impaired students in Maulana Azad Library, A.M.U., Aligarh. Study was carried out the survey methods and Questionnaire tool were used to collect data. Analyses reveled that majority of the U.G,P.G. and Ph.D. Students are Computer literatures and are aware of online resources. The most ly used assistive technology is screen reader. It is found the students are depending on internet resources mainly for their academic purpose. Responses show that lack of proper training creating a big barrier in using internet. The Result of the study would helpful in getting good idea of the student's awareness level of internet resources and assistive technologies. Mostly the Ph.D. Students are strongly agree with internet resources in the Maulana Azad Library. The outcome of the study help to maintain, to provide adequate services and training to visually impaired students to access information without any barriers as well as extended to all the facilities and all department of the university. Sudha and Kavitha(2015)[2]. Studied on the internetusage pattern among CBSE school teachers in Coimbatore District. The study indicated that six out of ten respondents were using the internet more than 3 years. Less than 10% of the respondents were using the internet less than 1 year. More number of respondents were using Mobile Networks compared with other such as Broad Band connection, Modem based network connections and ISDN modem which they used the internet for checking their mail and updating their knowledge. School teachers prefer to use Google Chrome rather than Internet Explorer, MozillaFirefox and Opera. Three fourth of the CBSE school teachers were using the internet daily and less than ten percent of the respondents were using the internet weekly once which connected that one out two of the respondents were using the internet more than 2 hours in a day and one third of them spend less than 2 hours in a day for internet. Majorities of the respondentscomplied that lack of proper internet connectivity and lack of time to access the internet. Morerespondentsmentioned that overload of information, Lack of Security during browsing were main problems in accessing the internet. Dong (2003)[2].Investigated internet use by the Chinese faculty, researchers, and students. More men than women used the internet. Respondents with higher degrees and lower age spent more time on the internet. They mostly used e-mail (84.8 percent) and browsed WWW (58.2 percent). They learned to use the internet mainly through self-instruction (46.1 percent) and colleagues or friends (35.7 percent). Kumar, Devendra (2010)[3]. Study find out the faculty use of Internet services at a university of agriculture and technology. Findings show that majority of the faculty use internet for research purpose. However, it is also found that users were not satisfied with the infrastructure facilities available in the library. Facilities such as number of terminals, multimedia facilities and printer were inadequate to the fulfillment of needs of the users. Ani et al. (2005) found that only four universities libraries out of the 29 covered in their study provided internet services.Ojedokun and Owolabi (2003)[4]. Investigated the impact of competencein the use of the internet by the faculty in Botswana. It was found that the respondents were more skilled in the use of the internet for research purposes and less competent in its use for teaching. It was recommended that the faculty should be provided with formal training.

Objectives

- To study the awareness level of internet use
- To identify the place of accessing internet
- To evaluate the purpose of using internet
- To study the various problems faced by the teachers while accessing internet
- To identify the search engine/web browser which they frequently used by the respondents

Methodology

The present study is confined to analysis the Internet use pattern among the Female Students of B.Ed Colleges in Ramanathapuram District, Tamilnadu. The study based on assessment method adopted and a well-structured 160 was prepared and distributed. 140 duly filled in questionnaires were received from the respondents. The overall response rate is 87.5%. The collected data was scrutinized and analyzed. Statistical method such as WAM (Weighted Average Mean) and simple percentage method was used for the analysis.

Table 1.Distribution of the respondents by their Department

Department	No of Respondents	Percentage (%)
Tamil	24	17.14
English	17	12.14
Mathematics	33	23.58
Physics	15	10.71
Chemistry	10	7.15
Botany	2	1.43
Zoology	1	0.72
History	23	16.43
Computer Science	4	2.85
Commerce	8	5.71
Economics	3	2.14
Total	140	100

The table no 1displays the distribution of the respondents by their departments. It is clear that 23.58% of the respondents were belongs to Mathematics. 17.14% of the respondents were belongs to Tamil and 16.43% of the respondents were belongs to History department. Around 12.14% of the respondents were belongs to English and 10.71% of the respondents were Physics. Only 0.72% of the respondents were Zoology.

Table 2Distribution of the respondents by Age

Age Group	No of Respondents	Percentage (%)
20 - 30	83	59.28
31 – 40	47	33.58
Above 40	10	7.14
Total	140	100

The table no 2 indicates the distribution of the respondents by their age. It is noted that 59.28% of the respondents were belongs to the age group of 20-30,33.58% of the respondents were belonging to the age group of 31-40 and Only 7.14% of the respondents were above 40 aged.

Table 3Calculation of WAM for awareness level of Internet usage

Awareness level	x	Weight(w)	Wx
Not at all aware	2	1	2
Slightly aware	11	2	22
Somewhat aware	24	3	72
Moderately aware	37	4	148
Extremely aware	66	5	330
Total	140	12	574

WAM $=\sum wx/\sum x$

WAM=574/140

= 4.10

Table 3clarified about the awareness level of Internet use pattern based on WAM (WeightedAverage Mean) the awareness level on internet usage calculated as 4.10.

Table 4Internet usage period

Internet use period	No of Respondents	Percentage
0 – 1 year	18	12.85
1 – 2 year	29	20.72
2 – 3 year	39	27.86
3 Years and Above	54	38.57
Total	140	100

The above table appearances the experience of the respondents about internet usage. It is inferred that 38.57% of respondents were using the internet more than 3 years. 27.86% of the respondents were using the internet 2-3 years. Around 20.72% of the respondents were using the internet 1- 2 years. Only 12.85% of the respondents were using the internet 0-1 year.

Table 5Mode of Internet Connectivity and its frequency

Connectivity	Always	Often	Sometimes	Rarely	Never	Total	WAM	Rank
Modem	56	36	28	12	8	140	4.00	2
ISDN	65	27	24	10	14	140	3.85	3
Broad Band	54	30	35	9	12	140	3.75	4
Mobile Network	82	21	16	15	7	140	4.13	1

The above table indicates the mode of internet connectivity and the frequency of usage. Based on the WAM values, the various internet types were ranked. More number of respondentswas using Mobile Networks (4.13) which ranked as first place and Modem (4.00) was ranked second, ISDN network connections (3.85) ranked as third and Broad Band (3.75) was ranked fourth place.

Table 6Place of Accessing Internet

Places	Always	Often	Sometimes	Rarely	Never	Total	WAM	Rank
Mobile	54	46	26	14	0	140	4.00	1
Home – PC/Laptop	60	40	23	10	7	140	3.99	2
Internet Café	40	35	30	22	13	140	3.40	5
College Library	47	43	38	20	2	140	3.88	3
College Campus	52	36	30	17	5	140	3.80	4

The table no 6said about the various access point of internet by the respondents. Based onthe WAM values', using the Mobile (4.00) was ranked as first position, Home – PC/Laptop (3.99) was ranked second and using Laptop in home (3.0) was ranked as third. Internet Café (2.53) was ranked fourth, PC in the home (2.42) was ranked as fifth, Tablet (1.95) was ranked sixth and School Library (1.94) was ranked seventh.

Table 7 Purpose of using Internet

Purposes	Always	Often	Sometimes	Rarely	Never	Total	WAM	Rank
To check mail	73	46	16	3	0	140	4.38	1
For project works	60	32	24	18	6	140	3.57	4
To update knowledge	64	29	20	17	10	140	3.85	5
For communication	58	40	31	9	2	140	4.02	2
To make class assignments	52	46	34	3	5	140	3.99	3
Down load notes/software's	49	45	26	14	6	140	3.84	6

The table no 7identified that the various purpose of the respondents for using the internet. More number of people was using the internet for checking their mail (4.38) and next to that using the internet for communications(4.02) and for to make class assignments (3.99). Project works was ranked as fourth place, for updating knowledge (3.85) was ranked fifth place, down load notes/software's (3.84) was ranked as sixth position.

Table 8 Preference of various Browsers

Browser	Always	Often	Sometimes	Rarely	Never	Total	WAM	Rank
Google Chrome	60	40	23	10	7	140	3.99	2
Opera	40	35	30	22	13	140	3.40	4
Mozilla Firefox	54	46	26	14	0	140	4.00	1
Internet explorer	52	36	30	17	5	140	3.80	3

The table no 8indicates the preference of various browsers by the respondents for accessing internet. It is ranked that Mozilla Firefox (4) was ranked as first, Google Chrome (3.99) was ranked as second, Internet explorer (3.80) was ranked as third and Opera (3.40) was ranked as fourth position.

Table 9 Preference of Search Engines

Search Engine	Always	Often	Sometimes	Rarely	Never	Total	WAM	Rank
Google	61	44	17	10	8	140	4.00	1
Yahoo	49	56	15	14	6	140	3.96	2
Bing	67	34	20	16	3	140	3.69	5
Alta Vista	47	40	31	11	11	140	3.92	3
Others	53	36	28	14	9	140	3.77	4

The table no 9explores the preference of search engines by the respondents while accessing theInternet, Google (4) was ranked as first place among the list and yahoo (3.96) was ranked as second, AltaVista (3.92) was ranked as third. Other search engines (3.77) was ranked as fourth and Bing (3.69) was ranked as fifth place.

Table 10 Hours spend per day using Interne

Hours Spend	No of Respondents	Percentage (%)
0 – 1 Hour	37	26.42
1 – 2 Hours	35	25.00
2 – 3 Hours	46	32.85
3 – 4 Hours	12	8.58
More than 4 Hours	10	7.15
Total	140	100

The table no 10 describes about the hours spends in the internet during a day. It is noticed that 26.42% of respondents were using the internet 0-1 hour in a day and 25% of respondentsspending 1-2 hours in a day for internet. Around 32.85% of the respondents were spending 2-3 hours and 7.15% of them were spending more than 4 hours in a day for internet browsing.

Table 11 Problems faced while accessing Internet

Problems	Always	Often	Sometimes	Rarely	Never	Total	WAM	Rank
Lack of Time	54	56	20	4	6	140	4.09	2
Lack of Internet Connectivity	55	30	22	24	9	140	3.71	5
Overload of Information	60	40	23	10	7	140	3.99	3
Malware	46	63	28	3	0	140	4.20	1
Lack of security	40	58	20	17	5	140	3.92	4

The above tabledisplays the problems faced by the respondents while they accessing the internet. Based on WAM values, it is noticed that majorities of the respondents complied that malware (4.20) and lack of time to access the internet (4.09). Many respondents mentioned that overload of information (3.99), Lack of Security during browsing (3.92) and undesired contents (2.27) were making problem while accessing the internet. Some of the respondents mentioned that faced Lack of Internet Connectivity (3.71).

Findings and Conclusion

It is clear that mathematics students were used internet more predominant (23.58%) among the elven department students. It is noted that 59.28% of the respondents were belongs to the age group of 20-30. The awareness level of Internet use pattern based on WAM (Weighted Average Mean) the awareness level on internet usage calculated as 4.10. It is inferred that 38.57% of respondents were using the internet more than 3 years. Mode of internet connectivity and the frequency of usage based on the WAM values, the various internet types were ranked. More number of respondents was using Mobile Networks (WAM 4.13) which ranked as first place. Various access point of internet by the respondents based on the WAM values, using the Mobile (4.00) was ranked as first position. Purpose of the respondents for using the internet, more number of people was using the internet for checking their mail (WAM 4.38). Preference of search engines by the respondents while accessing the internet, Google (WAM 4) was ranked as first place among the list. Problems faced by the respondents while they accessing the internet. Based on WAM values, it is noticed that majorities of the respondents complied that malware (4.20) and lack of time to access the internet (4.09). The female students of an individual increasingly rest on the internet for educational purposes. In the recent years, policymakers in India have given top priority to the information and communication industry and have taken a number of favorable steps for development in this regard. Absence of gender gap in internet use pattern is probably due to both genders having high disclosure to the technology through their educational involvement.

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