A Study On Internet Usage Pattern Among The College Teachers Of Coimbatore

Dr. M. Gomatheeswaran., Associate Professor and Head, Department of Commerce., CMS College of Science and Commerce, Coimbatore.

Dr. B. Sivakumar., Associate Professor and Head, Department of Commerce B.VoC Banking, stock and Insurance, PSG College of Arts & Science, Coimbatore

Abstract

The aim of this study is to analyze the use of the Internet and related issues among the teachers. A well structured questionnaire was distributed among the teachers. The response rate was 80.9 percent. The present study demonstrates and elaborates the various aspects of Internet use, such as frequency of Internet use, methods used for learning of Internet skill, most frequently used place for Internet use, purposes for which the Internet is used, use of Internet services, ways to browse the information from the Internet, problems faced by the users and satisfaction level of users with the Internet facilities provided in the college.The result of the survey also provides information about the benefits of the Internet over conventional documents.

Key Words: Internet, conventional resources of information,

Introduction

Today, the Internet plays a vital role in the teaching, research and learning process. It is assumed that the students in India feel more dependent on the Internet for their class assignments and for the latest information of their subject areas than conventional resources of information. Teachers also feel a bit handicapped in updating their knowledge base quickly without using the Internet for their research and classroom teaching activities. This paper discusses the findings of the study.

Literature review

A review of literature reveals that the teachers and the students are the most frequent users of the Internet. They use the Internet mainly for educational purposes rather than for entertainment.

Becker (1998)conducted a study on the Internet use by 2,500 teachers from public and private schools of U.S. The study revealed that 90% of the teachers had Internet access. A majority of the teachers with 59% response had Internet access at home. A majority of the teachers (68%) used the Internet to find information resources for preparing their lessons. A majority of the teachers with 62% response used Web search engines to find information resources.

Bavakutty and Salih (1999) conducted a study at Calicut University which showed that students, research scholars, and teachers used the Internet for the purpose of study, research and teaching, respectively.

Laite (2000)surveyed 406 graduate and undergraduate students from Shippensburg University. The survey revealed that 57.6% of the undergraduate students used the Internet 1-2 times per week and another 37.1% used it 1-2 times daily. 54j.7% of the graduate students used Internet 1-2 times per week and 37.7% used it 1-2 times daily. The survey showed that the most used Internet service was e-mail. 100% of the graduates and undergraduate students used e-mail services.

Panda and Sahu (2003) conducted a study of the colleges of Orissa. The study revealed that 50% of the colleges used dial-up connection. A majority of the colleges used the Internet to provide on-line demonstrations.

Robinson (2005) examined the Internet use among African-American college students. The respondents were surveyed by using the 43-item questionnaire to determine the frequency of Internet. The results of the study indicated that most of the African-American college students (76%) had used the Internet for more than three years. The use of the Internet for most African-American college students occurred at school or at the work place with 49% of the responses at home. 47% of the responses indicated they spent an average of two hours per day on-line. A small percentage of the students spent 5-6 hours per day on the Internet. 43% of the students used the Internet primarily to learn and find school resources.

The ever increasing number of people accessing the Internet coupled with recent explosion of information resources on the Internet, may have considerable implications for teaching, learning and research. Teachers and students are depending more and more on the Internet for their various educational purposes. The present survey is, therefore, an attempt to assess the effectiveness of the Internet as an educational tool, and what role it actually plays in the educational system with special reference to the teachers.

Objectives

The main objective of this study is to analyze the patterns of Internet use, the Internet skills of the professionals, the perceived impact of the Internet on their academic efficiency and problems faced by them while using the Internet. This survey was particularly conducted to assess the benefits of the Internet over conventional resources of information and to find the answer to the question: Besides this the following information was sought about the teachers and the students:

- Various purposes for which the Internet is used;

217

- Various Internet services used for teaching, learning and research;
- Impact of the Internet on the teaching, learning and research;
- Satisfaction with the Internet facilities provided by the colleges under study.

Methods

For sampling, random sampling process was followed for data collection after consulting experts on statistics. The sample was random in the sense that the teachers and the undergraduate students were randomly selected from 6 colleges.

Thirty respondents were selected randomly from each college taking at least five teachers.

Respondent profile

1. Teacehr Profile:

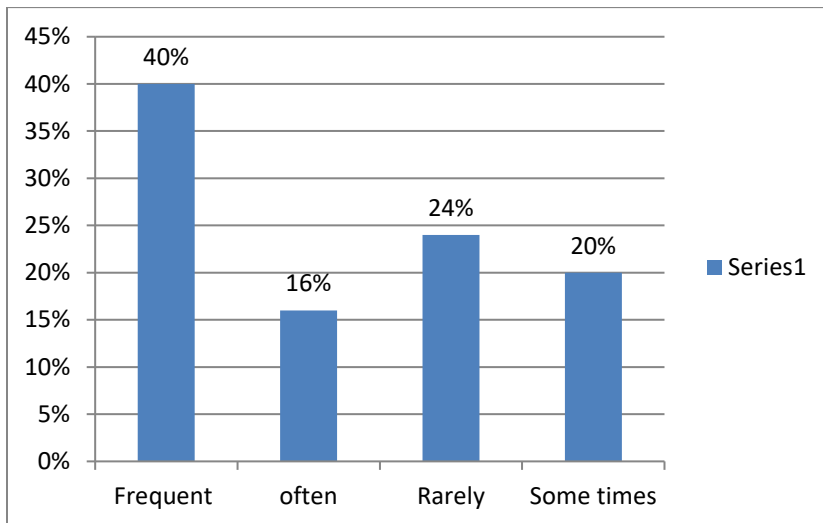|	
Assistant Professor	40
Associate Professor	25
Professor	20
Teacher	15
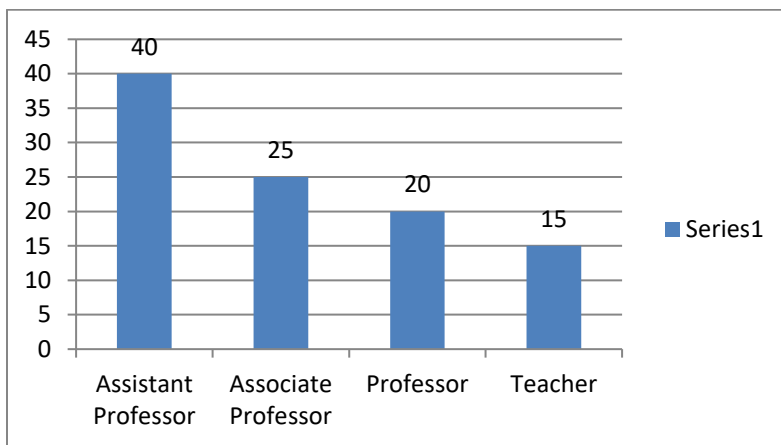
Intrepretation:

From the above table it is identified that 100% of the teachers are using internet, and fall in the different category, they are Assistant Professor 40%, Associate Professor 25%, Professor 20% and Teacher 15%.

2. Use of new relationship:

Frequent	40%
often	16%
Rarely	24%
Some times	20%

From the above table it is intrepreted that 40% of the teachers use to get new relationship, 16% often use for new relationship, 24% Rarely use for relationship, and 20% of the teachers use some times for getting new relationships.
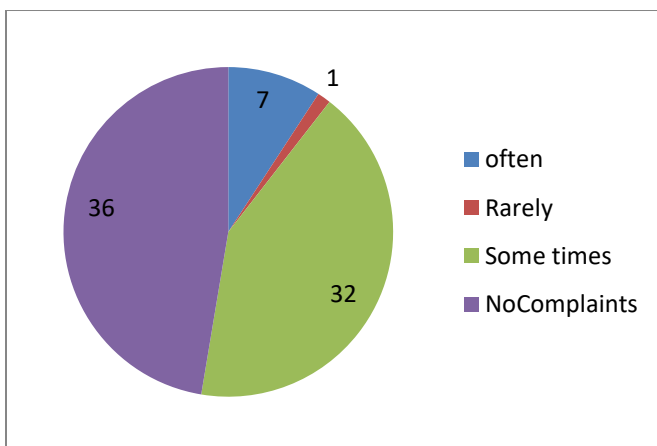
3. Use Internet for excitement:

Frequent	36
often	20
Rarely	20
Some times	24
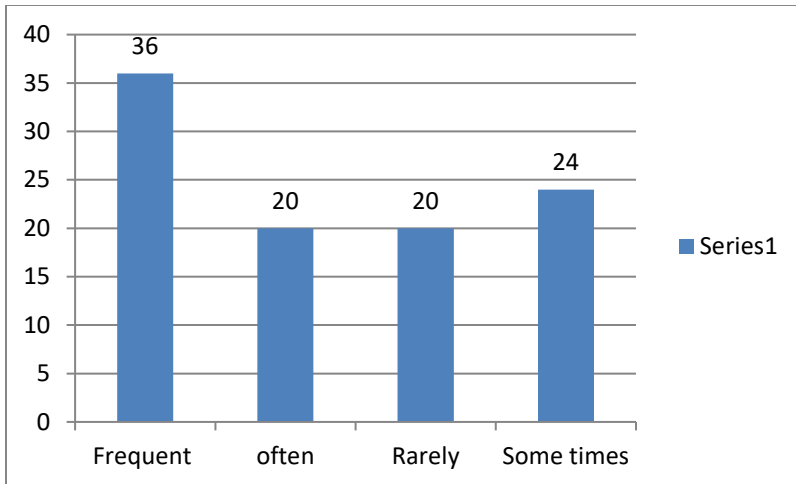
It is Inferred that 36% of the teacehrs use internet for excitement, 20% often use for excitement, 20% rarely use for excitement and 24% use sometime for excitement.

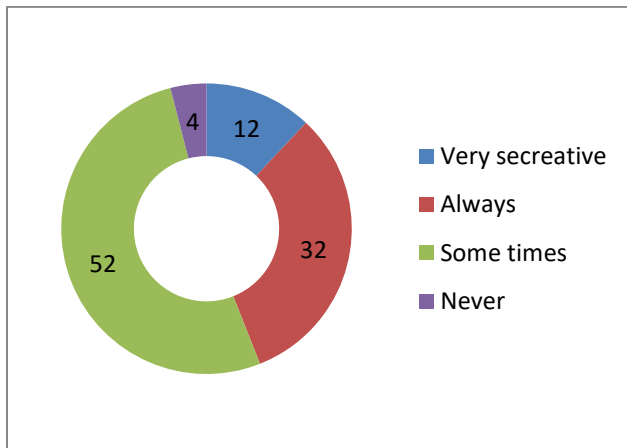4.   Having Complaints about staying Online

often	7
Rarely	1
Some times	32
NoComplaints	36

From the table it is observed that 7% of the teachers often having complaints, 1% Rarely have complaints, 32% say they sometime have complaints and 36% say they don't have any complaints.
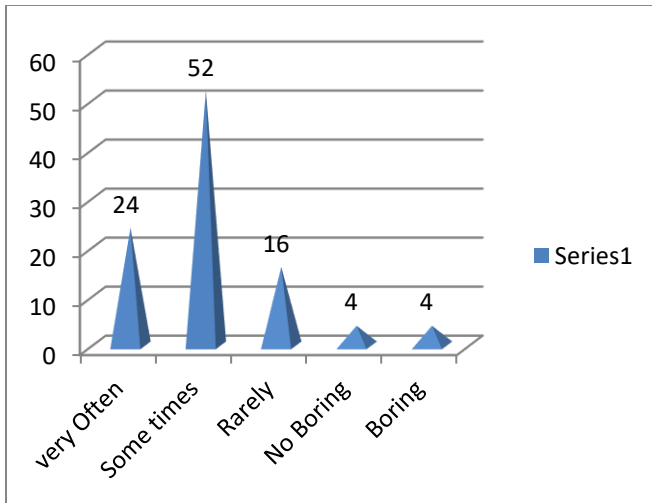
220

5. Trying to be secretive

Very secreative	12
Always	32
Some times	52
Never	4

Out of 100% respondents, 12% of them are very secretive very much, 32% are always secret, 52% are sometimes secret and 4% of them are never secret.

6. Feel Life without internet is boring:

very Often	24
Some times	52
Rarely	16
No Boring	4
Boring	4

From the above table it is found that 24% of the teachers feel boring very often, 52% of them some time feel boring, 16% of them rarely feel boring, 4% of them don't bored and 4 % of them says that life is boring.

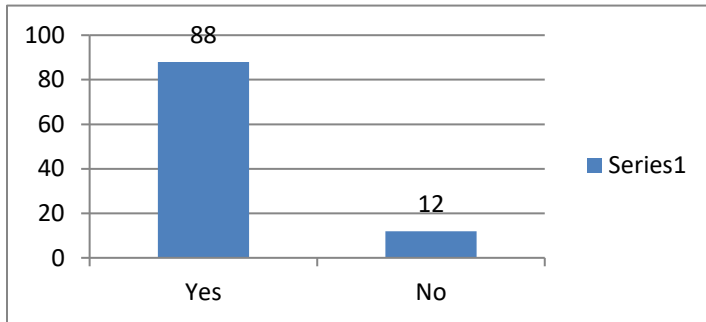7. Do you attend Online Class/ Take Online Class:

Yes am attending Online class	32
No online classes	4
Yes	64
Maybe	0
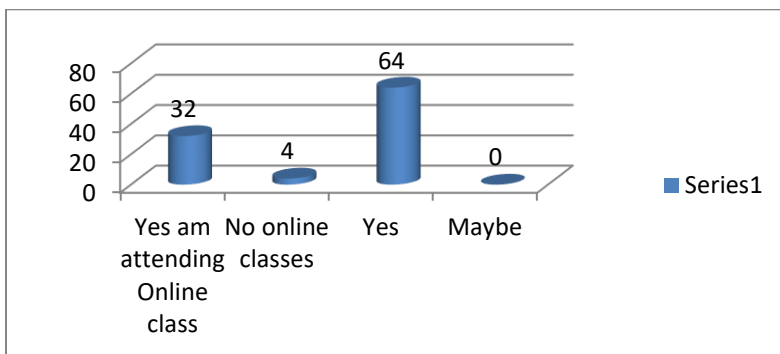
It is found that 32% of the teachers are attending the online programs, 4% of them says they don't have online classes, 64 % says that they are taking online classes and 0% said may be.

8. Do you use internet to attend International/ National Conferences:

Yes	88
No	12

88% of the teachers attend International/ National Conferences, 12% International/ National Conferences.

Intrepretation

1. From the above table it is identified that 100% of the teachers are using internet, and fall in the different category, they are Assistant Professor 40%, Associate Professor 25%, Professor 20% and Teacher 15%.
2. From the above table it is intrepreted that 40% of the teachers use to get new relationship, 16% often use for new relationship, 24% Rarely use for relationship, and 20% of the teachers use some times for getting new relationships.
3. It is Inferred that 36% of the teacehrs use internet for excitement, 20% often use for excitement, 20% rarely use for excitement and 24% use sometime for excitement.
4. From the table it is observed that 7% of the teachers often having complaints, 1% Rarely have complaints, 32% say they sometime have complaints and 36% say they don't have any complaints.
5. Out of 100% respondents, 12% of them are very secretive very much, 32% are always secret, 52% are sometimes secret and 4% of them are never secret.
6. It is found that 32% of the teachers are attending the online programs, 4% of them says they don't have online classes, 64 % says that they are taking online classes and 0% said may be.
7. 88% of the teachers attend International/ National Conferences, 12% International/ National Conferences.

Suggestions

223

Virtual mode of teaching reaches every student at the remote place during the pandamic period. The online mode of teaching makes the teacher use the best platform for primary purpose. This mode makes the teachers to develop new materials through Swayam, NPTEL and other mode of teaching. This online mode of teaching, when entering or searching a new concept creates a great enthusiasm among the teachers, as they learn new concepts. As a teacher we will be ready to post the lecture notes and materials easily and will not be secretive. By the mode of online the teachers are involving themselves in attending the International / National conferences.

References

Becker, Henry Jay, (1998). Internet Use by Teachers. Retrieved June 26, 2004,
from http://www.crito.uci.edu/TLC/findings/Internet-Use/startpage.html.

Jagboro, K.O, (2003). A Study of Internet Usage in Nigerian Universities: A Case Study of Obafemi Awolowo University, Ile-Ife, Nigeria. First Monday, v8, i2. Retrieved June 26, 2004,
from http://firstmonday.orgissues/issue82/jagboro/index.html.

Mishra, O.P., Neelam Yadava, and Kamini Bisht, (2005). Internet Utilization Pattern of Undergraduate Students. University News v43, i13, pp8-12.

Robinson, Jannie W, (2005). Internet Use among African-American College Students: An Exploratory Study. Retrieved 9 August, 2005, from http://wwwlib.umi.com/dissertations/fullcit/3156015.

Electronic Journal of Academic and Special Librarianship v.7 no.1 (Spring 2006)