



## Academic use of internet among prospective teachers of IASEs of Odisha

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### Abstract

The main objective of this paper were (1) To find out the different aspect of internet used by prospective teachers with reference to gender and stream. (2) To find out the purpose of browsing internet with reference to their gender and stream. (3) To identify the use of internet for academic purpose by respondent with relation to their gender and stream and (4) To find out the problems faced by prospective teachers while using the internet with reference to gender and stream. Keeping in view the nature of the study the researcher adopted the descriptive survey method and present study consist of 80 prospective teachers of Radhanatha Institute of Advanced Studies in Education, Cuttack and Dr. Parshuram Mishra Institute of Advanced Studies in Education, Sambalpur. Here researcher used Questionnaires for data collection and Percentage used for data analysis. From the Study it was found that majority of prospective teachers used internet for educational purpose i.e. searching assignments, preparing online projects and making notes for their studies etc. From the study it can be clearly observed that there are certain problems which the prospective teachers faced during accessing to the internet and majority of the prospective teachers faced slow internet speed as one of the major problems whereas some of the respondents find overloaded information on internet as one of the major problems.

**Keywords:** internet, prospective teachers, gender and stream

### Introduction

The present era is the era of science and technology and the human being doesn't left any stone unturned, Human being are curious by nature they always try to do something better and are also getting successful out of these innovations internet is one of them. In other words we can say that it's just like a boon to the mankind it is a very important tool used by everyone including the students as well as teachers for educational and various other purposes like entertainment, social media and many more. Many educational institutions provide internet service to students, teachers as well as researchers. Nowadays students access to internet more frequently to collect information for their homework and internet become a popular tool among students. Internet also increases the skills and capabilities of the students that can facilitate their studies and personal life. The internet is a global system of interconnected computer networks that use the Standard Internet Protocol Suite (TCP/IP) to serve billion of users world-wide. It is a network of networks that consist of millions of private, public, academic, business and Government networks, of local to global scope, that are linked by a broad array of electronic, wireless and optical networking technologies. The Internet carries the vast range of information resources and services, such as the interlinked hypertext documents of the World Wide Web (www) and the infrastructure to support electronic mail.

### Significance of the study

Internet occupies a significant place in every individual's life. It provides sufficient knowledge related to his/her study or research. As for the perspective teacher concern, internet plays vital role in gathering more and more information

related to their subject of study. Prospective teacher collects various important learning material easily which are not available in the library. Internet enable the prospective teacher to search any job, course available in the institution organization and help to apply any form and to take admission in any institution online. It also makes the communication process of prospective teacher easier with their peers, teachers and other person through the using of electronic mail (E-mail). So for every prospective teacher the knowledge of internet is necessary for refresh their knowledge and improvement of study in a successful manner. Not only for study can he/she also enrich his /her knowledge in different areas of interest only through the internet. On the whole the knowledge of internet is inevitable for each and every body. The result of the present study has tried to study the educational use of internet of prospective teachers.

### Statement of the problem

In view of the above, the statement of the study can be stated as under "Academic use of internet among prospective teachers of IASEs of Odisha."

### Objectives of the study

1. To find out the different aspect of internet use by prospective teachers with reference to gender and stream.
2. To find out the purpose of browsing internet with reference to their gender and stream.
3. To identify the use of internet for academic purpose by respondent with relation to their gender and stream
4. To find out the problems faced by prospective teachers while using the internet with reference to gender and stream.

**Research question**

1. In which place the perspective teachers used internet frequently.
2. Do the prospective teachers used internet for academic purposes with regards to gender and Stream?
3. What are the purposes of browsing internet among the prospective teachers with regards to gender and stream?
4. What are the problems faced by prospective teachers while using the internet with reference to gender and stream?

**Research method**

Keeping in view the nature of the present study the researcher adopted the descriptive survey method.

**Population and sample of the study**

All prospective teachers of Radhanatha Institute of Advanced Studies in Education, Cuttack, and Dr P.M Institute of Advanced study in Education, Sambalpur constituted population. of the study. Keeping in view the delimitation the investigator has purposively selected the sample for the present study. Due to lack of time sample of the present study consist of 80 prospective teachers of Radhanatha Institute of Advanced Studies in Education, Cuttack and Dr. Parshuram Mishra Institute of Advanced Studies in Education, Sambalpur. The composition of final sample is shown in a tabular form.

**Table 1:** Gender and stream wise sample description

Trainees	R.N.I.A.S.E.		P.M.I.A.S.E.		Total
Boys	20	Arts-10	20	Arts -10	40
		Science-10		Science -10	
Girls	20	Arts-10	20	Arts -10	40
		Science-10		Science -10	
Total	40		40		80

**Tools used**

The selection of suitable instruments or tools has a vital importance for collection of data in any field. the following tools were developed and used by the investigator for data collection.

- a. Questionnaires for Prospective Teachers

**Sampling and procedure of data collection**

Selecting 80 prospective teachers of Radhanatha Institute of Advanced studies in Education, Cuttack and Dr. Parshuram Mishra Institute of Advanced Studies in Education, Sambalpur. The investigator visited two institute of

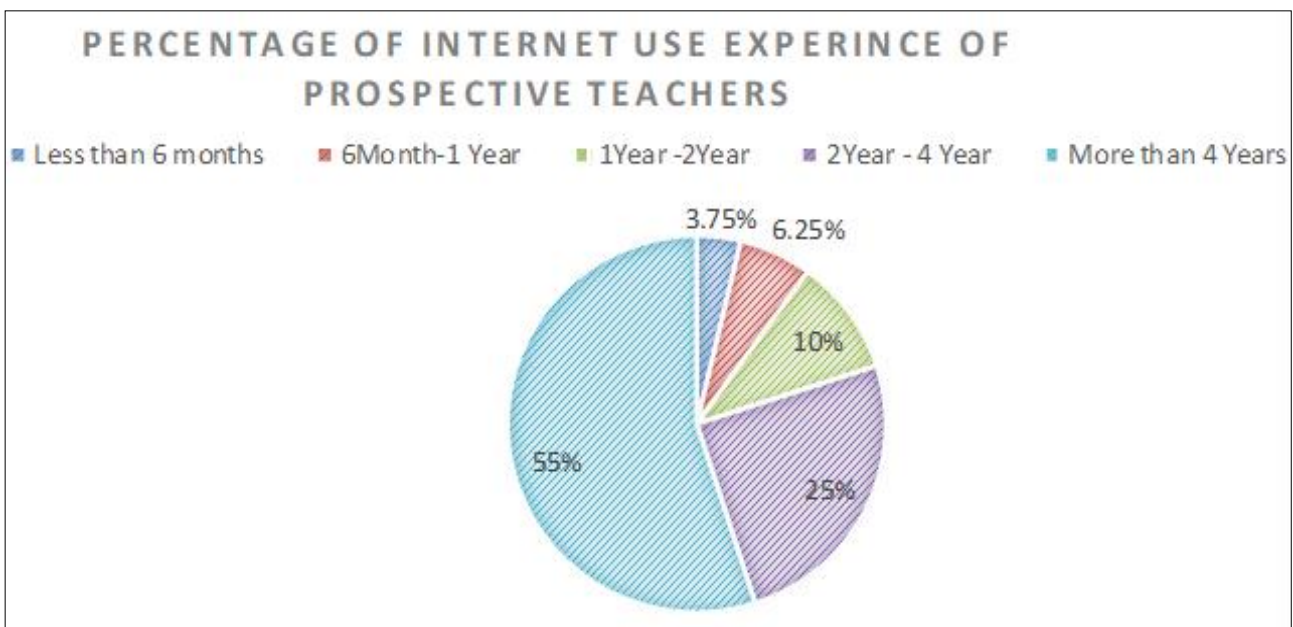
advanced studies in education with the questionnaires meant for the prospective teachers.

**Statistical techniques used**

Data collected for the present study were analyzed in terms of frequency and percentages.

**Analysis of the study**

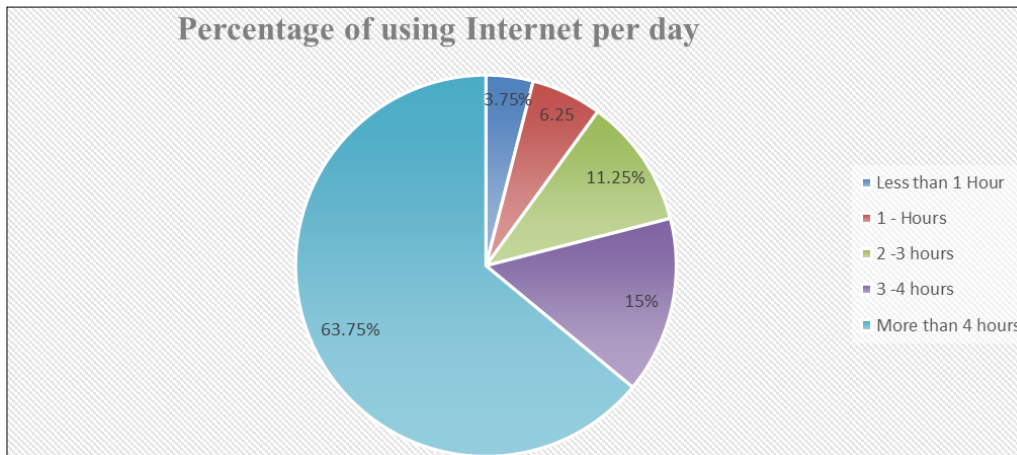
For the present study, qualitative approaches have been adopted. According to the nature of the present study, objective-wise analysis of the data has been done.



**Fig 1:** Pie chart showing internet using experience of prospective teachers.

Pie chart shows that 55% prospective teachers used internet for more than 4 years, while 25% prospective teacher used internet from 2 years to 4 years. Only 10% prospective teachers have experienced internet for 1 to 2 years whereas

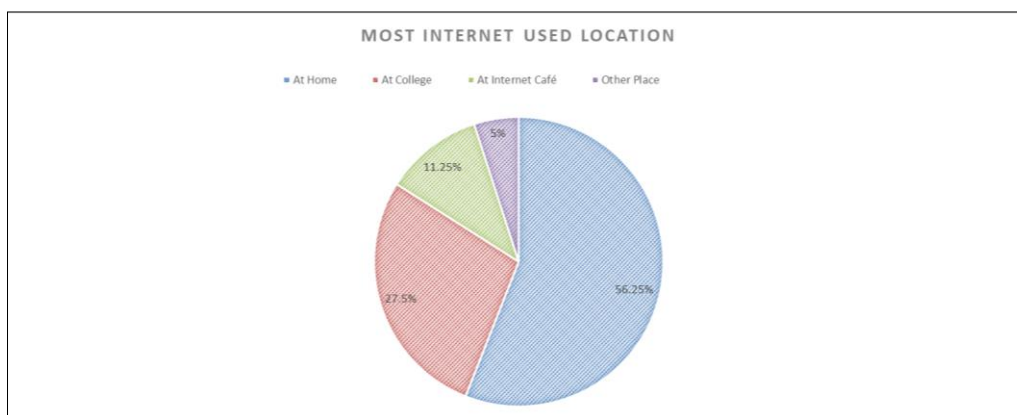
6.25% prospective teachers have experienced of 6 month to 1 year on internet and the least 3.75% prospective teachers have less than 6-month experience on internet.



**Fig 2:** Pie chart showing number of hours spent per day on internet by prospective teachers

Pie chart reveals the number of hours spent per day on Internet by prospective Teachers. It was observed that out of the 80 respondents, 3.75% used internet less than 1hour per day while 6.25%used internet 1 -2 hours per day whereas

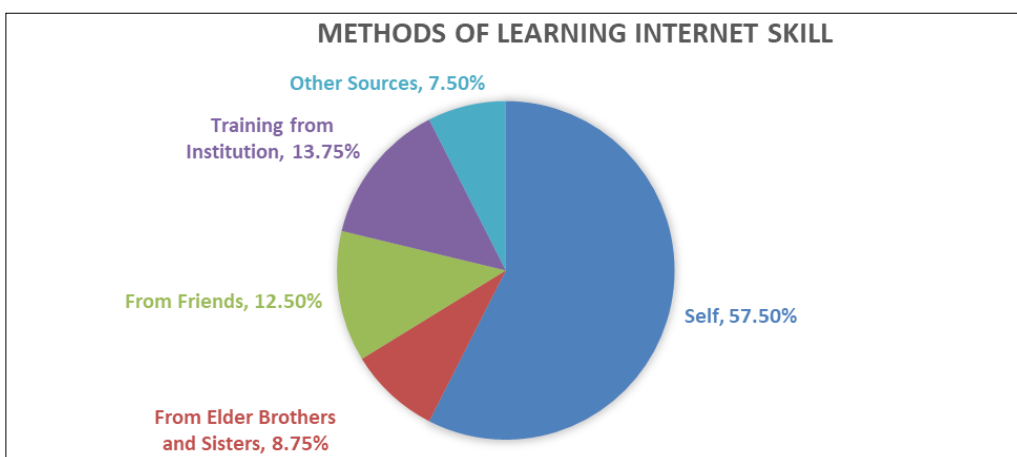
11.25% and 15% used internet 2 -3 hours and 3- 4 hours a day respectively. It has been found that 63.75% used internet more than 4 hours per day.



**Fig 3:** Pie chart showing most internet used location of prospective teachers.

Pie chart reveals the most used Location of internet by Prospective teacher. It was analyzed that out of 80 respondents, 56.25% respondents accessed internet at home,

while 27.5% accessed the internet at college and another 11.25% used internet at internet café and only 5% respondents used internet at other places.



**Fig 4:** Pie chart showing method of learning internet skill by prospective teachers

Pie chart shows the methods used for learning the internet skills. It was found that 57.5% prospective teachers learned internet skill by self, whereas 8.75% of the respondent learned internet skill from elder brothers and sisters,

Another 12.5% respondents learned internet skill from friends while13.75% respondents learned internet skill by taking training from institutions, and only 7.5% prospective teachers learned internet skills from other sources.

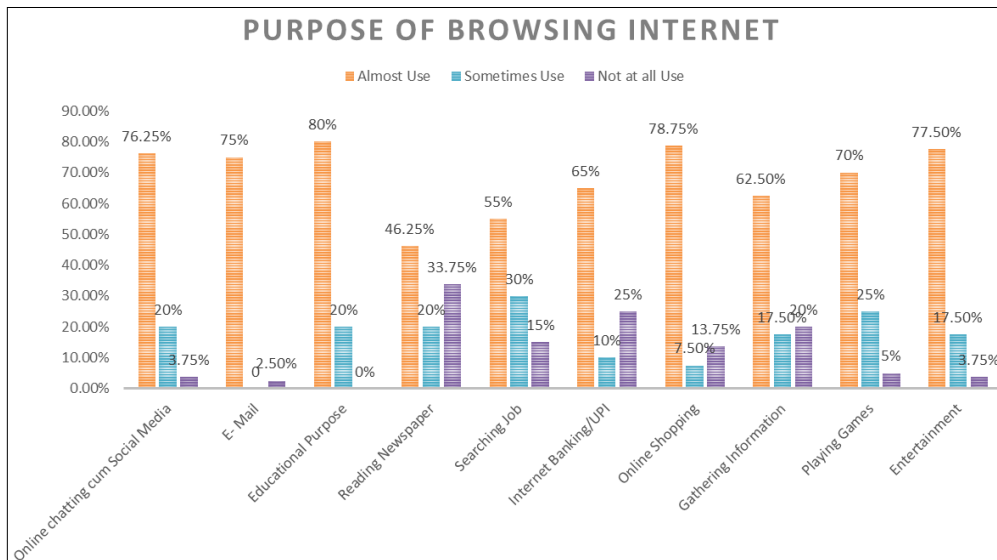


Fig 5: Figure showing different purpose of browsing internet by prospective teachers.

Figure reveals the various purposes for which the prospective teachers used internet. It has been analyzed that 76.25% of the respondents almost used internet for online charting cum social media, while 20% of the respondents sometime used internet for the same purpose and 3.5% respondents not at all use internet for that specific purpose. When the prospective teachers are asked whether they use internet for sending email, 75%, 22.5% and 2.5% of respondents answered they almost used, sometime used and not at all used internet for sending e mails respectively. 80% of the respondents replied that they use internet for educational purposes and 20% answered they used internet sometime for educational purposes and no respondents

replied they not at all used internet for educational purposes. 46.25% replied they almost used internet for reading newspaper and 20% replied they used internet for reading newspaper and 33.75% respondents not at all used internet for that purpose. Again, it has been observed that the 55% respondents almost used internet for searching job and 30% used internet for sometimes and another 15% not at all used internet for searching jobs. Again it was found that 65% prospective teachers used internet for that activity and 10% replied they used internet for sometimes and 25% respondents not at all used internet for online banking and UPI transactions.

Table 2: Academic purpose of browsing internet

Sl. No.	Use of internet for academic purpose	Never		Rarely		Sometimes		Always	
		F	P%	F	P%	F	P%	F	P%
1	Reading and downloading online books	16	20%	10	12.5%	30	37.5%	24	30%
2	Communicating with lecturers	08	10%	12	15%	14	17.5%	46	57.5%
3	Finding journal and article	27	33.75%	13	16.25%	34	42.5%	06	07.5%
4	Watching educational video and Online classes	13	16.25%	10	12.5%	18	22.5%	39	48.75%
5	Note making	07	8.75%	05	6.25%	13	16.25%	65	81.25%
6	Preparing Online Project	12	15%	07	8.75%	28	35%	33	41.25%
7	E - dictionary	11	13.75%	17	21.25%	19	23.75%	33	41.25%
8	Searching Information for Assignment	08	10%	13	16.25%	44	55%	15	18.75%
9	Downloading educational applications	11	13.75%	34	42.5%	24	30%	11	13.75%
10	Attaining webinars and Workshop	21	26.25%	16	20%	24	30%	19	23.75%

Table No. 2 shows that 20% and 12.5% prospective teachers never and rarely used internet for reading and downloading online books respectively whereas 37.5% and 30% respondents used internet for downloading and reading online books some times and always respectively. Again, 10% and 15% prospective teachers never used and sometimes used internet for communicating with lecturers, while 17.5% and 57.5% respondents used internet sometimes and always respectively. 33.75% and 16.25% of the prospective teachers used internet never and rarely respectively, whereas 42.5% and 07.5% prospective teachers sometimes and always respectively. 16.25% and 33.75% of the respondents used internet never and rarely respectively for watching educational video and attaining online classes whereas 48.75% and 22.5% of the respondents used internet sometimes and always for

watching educational video and attaining online classes. 8.75% respondents never used internet for note making and 6.25% of respondents rarely used internet for making notes. Another 16.25% and 68.25% respondent sometimes and always used internet for making notes. 15% and 8.75% of respondents never and rarely used internet for preparing online projects respectively whereas another 35% of respondents used internet sometimes for preparing online projects while 41.25% of respondents always used internet for preparing online projects. 13.75% prospective teachers never used internet and 21.25% of respondents rarely used internet for using e dictionary. 18.75% and 55% respondents used internet sometimes and always respectively for searching information for assignments whereas only 10% prospective teachers never used internet for searching information for assignments and 16.25% prospective

teachers used internet rarely for that particular purpose. Furthermore, 13.75% respondents never used internet for that purpose whereas 42.5% of respondents rarely used internet for downloading educational apps. Another 30% and 13.75% prospective teachers sometimes and always

used internet for downloading educational apps respectively. 26.25% respondents never used internet for attaining webinars and workshops only 20% used internet rarely whereas another 30% and 23.75% respondents used internet sometimes and always respectively.

**Table 3:** Problems faced by prospective teachers regarding internet use.

Sl. No.	Problems faced by prospective teachers regarding internet use	Not at all a problem		Miner problem		Moderate problem		Serious problem	
		F	P%	F	P%	F	P%	F	P%
1.	Internet speed very slow	04	05%	20	25%	40	50%	16	20%
2.	Overload of information on the internet	08	10%	25	31.25%	27	33.75%	20	25%
3.	Difficulty in finding relevant information	42	52.5%	22	27.5%	12	15%	04	05%
4.	Lack of knowledge in using internet	33	41.25%	22	27.5%	14	17.5%	11	13.75%
5.	Not being able to efficiently organize the information I gather	07	08.75%	37	46.25%	32	40%	04	05%

Table no. 3 shows that 05% of respondents don't faced any problem regarding slow internet speed whereas 25%, 50% and 20% respondents faced miner, moderate and serious problems regarding slow internet speed respectively. Furthermore, it was found that 10% of the respondents don't found internet as overloaded while 31.25%, 33.75% and 25% respondents faced miner, moderate and serious problems regarding overloaded information on internet. Again, 52.5% respondents don't found any problem whereas 27.5%,15% and 05% respondents faced miner, moderate and serious problems regarding that particular question. Again, 41.25% prospective teacher they have not at all a problem of insufficient knowledge whereas 27.5%,17.5% and 13.75% of respondents faced miner, moderate and serious problems respectively.it has been observed that 08.75% respondents don't faced problem whereas 46.25%, 40% and 05% respondents faced miner, moderate and serious problems regarding organizing the gathered information.

**Major findings**

- It was found that majority of the prospective teachers have more than 4 years of internet using experience and very less have less than 6 months of experience. Out of them, majority of the male prospective teachers have more than 4 years of experience in using internet as compared to female prospective teachers, again it was found that majority of female prospective teachers have less than 6 months of experience than that of the male prospective teachers. The majority Science prospective teachers have more than 4 years of internet using experience than that of the Arts prospective teachers.
- It was found that majority of prospective teachers used internet more than four hours in a day and very less of them used internet less than one hour in a day. Regarding gender majority of the male prospective teachers used internet more than four hours in a day than that of the female prospective teachers and majority of the female respondent were using internet less than one hour in a day than that of the male respondents. But in case of stream the Science prospective teachers are using internet more than four hours a day than that of the Arts respondents.
- It was found that majority of the prospective teachers used internet at their home as compared to other places. With regards to gender it was also found that both male and female prospective teachers used internet at their home whereas majority of both arts and science respondents mostly also use internet at their home.

- The study reveals that majority of the prospective teachers learn internet skill by self and very less of them learn internet skill from other sources. With regards to gender prospective majority of male prospective teachers learn internet skill by self than that of the female respondents and 22.5 percent female respondents learn internet skill by training from institution whereas only 5 percent male respondents learn internet skill by training from the institution. Further it was found that majority of the science respondents learn internet skill by self as compared to arts prospective teachers and less science prospective teachers learn internet skill from other sources than that of arts prospective teachers.
- It was found that the majority of prospective teachers almost used internet for educational purpose, Online shopping, Entertainment, email and online chatting cum social media whereas the prospective teacher sometime use internet for searching job, playing games, and very less are using internet for reading newspaper and online shopping and gathering information. Furthermore, it was found that majority of male prospective teachers use internet for email, entertainment, online shopping educational purpose and playing games than that of the female prospective teachers and it was also found that majority of female prospective teachers use internet more for for the purpose of online chatting cum social media, educational purposes online shopping, and gathering information. Again it was found that majority of arts prospective teachers use internet more for online chatting cum social media, internet banking online shopping playing games and entertainment that that of the science prospective teachers at the same tie it was also found that the science prospective teachers use internet more for te purpose of educational purpose, gathering information, than that of the arts prospective teachers.
- It was found that majority of prospective teachers always use internet for communicating with lecturers, watching educational video and attaining online classes, and note making whereas sometime they use internet for the purpose of finding journals and articles, downloading online books and searching information for assignments. Again it was found that very less prospective teachers rarely use internet for online project, searching information and downloading journals and articles. Furthermore, it was found that majority male prospective teachers used internet more

for academic purpose than that of the female prospective teachers and the science prospective teachers also used internet more than the arts prospective teachers for the academic purpose.

- It was found that majority of the prospective teachers used internet for watching educational video, attaining online classes, making notes, communicating with lecturers, preparing online projects, preparing assignments and downloading educational applications. Out of them majority of the male prospective teachers used internet for academic purposes as compared to female prospective teachers. With regards to stream the science prospective teachers used internet more for academic use than that of arts prospective teachers.
- It was found that majority of the prospective teachers faced problem in overloaded information on internet, slow internet speed, finding relevant information on internet whereas very less prospective teachers find problem regarding gathering information effectively. It has also been found that majority of male prospective teachers are also find minor to moderate problem in slow internet speed and overloaded information on internet and difficulty in finding relevant information at the same time the female prospective teachers finds problem in slow internet speed and finding relevant information on internet and also faced problem in gathering the information they have downloaded. With regards to stream science prospective teachers don't find that much problem as compared to arts students in slow internet speed and finding relevant information on internet.

### Conclusion

It has been concluded that internet plays an important role in daily life of the prospective teachers. It can be said that the present generation has accepted the internet as an easy way for accessing various relevant information and one of the means of entertainment and using internet to explore each and every single unknown thing. The majority of the prospective teachers are experienced with use of internet. They internet use more at their homes than that of other places and majority of students used internet more than four hours a day. The prospective teachers however learn the internet skill by self and from friends and use internet almost for every purpose starting from education to entertainment along with online shopping and online banking. They also used internet to communicate with lecturers for educational purposes and majority of prospective teachers had no formal trainings and they prefer to contact their friends whenever faced any problem. If we focus lights on the study we can see the male prospective teachers used internet more than that of the female prospective teachers likewise science students used internet more than that of arts prospective teachers. In this study we determined preferred internet sites; social media platforms, Movie sites, news sites, Educational information sites, Games sites, emails, Shopping sites, you tube etc. Apart from this it has also been found from the research that great majority students also used internet for educational purpose i.e. searching assignments, preparing online projects and making notes for their studies etc. From the study it can be clearly observed that there are certain problems which the prospective teachers faced during accessing to the internet and majority of the prospective teachers faced slow internet

speed as one of the major problems whereas some of the respondents find overloaded information on internet as one of the major problems.

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