Post Graduate Students Attitude towards the use of Internet

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Abstract: This study aims at revealing post graduate students attitudes towards the use of Internet at Rani Channamma University of Belagavi, jurisdiction. Internet is a useful tool for all in a technologically sophisticated world. Internet use for education is very important. It is now in practice to teach school to college to get more out of it. In this study, the emphasis is given on the most important success factor that investigates about Internet usage by students of the Post Graduates, whether it is an effective learning tool for students and teachers and also examines the level of use Internet and whether the Internet is useful for distance learners. The sample of the data is taken from the PG Centre of the Rani Channamma University Belagavi jurisdiction. The results reveal that most students find that the Internet knowledge is essential for students and teachers. All respondents for the questionnaire feel comfortable using the Internet and provide substantial information and half of those surveyed felt that Internet use is difficult in school. Results show that the Internet is easier to use then the collection of research tools, while the Internet is very important. It is concluded that students should align their potential for significant and positive use of the Internet. This research paper focuses on all post graduate students frequently using the Internet for study and related work. It explores to know about Internet usage by students of the higher education whether it is an effective learning tool for students and teachers and also examines the level of Internet use and it usefulness for distance learners.

Keywords: Post Graduate, Students Attitude and Internet Usage

I. Introduction

Internet is an International networking system. The Internet can be defined as "network of networks and is the world's largest and most widely used network. The Internet can be used as an additional convenient method. The Internet is a useful tool for all in a technologically advanced world. The Internet is also widely used in education. 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. The Internet offers more information than the largest libraries in the world. Using the Internet in universities has a positive value. Many universities around the world are also using Internet for educational purposes for easy and effective teaching. The Internet has become an essential part in educational institutions since it plays a vital role in meeting information and communication needs of students, teachers and institutions. Teachers are being invited to give their teaching materials and other support resources available through the Internet. Students use the Internet to communicate not only with friends, but also with their teachers. Students and teachers can communicate with each other with the help of Internet. It has an easy access to all information on the latest research reports from anywhere in the world. It helps researchers, teachers, students and institutions to disseminate information to more viewers worldwide through websites. Teachers get useful information about their classes and also download useful and latest information on the subject. A teacher may ask students to find a topic and related research on the Internet. The Internet is also used to replace the traditional classroom lecture. The teachers can place course notes on web pages, create recordings video of a live conference for presentation to the Internet or can use combinations of these ideas.

Although higher education institution have gained valuable resources with the Internet and World Wide Web Internet owes much of its magnificent production of the last thirty years to the efforts of the fellow scholars of colleges and universities. The Internet also enables various scholars in different

places in the world to exchange ideas on various fields of study. Internet has also enabled the growth of distance education, both within nations and without international borders. It is for the benefits that these students, academic institutions and organizations use Internet as an integral part in improving the quality of education. The event of the twentieth century is undoubtedly the phenomenon known simply as the Internet or network. The rapid growth of the Internet in 1990 may be recognized by their greater use. Internet use can be seen to support and promote the technological revolution that has taken place in education. The Internet seems to be the most perfect instrument of education that offers students convenience while offering enormous potential for teaching.

The theory of web-based learning is more refined and complex than those of mere learning (Tsai, 2009), Moreover, many students perceived learning in web-based context to have insights and details for the learning perspective. This varies that the implementation of web-based directions may be future prospects for encouraging student's conceptions of learning.

To make proper use of Internet in all level there is a need to understand the attitudes of students toward the use of it. And it must be ensured that resources are being used in college legally and if there are problems, then problem areas must first strike and then put the necessary measures to overcome the problem. For the student's attitude toward Internet applications, higher education institution administrator should know that the purposes for which students are using it as entertainment and sports, for academic purposes, correspondence and business and social purposes, etc. It is used for educational purposes or not. Now a day, all schools, colleges and universities are using Internet technology. With the help of this, schools, colleges and universities, teachers are valuable teaching tool. So to have more benefits from the resources you need to know about problem areas or barriers, but also take measures to address the best use of resources as the Internet. Increasingly, higher educational institutions are investing in Internet services. School is also making its teaching materials available online. While universities and academics are trying to build the Internet, a valuable learning tool, it is necessary to understand what their students' attitudes toward Internet applications. As the Internet has become an essential tool for college students and professional life, all things that are occurring are normally made through the Internet. Although Internet students can take many advantages from Internet, but due to some factors, are not aware of the Internet or the information about the Internet is inadequate because the students attitude toward the Internet is negative or slightly lower. These factors are due to sites that divert the attention of students of the educational purpose for which the student is using the Internet.

II. Review of Related Literature

Internet has grown from an exclusive environment populated by technophiles and a typical communication tool and information delivery. Internet became a suitable tool to support various activities of higher education, ranging from research on teaching of routine administrative tasks (Bell, 2000). Almost all students at various levels have certain experiences of using the Internet. With the wide application of teaching Internet-based learning, these students may have more and richer learning environments based on Internet. However, studies on the fundamental nature of student use of Internet have not kept pace with their Internet use (Metzger et al., 2003). Good performance of university students using the Internet in education encourages students to contact teachers, encourage cooperation among students, encourages active learning, gives feedback of time, emphasizes time on task, expectations of positive communication and respects diverse talents and ways of learning (Applebome, 1999).

A model for virtual classes targeted at developing nations, aims to progress in the development of Internet communications can be used in developing nations to improve the delivery of high quality learning to its citizens (Amoroso and Cheney, 1998). Virtual learning environments are seen as having the potential to provide opportunities for active, flexible and individualized learning

experiences (Thompson et al., 1991). However, the connection between the learner and the learning environment is fundamental to the understanding of virtual learning environments how to motivate or attract students, especially given the capacity of virtual learning environments to provide more individualized experiences (Igbaria et al., 2000).

The Internet has become such an integral part everywhere and a potent communication tool, it is worth investigating exactly how the Internet fits into the daily lives of staff and students of educational institutions. There is a strong expression of the availability 24 / 7 on the Internet, i.e., every hour of every day, allows students and scholars for study and research, self-determination of the normal hours of work (Gorman, 2003). The main function of the Internet is used in most conference rooms is an instrument to gather information for teachers and students and has become one of the first places where teachers and students will collect data on almost any subject, whether at home or at school, college or University (Aydn, 2001). There is a lot of training available in the form of texts, primary sources, images, articles, online periodicals, multimedia presentations, books, maps, databases of almost anything you can think of almost any topic. Also, teachers and students are quite competent in the access to this information (Iakushina, 2002; Shiveley and VanFossen, 2000). The Internet can be a powerful source for such research, challenging students to investigate problems that are authentic, connected to the curriculum and interdisciplinary areas. The Internet can also help in the presentation and disclosure of the findings of such projects (DeWitt, 2003; Risinger, 1998; Falvo, 1994; Thompson et al., 2004). Finally, the evidence indicates that teachers use the Internet, as it is in their classrooms because the possibilities seem obvious, and they want to be involved with the trend of technology. However, instead of creating a class more interactive and collaborative Internet use every day often leads to an informal teaching style, and indeed can lead students away from reality instead of calling in (Benenson, 2001; Chadwick, 2002).

Technical support, Web experience, task equivocality, and perceived ease of use affect the usage of Internet, significantly (Lee and Kim, 2009). Technical support and web experience, in turn affect the perceived ease of use. Technical support, task equivocality, and task interdependence are positive related with subjective norm. Teacher Internet self-efficacy and believes about web-based learning are critical determinants of their attitude towards web-based professional development (Pin and Chung, 2009). The concept which reinforces the positive outcomes of web learning is highly suitable for the favorable attitude towards web-based professional development. The attitude of students and teachers towards using Internet in teaching, using Internet in research and likability of Internet usage in teaching is having a negative correlated with each other (Oral, 2008). Furthermore, the difference between attitudes towards devotion to democracy is significant with reference to the benefits provided by the Internet and World Wide Web.

III. Purpose of the study

The purpose of this study is:

1. To know the post graduate students attitude towards the use of Internet.

2. To find the place of working on Internet.

3. To find the usage of Internet and their applications for the post graduate students.

IV. Methodology

This study is descriptive research design. Descriptive method is used "…to describe systematically the facts and characteristics of a given population or area of interest and attitude factually and accurately." Descriptive studies are generally categorized into two main groups." These are, survey research and direct observation research. Survey research makes use of questionnaires for data gathering, while direct observation research makes use of observations. These indications make it

clear that the current study is in fact a survey research, as it uses a questionnaire to collect data from the sample.

Sample

The population of this study is the entire post graduate students of Rani Channamma University, Belagavi. In order to obtain a sample that would represent the whole population, the random sampling technique was used to select one hundred participants of Rani Channamma University, Belagavi jurisdiction post graduate centers. Students from the remained as a viable population for the study. Potential respondents were students of master of education programme both male and female aged between 21-35 years.

Instrument and measures

The scale of 49 items to measure student's attitude towards internet application was developed by Slate et al., (2002) and utilized by Usun (2003) to quantify undergraduate Students Attitudes towards Educational Uses of Internet, but in present study only 20 items were used. These items were most appropriate in present situation. The questionnaire composed of two sections, the first section contained general information about respondents including gender, age, and education. Whereas, the second section related to student's attitude toward Internet uses and had twenty items .These items were measured on Likert type 5-point scale, where 5 was most degree of agreement and 1 was least degree of agreement. The Microsoft excel was used for the analyses of data.

Procedure

The questionnaire was administered and distributed among the one hundred respondents. Before giving the questionnaire, all questions were explained to the participants so they can easily complete the questionnaire and the relevant results. Only one questionnaire was given to each respondent. In this questionnaire, respondents were asked about what type of degree they are doing, their age and gender, but also his attitude toward the uses of the Internet. It was difficult to distribute the questionnaire to a large number of respondents due to time constraints, lack of resources and budget. Therefore, convenient sampling method was used.

Statistics used for the study

The data was tabulated carefully and item-wise analysis was done using simple percentage and mean and standard deviation was applied wherever necessary.

V. Results of the Study

This section discusses the results of the study and compares those results with earlier work.

Results

Table-1:   Frequency distribution with respect to gender and age (N=100)

Gender	Frequency	Age	Frequency	Percentage
Male	30	21 to 25	19	19%
		26 to 35	11	11%
Female	70	21 to 25	53	53%
		26 to 35	17	17%
Total	**100**	**Total**	**100**	**100%**

Table 1 reveals that out of 100 respondents 30 are male and 70 are female respectively. The table further shows the age group data. Out of 100 respondents, 72 % are in between 21-25 years, 28 % with age between 26-35 years.

Table-2:   Frequency distribution and descriptive statistics with respect to Discipline
(N=100)

Discipline	Frequency	Percentage
Education	50	50%
History	10	10%
Kannada	10	10%
English	10	10%
Political Science	10	10%
Computer Science	10	10%

Table 2 shows that out of 100 respondents' majority, that is 50% are Education whereas 10% having History, Kannada, English, Political Science and Computer Science. It is evident from the above data and analysis that majority students are education discipline.

Table-3:   Descriptive statistics in favor of usage of Internet (N=100)

Sl. No.	Statements	Frequency distribution with respect to Students' attitude towards the use of internet (N=100)						
		5	4	3	2	1	Mean	SD
1	I would feel comfortable in using Internet	48	29	7	11	5	4.04	1.21
2	I find the Internet to be as informative as teachers	37	26	5	24	8	3.60	1.40
3	I enjoy getting information more from written material than Internet	11	17	12	43	17	2.62	1.26
4	I would feel overwhelmed using Internet in studies	47	31	8	11	3	4.08	1.11
5	I use Internet as learning fun	35	29	21	9	6	3.78	1.19
6	I find using the Internet as an integral part of the educational process	33	35	18	12	2	3.85	1.08
7	I access the Internet more at college than at home	24	21	9	27	19	3.04	1.49
8	Internet is Important like other research tools	26	31	11	19	13	3.38	1.40
9	Internet is easier to use than library	52	27	5	9	7	4.08	1.25
10	Knowledge of Internet is essential for students	63	26	2	6	3	4.40	1.01

(5= Strongly agree, 4= Agree, 3= Neutral, 2= Disagree, 1= Strongly disagree)

The above table 3 demonstrates that with respect to, 'feel comfortable in using the Internet', majority of subjects that is 77 reply positively, where as 7 remain neutral and only 16 respondents are disagreed with the statement, mean is 4.04 and standard deviation is 1.21, It is evident from the above analysis that majority of the students find feel comfortable in using the Internet. For the statement 'Internet to be as informative as teachers', 63 participants are agreed with the statement, where as 5 remain neutral 32 students are disagreed with the statement, mean is 3.60 and standard deviation is 1.40. The table further analyze that with respect to the statement 'Internet have more information than written material', the data shows that 28 students are agreed, 12 are neutral, where as 60 respondents disagreed with the statement and mean is 2.62 and standard deviation is 1.26. The survey of 100 respondents with respect to 'overwhelmed to use the Internet for studies', reveals that 78 participants are agreed with the statement, 8 are neutral and 14 are disagreed with the statement and mean is 4.08 and standard deviation is 1.11. When asked that, 'use of Internet for learning fun', the analysis reveals that 64 subjects are agreed with the statement, 21 are neutral, and where as 15 pupils are disagreed with the statement and mean is 3.78 and standard deviation is 1.19 So more than two third of respondents are agreed that Internet is used for learning fun. The analysis further shows that,

'using the Internet as an integral part of the educational process', 68 respondents reply positively, where as 18 are neutral and only 14 disagreed with the statement, and mean is 3.85 and standard deviation is 1.08. The degree of agreement regarding the statement, 'access the Internet more at college than at home', the data shows that out of 100 subjects 45 are agreed with the statement, 9 are neutral, where as 46 students are disagreed and mean is 3.04 and standard deviation is 1.49. In the response to 'Internet is important as research tools', 57 respondents are agreed with the statement, where as 11 are neutral and 32 students are disagreed with the statement and mean is 3.38 and standard deviation is 1.40. The degree of agreement regarding statement that is 'Internet is easier to use than library', 79 students are agreed, 9 are neutral and where as 12 respondents disagreed with the statement, and mean is 4.08 and standard deviation is 1.25. The last statement that is 'knowledge of Internet is essential for students', 89 students are agreed with the statement, where as 2 are neutral and 9 are disagreed, mean is 4.40 and standard deviation is 1.01 It is evident from the analysis that majority of the student are towards the knowledge of Internet is essential for students.

Table-4:　　　　Descriptive statistics against usage of Internet (N=100)

Sl. No.	Statements	Frequency distribution with respect to Students' attitude towards the use of internet (N=100)						
		5	4	3	2	1	Mean	SD
1	Internet is difficult to use	3	7	11	62	17	2.17	0.90
2	Internet contains useless information	19	26	27	16	12	3.24	1.27
3	I feel aggressive and hostile towards Internet	14	18	48	11	9	3.17	1.09
4	I am different about using Internet for education	18	13	31	22	16	2.95	1.31
5	I have security concern about using internet	17	21	16	37	9	3.00	1.27
6	I find Internet slow at home	6	9	0	72	13	2.23	0.99
7	I would not feel comfortable with using Internet	14	17	36	27	6	3.06	1.11
8	Accessing, surfing and browsing the Internet confuses me	21	34	21	16	8	3.44	1.21
9	I get sinking feeling when I think of trying to use a Internet	14	21	27	20	18	2.93	1.30
10	I don't like using Internet for important educational projects	5	8	22	42	23	2.30	1.06

(5= Strongly agree, 4= Agree, 3= Neutral, 2= Disagree, 1= Strongly disagree)

The table 4 reveals that with respect first statement 'Internet is difficult to use at school', out of 100 respondents 10 are agreed with the statement, where as 11 are neutral and 79 students are disagreed with the statement and mean is 2.73 and standard deviation is 1.09. With response to 'Internet contains useless information', 28 students are disagreed with the statement, where as 27 are neutral and 45 are agreed, Mean is1.98 and standard deviation is 1.06, It is evident from the analysis that majority of the student are agreed that Internet contains useless information. In the response to The degree of agreement regarding the third statement that, The table further analyze that with respect 'aggressive and hostile towards Interne'32 participants are agreed with the statement, where as 48 are neutral and 20 students are disagreed with the statement, the mean is 3.25 and standard deviation is 1.49. The degree of agreement regarding the statement 'different about Internet use for education', 31 participants are agreed with the statement and 31 are neutral, where as 34 pupils are disagreed with the statement, and the mean is 3.25 and standard deviation is 1.49. When asked that 'security concern about using the Internet', the analysis reveals that 46 subjects are disagreed with the statement, 16 are neutral where as 38 pupils are agreed with the statement and the mean is 2.23 and standard deviation is 1.25. So more than two third of respondents are disagreed that they are security concern about using the Internet. The analysis further shows that, 'Internet use at home is slow', majority of respondents

that is 85 are disagreed where as only 15 reply positively with the statement and mean is 3.40 and standard deviation is 1.40. The degree of agreement regarding the statement 'accessing, suffering and browsing the Internet confuses me', the data shows that out of 100 subjects 24 are disagreed with the statement, 21 are neutral; whereas 55 students are agreed and the mean is 2.12 and standard deviation is 1.14. The last statement that is 'Internet is not important for educational projects', data depicts that 65 students are disagreed, 22 are neutral and where as only 13 respondents agreed and mean for this statement is 1.93 and standard deviation is 0.93. It is evident from the analysis that majority of the student are disagreed for the statement 'Internet is not important for educational projects'.

VI. Conclusion

This research was conducted on the post graduate students' attitude toward the use of Internet. The research objective is to identify attitude toward the use of Internet. Information was gathered through the questionnaire on students using the Internet. It finds that the Internet is an essential knowledge for students and teachers. Majority of the respondents are from master of education programme. Students use the Internet primarily for educational and research purposes and benefits instead of playing/games a positive role and participation in society. However, it provides extensive information on the required assignments, and thus covers many dimensions' that meet educational needs. Students find the Internet more informative as compared to teachers. The majority of students feel comfortable using the Internet. Above majority respondents answered that the Internet provides useful information and half of those surveyed felt that Internet use is difficult in college. The most of respondents responded that the Internet is easier to use than the library and is important for educational projects. Respondents enjoy collecting more information than written material. Two third respondents overwhelmed with Internet found in the studies. Additionally, the results indicate that most respondents are satisfied that Internet access is more in home than at college and most of those participants said the Internet is slow at home. Respondents also expressed great confidence and satisfaction in using Internet for educational purposes.

Recommendations

It is recommended that students should align their potential for significant and positive use of the Internet. Students must realize that the Internet is a medium. It is recommended that students should not waste their time on useless activities. Basic Internet tools may be introduced to students in their early stages of education. The benefits of Internet should be disseminated to all students. Institutions should provide better infrastructure to facilitate students. Universities and colleges should organize courses that build up internal capacity of students require to use Internet in efficient and effective way. The courses organized by university and colleges should highlight the use of Internet research techniques and course materials should be situated on the Web to facilitate access by students.

Limitations

The present study was confined to Rani Channamma University jurisdiction Belagavi only, and majority (50%) of the respondents are education programme other 50% that is each History, Kannada, English, Political Science and Computer Science 10%, therefore, small data collection was possible by keeping in mind the limitations, random sampling method was used collect the data.

Future Research

The present study directs future researcher to explore and address the safety concerns regarding using Internet. The future researchers can find out safe and secure ways so that those who are not using internet can also use. Another important issue in this regard is privacy. The research has shown that privacy is a paramount concern for Internet users. The future researcher can further explore and deal with the privacy issue. The third and last direction for future research is to address misuse of Internet by young students. It is very serious problem and affects both students and parents. Instead of stop

using Internet it is the duty of the future researcher and scholars to find out safe and sound ways of using Internet.

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