



A Study of B.Ed. Trainees' Usage of Internet for Self Learning

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1. Introduction

21st century is known 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.

2. Objectives

1. To examine the effect of gender on the Internet usage for self learning by B.Ed. Trainees.
2. To examine the effect of area on the Internet usage for self learning by B.Ed. Trainees.
3. To examine the effect of teaching subjects on the Internet usage for self learning by B.Ed. Trainees.

3. Hypotheses

- Ho₁** There is no significant mean difference between male and female B.Ed. students in context of Internet usage for self-learning
- Ho₂** There is no significant mean difference between rural and urban B.Ed. students in context of Internet usage for self-learning
- Ho₃** There is no significant mean difference between Maths/Science and other subjects B.Ed. student in context of Internet usage for self-learning

4. Delimitation of the Study

The present study was delimited to B.Ed. colleges of Mehsana District.

5. Population

The population of the present study was the B.Ed. students of Mehsana District.

6. Sample

There were total 112 B.Ed. students in the present study. In which 77 male students and 35 female students were selected from the urban and rural area. There were 44 rural and 68 urban students were selected, whereas by the teaching subjects point of view 36 students of Maths/Science and 76 students of other subjects were considered as a sample of the study. Stratified Random Sampling method was used to select the sample of the present study.

7. Tool of the study

In the present study, 'The Internet usage Scale' was constructed by researcher for the data collection. In this tool, 30 factors were included, relating to the Internet. There were three points scale was used to give the responses: 'Never', 'sometime', 'Frequently'

8. Data Collection

To collect the data from the B.Ed. students usage, first to make them understand the objectives of the study, then told them to give responses without prejudice by using the given tool. After finishing the accomplishment of measurement the forms were confirming and back to reward.

9. Data Analysis

Researcher gave 'The internal usage Scale' to the B.Ed. students to know the usage of Internet for self-learning and after collection of the data, frequency distribution was prepared and data analysis was done by using proper statistical techniques and mean, SD and 't' value was found out to check Hypotheses.

Table 1
Summary of Data Analysis

Sr.	Variable	Level	N	M	SD	D	SED	t-value	Levels of Significant
1	Gender	Male	77	62.66	26.31	9.63	5.09	1.89	N.S.
		Female	35	53.03	24.37				
2	Area	Rural	44	64.09	28.07	7.91	5.01	1.58	N.S
		Urban	68	56.18	24.36				
3	Teaching Subjects	Maths/Science & Other Subject	36	71.61	23.45	18.04	4.87	3.71	0.01
			76	53.57	25.26				

10. Findings

1. More than half of the B.Ed. students were found to use Internet for self-learning.
2. The B.Ed. student were found using Internet more than the Internet explorer for self-learning
3. The effect of Gender was not found on the Internet usage for self-learning by B.Ed. students
4. The effect of Area was not found on the Internet usage for self-learning by B.Ed. students
5. B.Ed. students having Maths/Science subject were found using Internet more than the B.Ed. students of other subjects for self-learning.

11. Educational implications

1. B.Ed. students should be used to with Internet for self-learning.
2. A special training can be provided to less competent students.
3. Students other than Maths/Science should be given special encouragement for Internet usage for self learning.

References

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