



Study of Usage of Internet as a Teaching Learning Resource by the Secondary School Teachers in Relation to their Gender and Type of School

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ABSTRACT

Internet is going to be more trending in education culture with the passage of time and its integration into the education system changes the availability of information and quality of education. It is used as a major tool for effective teaching and learning. There are lots of information regarding the subject matters which are forwarded to the students in the form of texts, images, power point slides and animations. In secondary school, it can be seen that students are at the stage of adolescence and they are fond of different types of gadgets. These resources would be definitely fruitful for the teachers and the students if they use these resources appropriately. The researcher adopted descriptive method for the present study. The present study was aimed to study the usage of Internet as a teaching learning resource by the secondary school teachers. In this study, population comprises of all secondary school teachers of Dhanbad district of Jharkhand including government and private. The researcher adopted the stratified random sampling technique in the study through which 160-Secondary school teachers (including male and female) were selected. The researcher employed a self-made questionnaire namely 'Usage of Internet as a Teaching Learning Resource Questionnaire' for data collection in the secondary schools of Dhanbad. On the basis of the result, it can be said that there is no differences in usage of Internet as a teaching learning resources between male and female secondary school teachers but differences was found between the government school teachers and the private school teachers.

Key Words: Digital era, quality of education, animations, adolescence, teaching learning resource, secondary school teachers.

INTRODUCTION

The Internet is a global system of interconnected computer networks where data are exchanged commonly, it is referred as network of networks which covers all the aspects whether it is government, private, public, business, medical and academic etc. Evolution of the digital era has affected each and every aspect of human life and for this evolution, Internet is strongly considered as the responsible factor. It plays a significant role in our everyday life and in other activities. In education, it is intentionally used for the improvement of the quality of the teaching and learning. In education, it works on different patterns like teaching learning resources, sharing of ideas, working on any project and in group collaboration. It imparts knowledge and helps in the development of high order thinking skills among teachers and students. Internet is going to be more trending in education culture with the passage of time and its integration into the education system changes the availability of information and quality of education. It is used as a major tool for effective teaching and learning. There are lots of information regarding the subject matters which are forwarded to the students in the form of texts, images, power point slides and animations. In secondary school, it can be seen that students are at the

stage of adolescence and they are fond of different types of gadgets. They are eager to use new technology so they like online learning resources very much. Since last year the importance of Internet in education has increased so much because the whole education system has been temporarily depended in online system at that moment and value of online resources has also been increased a lot. These resources would be definitely fruitful for the teachers and the students if they use these resources appropriately.

REVIEW OF RELATED LITERATURE

Frank W. K. Amenyedzi, Mary N. Lartey (2011) conducted a study on “The use of computers and Internet as supplementary source of educational material: A case study of the senior high schools in the Metropolis in Ghana”. The researcher adopted descriptive survey method. The researcher used qualitative and quantitative methodology for the data. The sampling technique used for the data collection was simple random sampling. A total of 120 students were selected from the 3-schools. Sixty tutors were also selected from the 3-schools. The researcher used structured questionnaires and interviews in this study. The researcher found in his study that ICT skills of teachers in the Tema Metropolis were limited. Result showed that the pedagogical integration of ICT was beneficial in teacher training. It was found that many teachers and students initiated ICT projects undermined by lack of support.

W. W.M. SO, F.N.Y. Ching, S.C. Kong and M.H. Cheng (2011) conducted a research study on “Teacher’s selection and use of Internet based Resources and tools to facilitate learning in Primary Classrooms”. The researchers used the descriptive survey method in this study. This study was aimed that how primary school teachers make use of Internet resources and tools in an interdisciplinary subjects. The researchers used semi-structured interviews with teachers as a research tool. A12-participating teachers were interviewed face to face for about 30 minutes on one to one bases before and after lesson implementation. Internet based resources like text, videos, photos, animations and data were selected by the teachers. Researchers found that only the teachers from Burnice Edward and Helena chose data as a type of resources. One third of the teachers chose dynamic resources. In this study, it was found that teachers had selected the internet resources from a diverse source including government organization, non-government organization, academic organization, education related organization, secondary and primary school websites for information of specific topics business from T.V. stations and media sharing sites. The result showed that the teachers had selected different types of tools to help students learn with the Internet resources through information processing, searching and seeking information and data collection, organizing collaborating and integrating and communication.

Nishi Tyagi & Imrana (2017) conducted a study on “A study of attitude towards Information and Communication Technology of Secondary School Teachers in relation to their gender and Types of school”. The researcher employed a descriptive survey design. The researcher selected 100-Secondary school teachers teaching in Modinagar district Ghaziabad. In this study, researcher used the random sampling method and stratified random sampling to select the secondary schools and teachers as sample for the study. In this study, 50-male teachers and 50- female teachers including government and private schools in Modinagar district. In this study, researchers used questionnaire as research tool for gathering data. In this study, researcher found that Government teachers had positive attitude towards ICT than the private school teachers. Surprisingly, it was noticed that private school teachers had negative attitude towards ICT. But it was also found that private school teachers believe that ICT raises the productiveness of teaching as compared to govt. school teachers. They also found that female teachers had more favourable attitude towards ICT than the male teachers.

Kanupria, Joneja (2018) conducted a study on “A Study of Integration of ICT and its Influence on Higher Order Thinking Skills of Secondary School Students” at Jamia Millia Islamia. The researcher conducted descriptive survey research which was to explore the status of integration of ICT and higher order thinking skills of secondary students in secondary schools of Delhi. In this study, the no. of sample was 344-secondary school students and 66-secondary school teachers from different subjects. In this study, the sampling method adopted by the researcher was purposive sampling. Researcher used the research tools which were checklist and intelligent quotient test and questionnaire. The researcher found the following result in the study which was regarding availability of

ICT resources for teaching and learning process, private schools were much better than government schools. Regarding usage of ICT tools by the teachers, researcher found that mostly teachers used ICT tools for administrative tasks and searching Internet for ideas for classroom activities. Teachers used online teaching aids sometimes. It was also found that half of the teachers used projectors and computers. Researcher found lack of computers for the teachers' usage and also found that lack of skills to use ICT tools and pedagogical knowledge of using these tools. Regarding ICT usage by students, researcher found that students were dissatisfied with availability of resources in their school.

OBJECTIVES OF THE STUDY

1. To study the difference between male and female secondary school teachers with respect to the usage of Internet as a teaching learning resource.
2. To study the difference between government and private secondary school teachers with respect to the usage of Internet as a teaching learning resource.

HYPOTHESIS OF STUDY

1. There is no significant difference between male and female secondary school teachers with respect to the usage of Internet as a teaching learning resource.
2. There is no significant difference between government and private secondary school teachers with respect to the usage of Internet as a teaching learning resource.

RESEARCH METHODOLOGY

The researcher adopted descriptive method for the present study. The present study was aimed to study the usage of Internet as a teaching learning resource by the secondary school teachers.

POPULATION OF THE STUDY

In this study, population comprises of all secondary school teachers of Dhanbad district of Jharkhand. In this study, secondary school refers to all secondary school of the district including government and private.

SAMPLE OF THE STUDY

The researcher adopted the stratified random sampling technique in the study through which 160-secondary school teachers (including male and female) were selected from both government school and private schools.

TOOL FOR THE STUDY

The researcher employed a self-made questionnaire namely 'Usage of Internet as a Teaching Learning Resource Questionnaire' for data collection in the secondary schools of Dhanbad.

STATISTICAL TECHNIQUE USED TOR THE STUDY

Mean, S.D., and t-test has been used for the analysis of the collected data.

ANALYSIS OF THE DATA

Hypothesis No.1 There is no significant difference between male and female secondary school teachers with respect to the usage of Internet as a Teaching Learning Resource.

Table 1 showing the significance difference between male and female secondary school teachers with respect to the usage of Internet as a teaching learning resource

Groups	N	Mean	S.D.	df	t-value	Significance
Male	80	189.80	13.22	158	0.02	Not significant
Female	80	189.75	14.75			

As shown in Table 1, the mean score of male and female secondary school teachers is 189.80 and 189.75 and their S.D. is 13.22 and 14.75 respectively and calculated t-value is 0.02. Calculated t-value is less than the table value which is 1.97 at 0.05 level. On the basis of the result, it can be said that there is no significant difference between male and female secondary school teachers with respect to the usage of Internet as a teaching learning resource. Hence, the null hypothesis "There is no significant difference between male and female secondary school teachers with respect to the usage of Internet as a Teaching Learning Resource" is accepted.

Sub Hypothesis No. 1.1 There is no significant difference between government male and female secondary school teachers with respect to the usage of Internet as a Teaching Learning Resource.

Table 1.1 showing the significance difference between government male and female secondary school teachers with respect to the usage of Internet as a teaching learning resource

Groups	N	Mean	S.D.	df	t-value	Significance
Male	40	185.14	13.63	78	0.48	Not significant
Female	40	183.56	15.41			

As shown in Table 1.1, the mean score of government male and female secondary school teachers is 185.14 and 183.56 and their S.D. is 13.63 and 15.41 respectively and calculated t-value is 0.48. Calculated t-value is less than the table value which is 1.99 at 0.05 level. On the basis of the result, it can be said that there is no significant difference between government male and female secondary school teachers with respect to the usage of Internet as a teaching learning resource. Hence, the null hypothesis "There is no significant difference between government male and female secondary school teachers with respect to the usage of Internet as a Teaching Learning Resource" is accepted.

Sub Hypothesis No. 1.2 There is no significant difference between private male and female secondary school teachers with respect to the usage of Internet as a Teaching Learning Resource.

Table 1.2 showing the significance difference between private male and female secondary school teachers with respect to the usage of Internet as a teaching learning resource

Groups	N	Mean	S.D.	df	t-value	Significance
Male	40	195.07	11.62	78	0.05	Not significant
Female	40	194.92	11.04			

As shown in Table 1.2, the mean score of private male and female secondary school teachers is 195.07 and 194.92 and their S.D. is 11.62 and 11.04 respectively and calculated t-value is 0.05. Calculated t-value is less than the table value which is 1.99 at 0.05 level. On the basis of the result, it can be said that there is no significant difference between private male and female secondary school teachers with respect to the usage of Internet as a teaching learning resource. Hence, the null hypothesis "There is no significant difference between private male and female secondary school teachers with respect to the usage of Internet as a Teaching Learning Resource" is accepted.

Hypothesis No.2 There is no significant difference between the usages of Internet as a teaching learning resource by the secondary school teachers with respect to the type of school.

Table 2 Showing the difference between the usages of Internet as a teaching learning resource by the secondary school teachers with respect to the type of school.

Groups	N	Mean	S.D.	df	t-value	Significance
Private School Teachers	80	194.90	11.18	158	5.3	Significant
Government School Teachers	80	183.80	14.67			

As shown in Table 2, the mean score of private secondary school teachers and government secondary school teachers is 194.90 and 183.80 and their S.D. is 11.18 and 14.67 respectively and calculated t-value is 5.3. Calculated t-value is more than the table value which is 1.97 at 0.05 level. On the basis of the result, it can be said that there is significant difference between private secondary school teachers and government secondary school teachers on the usage of Internet as a teaching learning resource. Hence, the null

hypothesis “There is no significant difference between the usages of Internet as a teaching learning resource by the secondary school teachers with respect to the type of school” is rejected.

DISCUSSION

In modern era, everyone is looking for the technical assets in comparison to the traditional assets whether it is any field. If we see in the field of education, we find that the instructional material has changed its form. Teaching and learning materials are available online every time from where anybody can retrieve and restore. The restored materials can be used later in teaching and learning. Internet is proving right means of quality education in this expensive period of time. It provides teaching and learning materials at low cost which is affordable for every class of peoples. At secondary school level, its important has been increased, On the basis of the result of this study, it can be said that there is no significant difference between male and female secondary school teachers with respect to the usage of Internet as a teaching learning resource because both are using internet equally. As a teacher, both understand the value and importance of online teaching and learning materials and they access those materials as well. If we see the results regarding the differences in using between government male and female or private male and female, we find there is no significant difference between them in using Internet as a teaching learning resources, but if we see the difference in perspective of type of school, then we find that there is significant difference in using Internet as a teaching learning resource between the government secondary school teachers and private secondary school teachers. Because it is very well known that the infrastructure in government schools are always poorer than private schools. In addition to this, teachers in government schools are not well technologically skilled so they often prefer traditional teaching method. They also don't put more stress on technological aspects in education. On the other hand, teachers in private schools put stress on technological inputs in their teaching because school management make them available internet facility with infrastructure also and so they become able to think about quality education. Due to quality education, students and parents both prefer private schools. Conclusively, it can be said that there is no differences in usage of Internet as a teaching learning resources between male and female secondary school teachers but differences was found between the government school teachers and the private school teachers.

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