Abstract

Education initiates the process of discovery of knowledge within the mind and is the medium for developing social consciousness and national generation. Education is a designed process aimed at helping and guiding the developments of individuals as wholes persons in society. Now day’s students mostly used internet for education purposes. Students and teachers must have sufficient access to digital technologies and the internet in their classrooms, schools and teacher education institutions. Thus the investigator used survey method for their research. The study restricted upon 79 teacher educators. Among them 41 are male and 38 are female. The data was quantified and analyzed in terms of 't' test and percentage.

I. INTRODUCTION

Science and technology have provided innumerable comforts to the society, thereby elevating the standard of living of the masses. The growth of human civilization is achieved through technological revolution. Internet has made major inroads in educational system in general and teacher education in particular. As a result, the traditional methods of teaching and learning have been relegated to background giving room to internet – based teaching, learning and evaluation approaches. The National Council for Teacher Education (NCTE) in India, in order to meet the challenges posed
by science and technology, has initiated concrete actions for incorporating such technological revolutions in teacher education system. A series of such programmes of action on the part of the NCTE aim at achieving overall efficiency and effectiveness of the system besides making teaching – learning process a pleasurable and joyful activity for the teacher educators. It is worthwhile understand in the problems encountered while making use of internet services. Thus an attempt is made to explore the problem faced by teacher educators while making use of internet in teacher education institution.

II. SIGNIFICANCE OF THE STUDY

“For the qualitative improvement of education a sound programme of professional education of teachers is essential” (The Indian Education Commission (1964-66). From this point of view, the country’s teacher education system is still wanting, although concern for quality and a sound programme of professional education of teachers has been expressed by every group involved with teacher education, directly or indirectly, and also by various commissions, committees and policies. It has been observed in the Programme of Action Document (1992) that the quality of pre-service teacher education instead of improving with recent developments in pedagogical science has shown signs at deterioration, as professional commitment and overall competencies of teachers leave much to be desired.

The National Policy on Education (1986) and the Programme of Action (1992) emphasized the need for revamping the teacher education programme for bringing qualitative improvement in school education. As a concrete step towards this end, the NCTE was set up by an Act of parliament (No.73 of 1993) and came into existence with effect from 17th August 1995. The erstwhile NCTE that had been functioning since 1973 as an advisory body became a statutory body with the broad mandate to achieve planned and coordinated development of teacher education and to regulate and maintain norms and standards in the teacher education system.

For raising the quality of pre-service teacher education programme, the Council has formulated norms and standards for nine teacher education courses and developed the “Curriculum Framework for Quality Teacher Education”. As on March 31, 2001, the NCTE had recognized 2258 teacher education institutions in the country. Since its inception, the NCTE has been concerned with the challenge of making teacher education relevant to the changing context of education. This has become relevant as the world has entered into information age. The NCTE has committed itself to help teacher educators acquire basic internet literacy and start using digital resources in teacher education. Many CD ROMS have been recently produced and rich resources for teacher education have been made available on the worldwide web.

In the present educational scenario, internet is considered as an important tool in the entire educational system – curriculum, instruction, and management. Instruction no longer is conducted within the four walls of classroom. In the internet era, learning takes place anytime and anywhere. The academic community has to cope with
this type of learning mode as brought out by internet. The innumerable publication of articles in newspapers, journals and magazines and continuous debates in mass media as a result of globalization of education clearly underscore the importance of information and communication technology at all levels of education. Therefore, any attempt to study any aspect of internet is termed to be fruitful and significant as the research may bring new ideas and facts about internet and its application in education.

The present study is significant in the context of a series of “technology policies” initiated by the government of India. The Government of India has launched “operation knowledge” as a part of information technology action plan, “under this plan computers and internet facility shall be made available in every school college and university for providing the quality of education” (Maheswari, 1998).

The present study assumes greater significance in the light of the technology policy formulated by the government, to ensure optimum learning and quality education in the portals of schools and colleges.

The present study assumes greater significance in the light of the direction of the National Assessment and Accredited Council and the Report of the World Bank. The NAAC has made it clear that it is imperative to those who work in the system of higher education in India should accept the concepts of accountability and assessment. Therefore, the crucial point in this context is how to use information and communication technology to improve the quality and performance of higher education in terms of assessment of NAAC and personal accountability. The ultimate aim of higher education is “sustainable development” in the face of globalization. The World Bank Review (1995) says, “Education is a major instrument for economic and social development. It is essential to the World Bank’s strategy for helping the countries reduce poverty and improve the living standards through „sustainable growth” and investment in people“. Internet must be used as a powerful tool to achieve this goal. It is maintained that the continuous research effort on internet would lead to generation of organized knowledge in internet education integration.

III. OBJECTIVES OF THE STUDY
The following are the major objectives of the study:

- To study the problems experienced by the teacher educators in utilizing internet services.
- To find out whether the teacher educators in the colleges of education differ in facing problems while making use of internet services on the basis of certain institutional and individual related variables.

IV. HYPOTHESES OF THE STUDY
The investigator of the present study framed the following hypotheses. Based on the objectives framed earlier:
1) The teacher educators do not face problems while using in internet services.
2) There is no significant difference between Government and self-aided college of education Teacher Educators with respect to Internet Usage Problem.
3) There is no significant difference between Male and Female Teacher Educators in Colleges of Education with respect to Internet Usage Problem.
4) There is no significant difference between Rural and Urban Teacher Educators in Colleges of Education with respect to Internet Usage Problem.
5) There is no significant difference between Arts and Science Teacher Educators in Colleges of Education with respect to Internet Usage Problem.
6) There is no significant difference between Science Department and Education Department Teacher Educators in Colleges of Education with respect to Internet Usage Problem.

V. RESEARCH METHODOLOGY

5.1 Research Tools
The general type of data gathering instrument used in survey research is called “Questionnaire” through which respondents respond to statements given in the questionnaire. It is used to collect factual information from the target population. Investigators consider four basic standards of survey questionnaire. They are as follows:

i) Mode of presentation of items in the questionnaire
ii) Common items for all individual respondents
iii) Ability to respond the item by the respondents and
iv) Willing to respond the items in the questionnaire (Floyd Fowler, 1989).

The survey research, the type of the question and mode of responding the items are important to obtain appropriate response. In the present study, close ended type of questionnaires are used as they are easy to use, score and code for analysis on a computer. The following standardized research tools were used the tools are originally developed by Anbucelzhian (2006)

1) Internet Usage Problem Check-list (IUPCL) (Anbucelzhian 2006)
2) Personal Data Sheet (PDS)

5.2 Sample of the Study
In the present study, 11 colleges of education in aranthangi educational District of Tamilnadu State. Were selected by means of simple random sampling technique The data were collected from the teacher educators working in the colleges of education. In each college of education, regarding teacher educators, simple random sampling technique was employed. Thus 79 teacher educators from 11 colleges of education in Tamil Nadu formed the sample of the study

5.3 Statistical Techniques
In the process of analyzing and interpreting the data, the following statistical techniques were employed to arrive at valid conclusions after consultation with statisticians and experts in computing.

- Mean and standard deviation (SD) scores were computed.
VI. DATA ANALYSIS

For the analysis of the data, the following statistical techniques have been used. Descriptive analysis (Mean & S.D) and Differential analysis (“t” test)

Table-1: Table showing means, standard Deviation values of internet usage problem faced by teacher educators.

<table>
<thead>
<tr>
<th>Sample</th>
<th>Maximum score</th>
<th>Mid value</th>
<th>Mean</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entire sample</td>
<td>46</td>
<td>23</td>
<td>28.48</td>
<td>5.39</td>
</tr>
</tbody>
</table>

From table 1 it is clear that the teacher educators working in the colleges of education face many problems while using internet. This is revealed by the mean 28.48 which is above the mid value 23 of the maximum score 46.

Table-2: Table showing means, standard deviation and ‘t’ values of internet usage problem among significant difference between Government and self-aided college of education Teacher Educators with respect to Internet Usage Problem.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>S.D</td>
<td>Mean</td>
</tr>
<tr>
<td>1.</td>
<td>Internet Usage Problem</td>
<td>27.57</td>
<td>4.58</td>
<td>28.80</td>
</tr>
</tbody>
</table>

As per table no 2 the two groups not significantly differ in facing internet usage problems as evidenced by the ‘t’ value = 0.67 which is significant at 0.05 level. From the table, the government college of education teachers and self-aided college of teacher educators not differ on the problem faced internet usage.

Table-3: Table showing means, standard deviation and ‘t’ values of internet usage problem among significant difference between male and female college of education Teacher Educators with respect to Internet Usage Problem.

<table>
<thead>
<tr>
<th>S.No</th>
<th>Internet usage</th>
<th>Male [N= 41 ]</th>
<th>Female [N=38 ]</th>
<th>‘t’ values</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>S.D</td>
<td>Mean</td>
</tr>
<tr>
<td>1.</td>
<td>Internet Usage Problem</td>
<td>28.53</td>
<td>6.39</td>
<td>28.75</td>
</tr>
</tbody>
</table>

As per table no 3 there exists no significant difference between the male and female teacher educators working in the colleges of education in the stated internet usage. In all the cases, the calculated ‘t’ values are below the table value at 0.05 level of confidence. It is concluded that the sex of the teacher educators is not a variable in influencing their internet usage problems.
Table-4: Table showing means, standard deviation and ‘t’ values of Internet usage problem among significant difference between Rural and Urban college of education Teacher Educators with respect to Internet Usage Problem.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Internet Usage Problem</td>
<td>30.14 6.20</td>
<td>26.45 2.82</td>
<td>3.58</td>
</tr>
</tbody>
</table>

According to the above table the teacher educators working in the urban and rural colleges of education differ in Internet usage as stated in the table. It is found that all the calculated ‘t’ values are significant at 0.05 level of confidence. It is concluded that the geographical location of the colleges of education is a variable in influencing the Internet usage problem.

Table-5: Table showing means, standard deviation and ‘t’ values of Internet usage problem among significant difference between Arts and Science college of education Teacher Educators with respect to Internet Usage Problem.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Internet Usage Problem</td>
<td>31.4 6.65</td>
<td>28.92 5.36</td>
<td>1.22</td>
</tr>
</tbody>
</table>

The teacher educators belonging to arts and science departments do not differ in the following internet usage problems:

i) Internet usage problems (‘t’ = 1.22)

ii) In the Internet usage problem, the calculated ‘t’ values are far below the table value at 0.05 level and hence, no difference between the two groups is observed.

iii) It is concluded that subject discipline of the teacher educators is not a variable in influencing the Internet usage problem in this study.

Table-6: Table showing means, standard deviation and ‘t’ values of Internet usage problem among significant difference between Science Department and Education Department college of education Teacher Educators with respect to Internet Usage Problem.

<table>
<thead>
<tr>
<th>S.No</th>
<th>Internet Usage</th>
<th>Science Department [N=26]</th>
<th>Education Department [N=25]</th>
<th>‘t’ Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Internet Usage Problem</td>
<td>28.92 5.36</td>
<td>27.44 4.86</td>
<td>1.03</td>
</tr>
</tbody>
</table>

According to the table no.6 the teacher educators belonging to science faculty and education faculty do not show any significant difference in the Internet usage problem.
From the table, it is found that all the calculated ‘t’ values are far below the table value and therefore, the value are not significant at 0.05 level of confidence.

VII. MAJOR FINDINGS OF THE STUDY

The following are the major findings of the study:

1. The teacher educators in the colleges of education. Their utilization of internet services are not encouraging. They experience more problems while using internet.
2. The government and self-aided teacher educators do not differ in the Internet usage problem.
3. The male and female teacher educators do not differ in the Internet usage problem.
4. The geographical location of the colleges of education is not a variable in influencing the Internet usage problem.
5. The arts and science teacher educators is not a variable in influencing the Internet usage problem.
6. The science and education teacher educators is not a variable in influencing the Internet usage problem.

VIII. CONCLUSION

Internet plays a dominant role in the society and education system internet based instruction may lead to effectiveness and efficiency of education in general and teacher education in particular. In India, the University Grants Commission and the National Council for Teacher Education have initiated appropriate measures for the creation of internet infrastructure facilities. Sensitizing the relevance and importance of internet in teacher education, an attempt is made to study the internet colleges of education aranthangi educational District. Internet usage problems experienced by the teacher educators while using internet are identified and studied. The study reveals that the teacher educators experience more problems while utilizing internet. Based on the findings, appropriate recommendations are made and the scope for further investigation in internet area is suggested.

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