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Review Of Research



A COMPARATIVE STUDY OF COMPUTER AND INTERNET KNOWLEDGE AMONG SECONDARY SCHOOL TEACHERS IN BHAIYACHHANA BLOCK

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ABSTRACT:

This paper examines a comparative study of computer and internet knowledge among secondary school teachers in Bhaisyachhana Block. population contain all secondary school teachers of Bhaisyachhana Block. 106 teachers were selected randomly from secondary



school of Bhaisyachhana Block which contain both male and female teachers. Total secondary schools of Bhaisyachhana Block were 12 as from we selected sample. Survey method was used to the present research .A questionnaire developed and Standardized by Dr. G.S. Nayal and Namita bora was used to elicit information regarding

computer and internet knowledge of secondary school teachers. Questionnaires were distributed to 106 secondary school teachers (both male and female). Data were analyzed using Excel programme. Descriptive statistics were used. frequency distribution, means, standard deviation ,t-value were calculated. t-test was used to find the significance of difference in knowledge of computer and Internet among secondary school teachers at $p < 0.01$ and $p < 0.05$. The number of teachers who participated in the study were 106 including 69.81 % females and 30.18 % males. For the purpose of discussion and comparison participants were selected from eight different categories such as male (69.81 %), female (30.18%) ,science teacher (32.07 %) and art teacher (67.92 %) , secondary school teachers(66.03%), senior secondary school teachers(33.96%), teachers which have teaching experience Less than 15

years(70.75%), and teachers which have teaching experience more than 15 years(29.24%). Most of them used computer and internet once in a week. Majority of the participants prefer home as the best place to use computer and internet followed by cybercafe. The majority of the subjects having laptop/computers and their personal Email Ids. When data regarding computer and internet knowledge were analyzed according to gender, females showed significantly more scores as compared to males ($t=5.11$) (Table 1). Similarly, when the scores for science and Art teachers were compared, it was observed that science teachers have more computer and internet knowledge comparison to Art teacher($t=3.55$) (Table 2). Senior secondary school teachers have more computer and internet knowledge than secondary school teachers ($t=3.317$)(table-3). Teachers which have teaching experience Less than 15 years have more computer and internet knowledge than teachers which have teaching experience more than 15 years ($t=12.010$)(table-4).

KEY WORDS: computer, internet, teacher, secondary school, gender.

INTRODUCTION

computer and Internet help the teachers to keep abreast with the ever advancing world of science such as new inventions, discoveries and machines. Secondary school teachers can update their knowledge regarding the latest technology around the world. Computer is an electronic device which is capable of receiving information(data) in a particular form and performing a sequence of operations in accordance with a predetermined but variable set of procedural instructions (programs) to produce a result in the form of information or signals. Internet is a useful tool to update the knowledge. The internet is a network of networks. The internet is a comparative computer network that links governments, schools, libraries, individuals and other to each other and to vast information resources. The internet protocols links many disparate and independent resources together so that they appear as a single network to the user. The currently consists of about 28000 registered networks, about 2 host computers, and an estimate 15 million users. About 149 countries connections to some sort of an international computer network; of about sixty three countries have direct connections to the internet. Teachers can have the opportunity to gain knowledge of different subjects and teach different topics. The current emphasis on evidence-based knowledge may increase the need for computer and internet connections use in various subjects such as science, history, economics, geography, mathematics etc. Online databases are key tools in the search for the best evidence, and their use depends on computer and internet knowledge of secondary school teachers. The use of computerized information systems by teachers can improve teaching methods, and update their personal knowledge. Over the past decade its usage has increased. It is estimated that the usage of internet in Indian has increased from 5,000,000 in the year 2000 to 100,000,000 by 2011. The most important sources of information for teachers of secondary school teachers in education throughout the world by providing access to education materials. Internet is a medium of communication. Thus, the present study aimed to compare computer and internet knowledge among secondary school teachers in Bhaisiyachhana Block. Bhaisiyachhana Block is situated in almora district of state uttarakhand. This block contains 12 secondary schools. computers provide in secondary schools to obtain computer education in year 2002.

Objective - to compare the computer and internet knowledge among secondary school teachers in Bhaisiyachhana Block.

METHODS - survey method was used to research.

Population - population contained all secondary school teachers of Bhaisiyachhana Block.

Sample and sampling method - 106 teachers are selected randomly from 12 secondary school teachers in Bhaisiyachhana Block which contain both male and female teachers.

Questionnaire - A questionnaire Developed and Standardized by Prof. G.S. Nayal and Namita Bora Education Faculty, S.S.J. Campus Almora was deployed. The questionnaire reduces the potential of respondent's bias. It consisted of 125 multiple choice questions, used to elicit information regarding computer and internet knowledge of secondary school teachers. The questionnaire also assessed various internet related tasks such as downloading/copy/undo/e-books from internet. the responses were used to generate self-efficiency scores of teachers in performing these tasks. Questions about use of websites process and the problems faced by teachers in using internet at school were also included in the questionnaire.

Administration and Procedure - Questionnaires were distributed to 106 secondary school teachers. The teachers were asked to respond to each item according to the response format provided in the questionnaire. In case of multiple choice questions, teachers were instructed to choose only one answer from provided list of options. The secondary school teachers received a full explanation of how to fill in the questionnaire. The participants were encouraged to approach the investigator whenever they needed clarification for any doubt.

Statistical analysis - Data were analyzed using Excel programme. Descriptive statistics were used and t-value were calculated. t-test was used to find the significance of difference in knowledge of computer and Internet among secondary school teachers at $p < 0.05$ and $p < 0.01$.

RESULTS - The number of teachers who participated in the study was 106 including 69.81 % females and 30.18 % males. For the purpose of discussion and comparison participants were selected from eight different categories such as male (69.81 %), female (30.18%), science teacher (32.07 %) and art teacher (67.92 %), secondary school teachers (66.03%), senior secondary school teachers (33.96%), teachers who had teaching experience less than 15 years (70.75%), and more than 15 years (29.24%). Most of them used computer and internet once in a week. Majority of the participants preferred home as the best place to use computer and internet followed by cyber cafe. The majority of the subjects having laptop/computers and their personal E-mail Ids. The data regarding computer and internet knowledge were analyzed as follows -

Table 1 Comparative study of computer and internet knowledge among secondary school teachers in Bhaisiyachhana Block on the basis of gender

Gender	Sample (N)	Mean (M)	Standard deviation(S.D.)	t-value	Significance level
Male	74	83.35	10.08	5.11	Significant at 0.01
Female	32	93.31	8.83		

D.f. = 104 t-value is significant at significance level 0.01

Data presented in table 1 reveal that there was significant difference in computer and internet knowledge between male and female teachers at significance level 0.01. female teachers had more computer and internet knowledge than male teachers ($t=5.11$). So null hypothesis is rejected. The main reason of this difference may be female teachers were more laborious and in present time males were interested and are advances in all modern technical fields such as computer, internet, mobile etc. they want to learn new technologies.

Table 2 Comparative study of computer and internet knowledge among secondary school teachers in Bhaisiyachhana Block on the basis of teaching subject

Subject teacher	Sample (N)	Mean (M)	Standard deviation(S.D.)	t-value	Significance level
Art group	72	84.07	6.16	3.55	Significant at 0.01
Science group	34	90.64	9.89		

D.f. = 104 t-value is significant at significance level 0.01 and 0.05

Data presented in table 2 reveal that there was significant difference in computer and internet knowledge between art teachers and science teachers at significance level 0.01. Science teachers had more computer and internet knowledge than art teachers ($t=3.55$). So null hypothesis is rejected. The main reason of this difference may be science subjects are more correlated with computer and internet knowledge while art subjects are less correlated with computer and internet knowledge. another reason may be science teachers had more scientific attitude.

Table 3 Comparative study of computer and internet knowledge among secondary school teachers in Bhaisiyachhana Block on the basis of teaching level

Teaching Level	Sample (N)	Mean (M)	Standard deviation(S.D.)	t-value	Significance level
Secondary	70	83.828	10.583	3.317	Significant at 0.01
Higher secondary	36	90.722	9.899		

D.f. = 104 t-value is significant at significance level 0.01

Data presented in table 3 reveal that there was significant difference in computer and internet knowledge between secondary school teachers and senior secondary school teachers at significance level 0.01. Senior secondary school teachers had more computer and internet knowledge than

secondary school teachers($t=3.317$). So null hypothesis is rejected. The main reason of this difference may be secondary school teachers had more teaching work while senior secondary school teachers have less teaching work. So senior secondary school teachers gave their time for computer and internet while secondary school teacher do not gave time for computer and internet. Another reason may be senior secondary school teachers searching their subjects in internet because intermediate subjects are more difficult than highschool teachers.

Table 4 comparative study of computer and internet knowledge among secondary school teachers in Bhaisiyachhana Block on the basis of teaching experience

Teaching Experience	Sample (N)	Mean (M)	Standard deviation(S.D.)	t-value	Significance level
More than 15 years	31	71.32	8.366	12.010	Significant at 0.01
Less than 15 years	75	91.906	10.392		

D.f. = 104 t-value is completely significant at significance level 0.01

Data presented in table 4 reveal that there was significant difference in computer and internet knowledge between teachers who had teaching experience less than 15 years and more than 15 years at significance level 0.01 . teachers who had teaching experience Less than 15 years have more computer and internet knowledge than teachers who had teaching experience more than 15 years ($t=12.010$). So null hypothesis is rejected. The main reason of this difference may be teachers which have less than 15 years teaching experienced were formally learn from computer institute and cybercafé and they have regular course certificate. Another cause of this difference may be teachers which have teaching experience less than 15 year , are interested to learn new technologies such as internet, computer, mobile etc while teachers who had teaching experience more than 15 year were less interested to learn new technologies such as internet, computer, mobile etc.

DISCUSSION -

In the present study, almost of the teachers could use the computer and internet. Females faired better than males when utilization of computer and internet was scored. When the Mean scores for males, females ,science and Art teachers were compared, it was observed that there existed a significant difference between the teachers of four branches in terms of computer and internet knowledge. The observed differences in the knowledge of computer and internet between males, females, science and Art teachers were partly due to differences in the subject interest and partly due to the availability of resources. Other important factors responsible for this difference may be the basic knowledge of computers for internet suffering, for presentations and discussions. All these factors when combined,were account for the highest score among female teachers followed by males and subject teachers. Computer and internet knowledge would help the teachers to broaden the knowledge which they can acquire and prevent them from being confined to their textbooks only.

CONCLUSION -

The use and knowledge of the computer and internet is key component of education in many parts of the world. In the present study female teachers had significantly higher in their computer and internet knowledge than their counterparts, It may be due to the limited access and availability at the present institution. Science teachers had more knowledge than arts teachers of computer and internet knowledge, due to high relationship of science subjects with computer and availability of requisite facilities and training in computing skill. Senior secondary school teachers had more computer and internet knowledge than secondary school teachers. teachers who had teaching experience less than 15 years had more computer and internet knowledge than teachers who had teaching experience more than 15 years.

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