

EFFECTS OF INTERNET USAGE ON PRIMARY EDUCATION AND PRIMARY TEACHERS

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Abstract— This paper discussed about how internet is used in primary education teachers, to improve the student learning skills. Traditional teachers were trained to implement certain curriculum with group of students. Today all the institutions needs teacher-mentors and not teacher educators. Now the society needs progressive teachers who can help with and successfully solve the educational problems of individual students. In this regard the role of hypermedia and mass communication is unforgettable because as it like the harnessed power for restructuring the contemporary pedagogy in teacher education. No doubt, it has a great pedagogical significance in the field of teacher education.

Index Terms— Education, School Teacher, Internet, Technology

INTRODUCTION

Computer Internet usage is essential for every student who is under the process of acquiring education because it helps in the successful development of young people in contemporary Indian society. Those students who develop higher-order cognitive capacities will be most equipped to pursue more education to meet novel challenges. Unlike the past, most jobs in the world wide economy of the future will require high level cognitive capacities to function effectively in a globalized nation. It is therefore necessary for the acquisition, organization and application, of information to cope with challenges in a complex society. These variables are inside and outside school that affect students' quality of computer internet usage.

A relationship between involvement and need satisfaction has been visualized by a few researchers. These researchers indicate that a positive relationship does exist between personal involvement of individuals in any activity and the satisfaction of their needs, studies conducted by Perkins (1975) and Rufus (1976) showed this relationship. Study Involvement in this study means the study habits, study interest self esteem, self regulation etc. of primary school students. Student's internet usage is based on the school learning and mostly the motivational factors. From the view of the above studies, Study Involvement considered as one of the important independent variable in this study. The table 1 discussed about Percentage of population belonging to different age groups at the time of marriage

TABLE 1 Percentage of population belonging to different age groups at the time of marriage

Age Group	EDUCATED		UNEDUCATED	
	Working Population	Non-Working Educated Population	Working Uneducated Population	Non-Working Population
< 10 Yrs.	–	–	–	2
10-14 Yrs.	–	–	28	6
15-19 Yrs.	18	16	50	24
20-24 Yrs.	60	64	10	44
25-30 Yrs.	20	18	12	20
31-36 Yrs.	2	2	–	4

The system of education need to understand, how student participation can be fostered in schools as cultural dimensions were found to be significant, which influence on student participation (Holdsworth). Emotional Maturity helps for the growth of behavior and promotes the capacity to control a reasonable amount of frustration which results in students leading a happy healthy and peaceful life. The development of emotion lay a strong foundation for various development of a child's personality.

EMOTIONAL MATURITY

Emotions like fear, anger and affection are direct contribution to emotional maturity. Once students are emotionally mature, they will have ability to comprehend whatever they learn in the classroom that results in better computer internet usage. As far as researches related to study involvement is concerned, the guiding spirit behind these studies is not directly on Tribal Education. But these studies have not either considered socio-economic background of Tribal students or prevailing conditions in Tribal schools. Therefore, these studies have failed to attempt the most important factor that join areas of research viz. tribal education, emotional maturity, study involvement and socio-economic status of students. In the present study, emotional maturity and study involvement have been considered as important factors in the learning process. Emotional Maturity helps for the growth of behaviour and promotes a capacity to control a reasonable amount of frustration which results in students leading a happy healthy, and peaceful life. The development of emotions will lay a strong foundation for various development of a child's personality. The finding of present study of a significant difference in study involvement on account of government and private may be justified in view of the increasing aspiration, feeling of competition and advancement in life of government students' which might in turn has enhanced the level of their study involvement. The sex, locality and size of family of the primary school tribal students does not affect on their Study Involvement.

TABLE 2 Percentage of population living in different Types of houses

Type of House	EDUCATED		UNEDUCATED	
	Working Population	Non-Working Population	Working Population	Non-Working Population
Ownership	80	56	18	64
Rented	16	28	82	34
Company Lease	4	16	–	2

The table 2 represents Percentage of population living in different Types of houses there was a significant difference in the Study Involvement of primary school tribal 250 students belonging to different birth ordinal position. The middle born students have better study involvement than last and first ordinal position. The 't' test analysis further shows that there was a significant difference in the Emotional Maturity of primary school boys and girls. The girls have more emotionally matured than boys. The rural and joint family students have emotionally matured than urban and nuclear family students. The school type and size of family of tribal students does not affect on their Emotional Maturity. There was a significant difference in the Emotional Maturity of primary school tribal students belonging to different birth ordinal positions. The middle born students were emotionally matured than first and last born students. The 't' test further shows that there was a significant difference in the Socio Economic Status of primary school tribal boys and girls. The girls have better socio economic than boys. There was a significant difference in the Socio-Economic Status of primary school tribal students studying in government and private schools. The government school students have better socio economic than boys.

SOCIO-ECONOMIC STATUS

The locality of the students does affect on their Socio-Economic Status. The tribal students have low and average level of socio-economic status. There was a significant difference in the Socio Economic Status of primary school students belonging to nuclear and joint family. The joint family students have better socio-economic status than nuclear family students. There was no significant difference in the Socio-Economic Status of primary school tribal students belonging to different sized families and there was a significant difference in the Socio-Economic Status of primary school tribal students belonging to different birth ordinal positions. The first born students have better computer internet usage than last and middle born tribal students.

TABLE 3 Percentage of preference for gender amongst different categories of population

Preference of Gender	EDUCATED		UNEDUCATED	
	Working Population	Non-Working Population	Working Population	Non-Working Population
Male	60	68	96	98
Female	40	32	4	2

The table 3 shows Percentage of preference for gender amongst different categories of population that forming positive relationships with peers and developing socially are extremely important for all children. Children who have difficulties in these areas are more likely to suffer from problems in other areas of their lives. For example, they may have a low sense of self-esteem and underachieve in computer work. When child relates well to others, it promotes positive feelings towards self and others (Cowie, Smith, Boulton & Haver, 1994).

IMPORTANT OF LEARNING ABILITIES

The most important one is the difference in learning abilities. As the existing strategies get older, young people become increasingly prone to making use of appropriate strategies for learning and also increasingly adept at using strategies that they develop a widening repertoire of learning skills. This also gains more sophisticated meta skills. There are three basic ways students can interact with each other as they learn; viz, competitive individualistic and cooperative ways of interaction. They can compete to see who is "best"; they can work individualistically towards a goal without paying attention to other students, or they can work cooperatively with vested interests in each other's learning as well as their own. Of the three interaction patterns, competition is presently the most dominant. Research indicates that a vast majority of students in almost all countries view school as a competitive enterprise where one tries to do better than other students.

Student's learning goals may be structured to promote cooperative, competitive, or individualistic efforts. In every classroom, instructional activities are aimed at accomplishing goals and are conducted under a goal structure. A learning goal is a desired future state of demonstrating competence or mastery in the subject area being studied. The goal structure specifies the ways in which students will interact with each other and the teacher during the instructional session (Johnson & Johnson, 1989, 1999).

TABLE 4 Percentage of population (belonging to different categories), considering female child as Burden in the family

Whether a female child is considered a burden?	EDUCATED		UNEDUCATED	
	Working Population	Non-Working Population	Working Population	Non-Working Population
Yes	4	4	26	62
No	96	96	74	38

The table 4 represents Percentage of population (belonging to different categories), considering female child as Burden in the family a number of basic elements must be implemented if grouping is to be truly cooperative. The teacher's role is centered on implementing the basic elements in cooperative lessons. Cooperative efforts result in participants recognising that all group members share a common fate, strive for mutual benefit so that all group members gain from each other's efforts, recognise that one's performance is mutually caused by oneself and one's colleagues' empower each other and feel proud and celebrate jointly when a group member is recognised for internet usage. During the past fifty years, cooperative learning has been the least used goal structure in instructional situations.

As regarding admissions in minority' educational institutions, it is suggested that the entire seats should be reserved to the students belonged to the particular minority" community, and the admission should be on the basis of merit as determined in a joint common entrance

test or the qualifying examination as the case may be. If any' seats are remaining after being filled by the students belonging to the particular minority community, they must be filled up from the common pool on the basis of merit. The table 5 shows the statistical information about Percentages of population helped by their daughters in doing household duties.

TABLE 5 Percentages of population helped by their daughters in doing household duties

Are daughters helpful in household duties?	EDUCATED		UNEDUCATED	
	Working Population	Non-Working Population	Working Population	Non-Working Population
Yes	50	54	88	84
No	24	12	12	10
N.A.	26	34	–	6

The Motilal Nehru Report (1928) showed a prominent desire to afford protection to minorities, but did not define the expression. The Sapru Report (1945) also proposed, inter alia, a Minorities Commission but did not define Minority. The U.N. Sub-Commission on Prevention of Discrimination and

The Drafting committee, however, sought, to make a distinction between the rights of any section of the citizen to conserve its language, script or culture and the right of the minorities based on religion or language to establish and administer educational institutions of their choice and for this the committee omitted the word „minority“ in the earlier part of the draft article 23 corresponding to article 29, while it retained the word in the latter part of the draft article 23 which now forms part of the article 30(1). The table 6 shows the Percentage of population receiving differential treatment from their parents.

TABLE 6 Percentage of population receiving differential treatment from their parents

Did you receive differential treatment from parents?	EDUCATED		UNEDUCATED	
	Working Population	Non-Working Population Percentage	Working Population Percentage	Non-Working Population Percentage
Yes	8	14	62	62
No	90	80	38	38
N.A.	2	6	–	–

B.R. Ambedkar sought to explain the reason for substitution in the Draft Constitution of the word minority by the words “any section” observing: It will be noted that the term minority was used therein not in the technical sense of the word „minority“ as we have been accustomed to use it for the purpose of certain political safeguards, such as representation in the Legislature, representation in the service and so on.

TABLE 7 Percentage of population's families gladly accepting birth of a female child

Whether birth of a female child gladly accepted in your family?	EDUCATED		UNEDUCATED	
	Working Population	Non-Working Population	Working Population	Non-Working Population
Yes	74	84	78	70
No	20	8	22	24
N.A.	6	8	–	6

The table 7 represents Percentage of population's families gladly accepting birth of a female child again, where funds, were obtained from abroad for assisting in setting up and developing a school, which was established by a minority in India, or that the management as is carried on at times by some persons who are not born in India, cannot be a ground to deny to the school the protection of article 30(1). Likewise, the fact that the school was successively having a non Christian headmaster does not lead to conclusion that it was not established by the Christians.

The word “administer” and “establish” for the purpose of article 30(1) have to be read conjunctively. Therefore, a minority can claim a right to administer an educational institution only if it has been established by it not otherwise. The table 8 represents Percentage of population worrying about the education

TABLE 8 Percentage of population worrying about the education

During Pregnancy were you worried about the sex of the child?	EDUCATED		UNEDUCATED	
	Working Population	Non-Working Population	Working Population	Non-Working Population
Yes	8	6	22	40
No	90	88	78	60
N.A.	2	6	–	–

In S.P Mittal v. Union of India, the Supreme Court has stated: “In order to claim benefit of article 30(1), the community must show : (a) that it is religious/linguistic minority. (b) That institution was established by it. Without satisfying these two conditions it cannot claim the guaranteed right to administer it. Research around the world has shown that low expectations for student internet usage permeate educational systems. Rather than setting high standards and believing that students can meet them, teachers and administrators in many developing countries expect that up to half the students will drop out or fail, especially in primary grades. Schools committed to student

learning communicate expectations clearly, give frequent and challenging assignments, monitor performance regularly, and give students the chance to participate in and take responsibility for diverse school activities.

Conclusion

This paper discussed about internet usage of primary Teachers' working conditions affect their ability to provide quality education. Many aspects of school life and educational policy go into teachers' perceptions of their employment. As mentioned above, the condition of infrastructure, availability of textbooks and learning materials and class sizes all influence the teacher's experience as an educator. Teachers' remuneration also matters. In many countries, teacher salaries have declined in recent years, and teachers are not always paid on time.

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