

THE KNOWLEDGE ON INTERNET AMONG THE HIGHER SECONDARY STUDENTS

R. ABIRAMA SUNDARI,

Ph.D., Research Scholar (EXT)

Department of Education

Annamalai University,

Annamalainagar - 608 002.

Dr. R. BABU,

Professor and Head

Department of Education

Annamalai University,

Annamalainagar - 608 002.

ABSTRACT

Internet knowledge consists of two aspects that are essential to the most common uses of the Internet; what people know about the Internet and what people can do using the Internet. Although Internet knowledge is a conceptually unique construct, the boundaries between this concept and Internet experience as well as Internet self-efficacy are fairly blurred in past research. Experience has been widely demonstrated in many technology acceptance model-related studies to be a moderating variable. This paper presents the results of the research conducted in order to examine the higher secondary students and their internet knowledge. Knowledge can help teachers to deal with the new situation with less stress and so enable them to take steps appropriately in tune with the need of the students and the institution. In this view point the researchers have undertaken this study. The present study was conducted to the higher secondary students and 90 students were chosen for the study. The purposive sampling technique was used in selecting the sample. Experimental method has been used in the present study which consists of (a) Control Group (Black Board teaching), (b) Experimental Group I (Power point teaching) and (c) Experimental Group II (Animated teaching by multimedia package) and the survey method was adopted to collect the data from the higher secondary students in the Internet Knowledge Test (IKT) constructed and validated by Manikandan, K., and Vaiyapuri Raja, P., (2015). The result revealed that internet knowledge among the higher secondary students do not differ significantly according to their sex and residence in control group, experimental group I and experimental group II.

Key Words: *Internet knowledge and higher secondary students.*

INTRODUCTION:

The increasing role of technology in contemporary society, as well as the rapid advancement of technology types and uses, requires major changes to methods of teaching. Word Internet is derived from the words “global” and “network”. The Internet can be defined as “network of networks and is the world’s largest and most widely used network. The Internet can be used as an additional convenient method. The Internet has become an essential part in educational institutions since it plays a vital role in meeting

information and communication needs of students, teachers and institutions. The Internet is also used to replace the traditional classroom lecture.

NEED AND IMPORTANCE OF THE STUDY:

The Internet represents the greatest collection of human knowledge ever assembled and has been widely used by students learning. As it has been pondered, the internet has changed the way students learn and do school academic work. However, the internet access and use among secondary school students contribute to their academic work and improves their final grades. This study examined internet knowledge of the higher secondary students. The Internet represents the greatest collection of human knowledge ever assembled and has been widely used by students for learning. The Internet has become an essential tool for students and professional life; all things that are occurring are normally made through the Internet. Hence, the present study has a high need and importance at the present time.

REVIEWS:

Yao-Ting Sung, et al., (2016), studied about the effects of integrating mobile devices with teaching and learning on students' learning performance and found that Mobile devices such as laptops, personal digital assistants, and mobile phones have become a learning tool with great potential in both classrooms and outdoor learning. Although there have been qualitative analyses of the use of mobile devices in education, systematic quantitative analyses of the effects of mobile integrated education are lacking.

Owusu-Acheaw, M., and Agatha Gifty Larson., (2015), studied about the Use of Social Media and its Impact on Academic Performance of Tertiary Institution Students and revealed that majority of the respondents had mobile phones which also had Internet facility on them and had knowledge of the existence of many media sites. The study further confirmed that most of the respondents visit their social media sites using their phones and spend between thirty minutes to three hours per day. In addition the study revealed that the use of social media sites had affected academic performance of the respondents negatively and that there was direct relationship between the use of social media sites and academic performance. The study recommends among others that, students with mobile phones having internet facility should be encouraged to use it to supplement their research in the library rather than the usual chatting with friends all the time. Students should be encouraged to limit the time they spend on their social media sites per day and advise them to rather substitute those hours to read novels to improve their knowledge. Since the use of social media sites had affected the academic work of students negatively there is the urgent need for the introduction of students to the availability of novels and other information resources or materials that can help them academically.

STATEMENT OF THE PROBLEM:

The problem selected for the present study has been stated as, **“THE KNOWLEDGE ON INTERNET AMONG THE HIGHER SECONDARY STUDENTS”**.

OBJECTIVES:

1. To study the relationship if any between the Internet Knowledge of the higher secondary Students and their gender and residence of the three treatment groups.

HYPOTHESIS:

1. There is no significant difference in the Internet Knowledge among the three treatment groups.
2. There is no significant difference in the Internet Knowledge among the treatment groups based on the (i) gender (ii) residence.

METHODOLOGY:

Survey method has been used in the present investigation to collect the data from the sample of the higher secondary students from the Three groups i.e., control group, Experimental group I and Experimental group II.

TOOL:

Internet Knowledge Test (IKT) constructed and validated by Manikandan, K., and Vaiyapuri Raja, P., (2009), has been used in the present investigation. The Internet Knowledge Test consists of as many as 24 multiple choice items. Four choices were given for one item and out of the four one is correct answer. The correct answer carries a score of "ONE" and the wrong answer "ZERO". Hence a total of 24 marks can be obtained by a respondent and needs 30 minutes for a respondent to answer. Internet Knowledge Test has construct validity as the items were selected following rigid item analysis. Its intrinsic validity was found to be 0.90. The reliability of the test by split – half technique was found to be 0.81.

SAMPLE:

Purposive sampling technique has been used to select the sample of 90 higher secondary students from the higher secondary school in Mayiladuthurai Town of Nagai district of Tamilnadu, India.

STATISTICAL TECHNIQUES USED:

- Descriptive analysis and
- Differential analysis

TABLE 1 to 3: SHOWING ‘t’ VALUE OF HIGHER SECONDARY STUDENTS INTERNET KNOWLEDGE SCORES

Table - 1

SUB SAMPLES	CONVENTIONAL GROUP			
	N	MEAN	SD	‘t’ VALUE
MALE	25	8.5200	2.77068	0.62
FEMALE	5	9.4000	2.88097	
URBAN	17	8.4118	3.22217	0.60
RURAL	13	9.0000	2.08167	

Table - 2

SUB SAMPLES	EXPERIMENTAL GROUP I			
	N	MEAN	SD	‘t’ VALUE
MALE	12	14.7500	2.37888	0.73
FEMALE	18	14.0556	2.79647	
URBAN	11	14.0909	2.62505	0.38
RURAL	19	14.4737	2.67433	

Table - 3

SUB SAMPLES	EXPERIMENTAL GROUP II			
	N	MEAN	SD	‘t’ VALUE
MALE	14	19.8571	2.79717	0.15
FEMALE	16	20.0000	2.36643	
URBAN	9	20.6667	2.12132	1.14
RURAL	21	19.6190	2.67350	

FINDINGS:

1. The male and female higher secondary students of the conventional group do not differ significantly in the internet knowledge.
2. The higher secondary students residing in the urban and rural area of the conventional group do not differ significantly in the internet knowledge.
3. The male and female higher secondary school students taught by PPT (Experimental group I) do not differ significantly in the internet knowledge.

4. The higher secondary students residing in the urban and rural area taught by PPT (Experimental group I) do not differ significantly in their internet knowledge.
5. The male and female higher secondary students taught by Animated teaching by Multimedia Package (Experimental group 2) and do not differ significantly in the internet knowledge.
6. The higher secondary students residing in the urban and rural area taught by Animated teaching by Multimedia Package(Experimental group 2) and do not differ significantly in the internet knowledge.

CONCLUSION:

The present study was conducted to 90 higher secondary students and the internet knowledge among the higher secondary students do not differ significantly in respect of their sex and residence in control group, experimental group I and experimental group II.

REFERENCES:

- Aggarwal., D. D. (2004), "Educational Technology. Retrieved" from [https:// books.google.co.in/](https://books.google.co.in/) Books.
- Best John, W., (1977), Research in Education, Englewood Cliffs, prentice Hall Inc.
- Garrett, HE., (1979), "Statistics in Psychology and Education", Hyderabad: International Book Bureau.
- Good, et al. (1941), "Methodology of Educational Research, New York" : Appleton century croff, Inc.
- Manikandan, K., and Vaiyapuri Raja, P., (2015), "Development of a test to measure internet knowledge of the college students", Educational Extracts, v.3, n.2, pp.79-82.
- Owusu-Acheaw, M., and Agatha Gifty Larson., (2015)., "Use of Social Media and its Impact on Academic Performance of Tertiary Institution Students: A Study of Students of Koforidua Polytechnic, Ghana.," Journal of Education and Practice, Vol.6, No.6, pp.94.
- Yao-TingSung, Kuo-EnChang and Tzu-ChienLiu., (2016)., "The effects of integrating mobile devices with teaching and learning on students' learning performance: A meta-analysis and research synthesis", Computers & Education, v. 94, pp, 252-275.