

Students' Attitude towards the Uses of Internet

Shivaraj O*, Suresha GP**, Arun Kumar D***

Abstract

Internet is a useful tool for all in a technologically advanced world. The impact of Internet widely visible in all most sector. The education sector is most benefited from the Internet. The students are pillars of building progress of the society and the nation. It is therefore students most have access to all technological tools & techniques. In recent days many schools and colleges offering Internet services to the students for their academic purpose. The present study analyzed the Students' attitude towards the uses of Internet in Arts and Science colleges of the Chitradurga city. A total of 170 well-structured questionnaires were distributed to the Students, and out of which 150 filled questionnaires were received, checked, and found fit for analysis. The results reveal that most students find that the Internet knowledge is essential for study and courses work. Almost all the respondents feel that they are comfortable using the Internet and the respondents are having fair knowledge in accessing Internet. The study found that there is a similarity use of Internet among male and female. Further the study recommends some useful suggestion for significant and positive use of the Internet.

Keywords: Technologically advance world; Education purposes; Effective tool; and Internet usage.

Introduction

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 is a useful tool for all in a technologically sophisticated world. The Internet is also widely used in education. The use of Internet for education is very important. It is now being used to teach in schools and colleges to get more out of it. The Internet offers more information than the largest libraries in the world [1]. 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. Teachers are being invited to give their teaching materials and other support resources available through the Internet [2]. Students use the Internet to communicate not only with colleagues, but also with their instructors. Students and teachers can communicate with each other with the help of Internet [3]. It has an easy access to all information on the latest research reports from anywhere in the world. It helps researchers, teachers, students and institutions to disseminate information to more viewers worldwide through websites [4, 5]. Teachers get useful information about their classes and also download useful and latest information on the subject. A teacher may ask students to find a topic and related research on the Internet. The Internet is also used to replace the traditional classroom lecture. The instructor can place course notes on web pages, create recordings video of a live conference for presentation to the Internet or can use combinations of these ideas [6].

Author's Affiliation: *Librarian, Mallige College of Pharmacy, Silvepura, Chikkabanavara Post, Bangalore-90. **Xavier Institute of Management and Entrepreneurship, Hosur Road, Electronic City Phase II, Bangalore, Karnataka 560034. ***Junior Research Associate, ITC R&D Centre, Bangalore-560058.

Reprint's request: Shivaraj O, *Librarian, Mallige College of Pharmacy, Silvepura, Chikkabanavara Post, Bangalore-90. E-mail: shivarajnayaka@rediffmail.com

(Received on 04.01.2011, accepted on 16.10.2012)

To make proper use of Internet in colleges there is a need to understand the attitudes of students toward the use of it. And it must be ensured that resources are being used in college legally and if there are problems, then problem areas must first strike and then put the necessary measures to overcome the problem. For the student's attitude toward Internet applications, college administration should know that the purposes for which students are using it as entertainment and sports, for academic purposes, correspondence and business and social purposes, etc. It is the duty of the administrator from one college to information and enabling factors that students are using the Internet for educational purposes. Now a day, all schools, colleges are using Internet technology. With the help of this, schools and colleges, teachers are valuable teaching tool. So to have more benefits from the resources you need to know about problem areas or barriers, but also take measures to address the best use of resources as the Internet. Increasingly, colleges are investing in Internet services. School is also making its teaching materials available online. While colleges and academics are trying to build the Internet, a valuable learning tool, it is necessary to understand what their students' attitudes toward Internet applications. Most of the chitradurga population exists in rural areas where Internet facility is not available and therefore are not aware of the Internet. And institutions are not giving any kind of Internet education to rural areas. As the Internet has become an essential tool for college students and professional life, all things that are occurring are normally made through the Internet. Although Internet students can take many advantages from Internet, but due to some factors, are not aware of the Internet or the information about the Internet is inadequate because the students' attitude toward the Internet is negative or slightly lower. These factors are due to sites that divert the attention of students of the educational purpose for which the student is using the Internet. This paper focuses college students frequently using the Internet for study and

related work. It explores to know about Internet usage by students of the college.

Objective

The objective of this study is to examine the 'student's attitude towards the uses of Internet in Arts and Science Colleges of the Chitradurga city.

Scope and limitations of the study

The scope of the present study is limited to the following:

- a) The study includes only two colleges, which are engaged in importing Degree level course in the field of Arts and Science.
- b) The study focused on student's attitude towards the uses of Internet in Arts and Science Colleges functioning within the territorial jurisdiction of the Chitradurga city.

Methodology

In order to collect the comprehensive and relevant data for the study, a well- designed questionnaire method is used for collecting the primary data. Present study only 17 items were used. These items were most appropriate in present situation. The questionnaire composed of two sections, the first section contained general information about respondents including gender, age, and education. Whereas, the second section related to student's attitude towards Internet applications and had 17 items. These items were measured on Liker type 5-point scale, where 5 was most degree of agreement and 1 was least degree of agreement. To find out facts, both survey methods, i.e., questionnaire and personnel interview method was used to collect the relevant data. The questionnaires, which were prepared, were distributed to selected students of Arts and Science Colleges. Total 170 questionnaires were distributed and out of which 150 questionnaires were received. The duly filled questionnaire used for data

analysis and the analyzed data has been presented in form of table and graphs. The collected data were tabulated and analyzed systematically using the statistical package social science (SPSS).

Review of literature

A survey conducted by Sivaraj and Mohamed (2007) [7] on Use of internet by the students, faculty members, and research scholars at bannari Amman institute of technology. Responses of users showed that the Internet is being used by students, faculty members, and research scholars to gather a variety of information and gain more extensive knowledge as part of their learning, teaching, and research activities.

The Internet has become such an integral part everywhere and a potent communication tool, it is worth investigating exactly how the Internet fits into the daily lives of staff and students of educational institutions. There is a strong expression of the availability 24 / 7 on the Internet, i.e., every hour of every day, allows students and scholars for study and research, self-determination of the normal hours of work (Gorman, 2003)[8]. The main function of the Internet is used in most conference rooms is an instrument to gather information for teachers and students and has become one of the first places where teachers and students will collect data on almost any subject, whether at home or at school, college or University (Aydn, 2001)[9]. There is a lot of training available in the form of texts, primary sources, images, articles, online periodicals, multimedia presentations, books, maps, databases of almost anything you can think of almost any topic. Also, teachers and students are quite competent in the access to this information (McKenzie, 1998[10], Shiveley & VanFossen, 2000)[11]. The Internet can be a powerful source for such research, challenging students to investigate problems that are authentic, connected to the curriculum and interdisciplinary areas. The Internet can also help in the presentation and disclosure of the findings of such projects

(DeWitt, 2003[12]; Risinger, 1998 [13], Falvo, 1994 [14], Thompson et al., 2004) [15]. Finally, the evidence indicates that teachers use the Internet, as it is in their classrooms because the possibilities seem obvious, and they want to be involved with the trend of technology. However, instead of creating a class more interactive and collaborative Internet use every day often leads to an informal teaching style, and indeed can lead students away from reality instead of calling in (Benenson, 2001 [16], Chadwick, 2002) [17].

Technical support, Web experience, task equivocality, and perceived ease of use affect the usage of Internet, significantly (Lee & Kim, 2009)[18]. Technical support and web experience, in turn affect the perceived ease of use. Technical support, task equivocality, and task interdependence are positive related with subjective norm. Teacher Internet self-efficacy and believes about web-based learning are critical determinants of their attitude towards web-based professional development (Pin & Chung, 2009) [19]. The concept which reinforces the positive outcomes of web learning is highly suitable for the favorable attitude towards web-based professional development. The attitude of students and teachers towards using Internet in teaching, using Internet in research and likability of Internet usage in teaching is having a negative correlated with each other (Oral, 2008) [20]. Furthermore, the difference between devotion to democracy and qualities of democracy is significant. Likewise, the difference between attitudes towards devotion to democracy is significant with reference to the benefits provided by the Internet.

Analysis and findings of the study

This study reports the analysis of data gathered through the questionnaire designed for students of Arts and Science Colleges in Chitradurga City. The data analysis is based on questionnaire responses of students of Arts and Science Colleges. The information thus collected is tabulated and presented in the form of tables and graphs.

General information

Demographic characteristics of respondents

The data summarized in the table-1 demonstrates the demographic characteristics of respondents. It shows that out of 150 respondents' 50% are male respondents and 50% are female of respondents selected from different Arts and Science Colleges. The numbers of respondents are from, SJMCASC, GASC. 100% of respondents come under the age group of below 25 years. Equal numbers of (50% each) respondents are science & arts students.

Frequency Distribution with respect to Students' attitude towards the uses of internet

Table 2 illustrates frequency distribution with respect to Students' attitude towards the uses of internet. It evident from the table - 2 that 53.33% of respondents are agreed to feel comfortable in using Internet". 37.33% of respondents are strongly agreed that the statement of "knowledge of Internet is essential for students" Whereas 32.66% of respondents are disagreed regarding the statement of "feel overwhelmed using Internet in studies" and

Table 1: Demographic characteristics of respondents

Demography of respondents (n=150)		Counts	Percentage
Gender	Male	75	50
	Female	75	50
Age	<25	150	100
Colleges	SJMCASC	75	50
	GASC	75	50
Department	Science (students)	75	50
	Arts (students)	75	50

Note: Number given in parenthesis represents the percentage
SJMCASC- S.J.M. College of Arts and Science College
GASC- Government Arts and Science College

Figure 1: Descriptive statistics in favor of usage of Internet

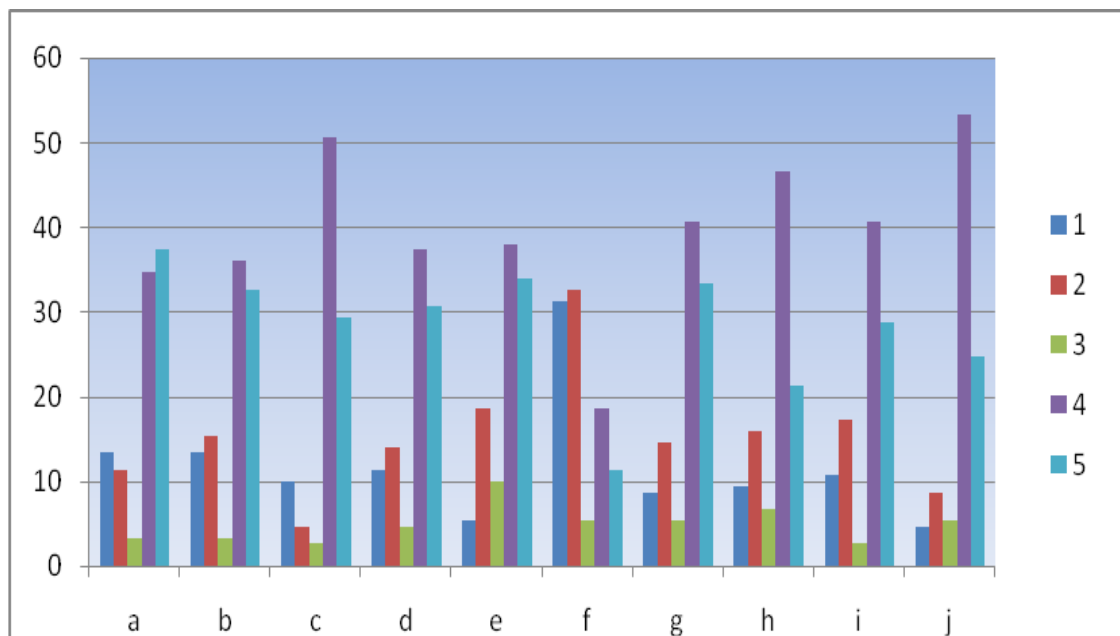


Table 2: Descriptive statistics in favor of usage of Internet (N=150)

Respondents		Sources									
		a	b	c	d	e	f	g	h	i	j
Science Students (n=75)	1	08(10.66)	08(10.66)	05(6.66)	07(9.33)	03(4)	25(33.33)	03(4)	05(6.66)	06(8)	02(2.66)
	2	07(9.33)	08(10.66)	07(9.33)	08(10.66)	13(17.33)	26(34.66)	07(9.33)	09(12)	10(13.33)	05(6.66)
	3	02(2.66)	01(1.33)	0(0)	02(2.66)	05(6.66)	03(4)	02(2.66)	03(4)	01(1.33)	02(2.66)
	4	02(37.33)	29(38.66)	43(57.33)	27(36)	31(41.33)	12(16)	33(44)	40(53.33)	33(44)	40(53.33)
	5	30(40)	30(40)	24(32)	27(36)	23(30.66)	07(9.33)	30(40)	18(24)	25(33.33)	21(28)
Arts Students (n=75)	1	12(16)	12(16)	10(13.33)	10(13.33)	5(6.66)	22(29.33)	07(9.33)	09(12)	10(13.33)	05(6.66)
	2	10(13.33)	15(20)	15(20)	13(17.33)	15(20)	23(30.66)	15(20)	15(20)	16(21.33)	08(10.66)
	3	03(4)	04(5.33)	04(5.33)	05(6.66)	10(13.33)	05(6.66)	05(6.66)	07(9.33)	03(4)	06(8)
	4	24(32)	25(33.33)	33(44)	29(38.66)	26(34.66)	01(21.66)	28(37.33)	30(40)	28(37.33)	40(53.33)
	5	26(34.66)	19(25.33)	20(26.66)	19(25.33)	28(37.33)	10(13.33)	20(26.66)	14(18.66)	18(24)	16(21.33)
Total (n=150)	1	20(13.33)	20(13.33)	15(10)	17(11.33)	08(5.33)	47(31.33)	13(8.66)	14(9.33)	16(10.66)	07(4.66)
	2	17(11.33)	23(15.33)	22(14.66)	21(14)	28(18.66)	49(32.66)	22(14.66)	24(16)	26(17.33)	13(8.66)
	3	05(3.33)	05(3.33)	4(2.66)	07(4.66)	15(10)	08(5.33)	08(5.33)	10(6.66)	04(2.66)	08(5.33)
	4	52(34.66)	54(36)	76(50.66)	56(37.33)	57(38)	28(18.66)	61(40.66)	70(46.66)	61(40.66)	80(53.33)
	5	56(37.33)	49(32.66)	44(29.33)	46(30.66)	51(34)	17(11.33)	50(33.33)	32(21.33)	43(28.66)	37(24.66)

Note: Number given in parenthesis represents the percentage
Total number is more than 100 percentage because multiple choice questions

“use Internet for learning fun” and also 31.33% of respondents are strongly disagreed the same. Only 10% of respondents are neutral with the statement of “enjoy Getting information more from written material than Internet”.

Study also shows the difference between Science and Arts students with respect to the uses of internet and it is evident from the table that 57.33% Science students are agreed that the statement of Internet is easier to use than library and 53.33% of respondents are agreed

Table 3: Descriptive statistics in favor of usage of Internet (N=150)

Respondents	Sources										
	a	b	c	d	e	f	g	h	i	j	
Male (n=75)	1	11(14.66)	13(17.33)	08(10.66)	03(4)	23(30.66)	07(9.33)	07(9.33)	9(12)	04(5.33)	
	2	08(10.66)	12(16)	10(13.33)	13(17.33)	24(32)	10(13.33)	13(17.33)	12(16)	06(8)	
	3	02(2.66)	02(2.66)	1(1.33)	03(4)	07(9.33)	03(4)	04(5.33)	01(1.33)	03(4)	
	4	29(38.66)	28(37.33)	39(52)	27(36)	29(38.66)	13(17.33)	31(41.33)	37(49.33)	30(40)	42(56)
	5	29(38.66)	24(32)	24(32)	24(32)	26(34.66)	09(12)	26(34.66)	17(22.66)	21(28)	18(24)
Female (n=75)	1	09(12)	09(12)	12(16)	09(12)	05(6.66)	24(32)	06(8)	07(9.33)	03(4)	
	2	09(12)	11(14.66)	11(14.66)	11(14.66)	15(20)	25(33.33)	12(16)	14(18.66)	07(9.33)	
	3	03(4)	03(4)	03(4)	04(5.33)	08(10.66)	05(6.66)	05(6.66)	06(8)	03(4)	
	4	25(33.33)	26(34.66)	37(49.33)	29(38.66)	28(37.33)	14(18.66)	30(40)	33(44)	31(41.33)	38(50.66)
	5	27(36)	25(33.33)	20(26.66)	22(29.33)	25(33.33)	8(10.66)	24(32)	15(20)	22(29.33)	19(25.33)

Note: Number given in parenthesis represents the percentage

Total number is more than 100 percentage because multiple choice questions

1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree, 5-Strongly Agree.

a-Knowledge of Internet is essential for students, b-Internet is Important like other research tools, c-Internet is easier to use than library, d-I find the Internet to be as informative as teachers, e-I enjoy Getting information more from written material than Internet, f-I feel overwhelmed using Internet in studies, g-I use Internet for learning fun, h-I find using the Internet as an integral part of the educational process, i-I access the Internet more at university than at home, j-I feel comfortable in using Internet.

with the statement of “feel comfortable in using Internet”. Whereas 53.33% of Arts students are agreed with the statement of “feel

comfortable in using Internet” and also 44% of Arts students are agreed with the statement of “Internet is easier to use than library”.

Figure 2: Descriptive statistics against usage of Internet

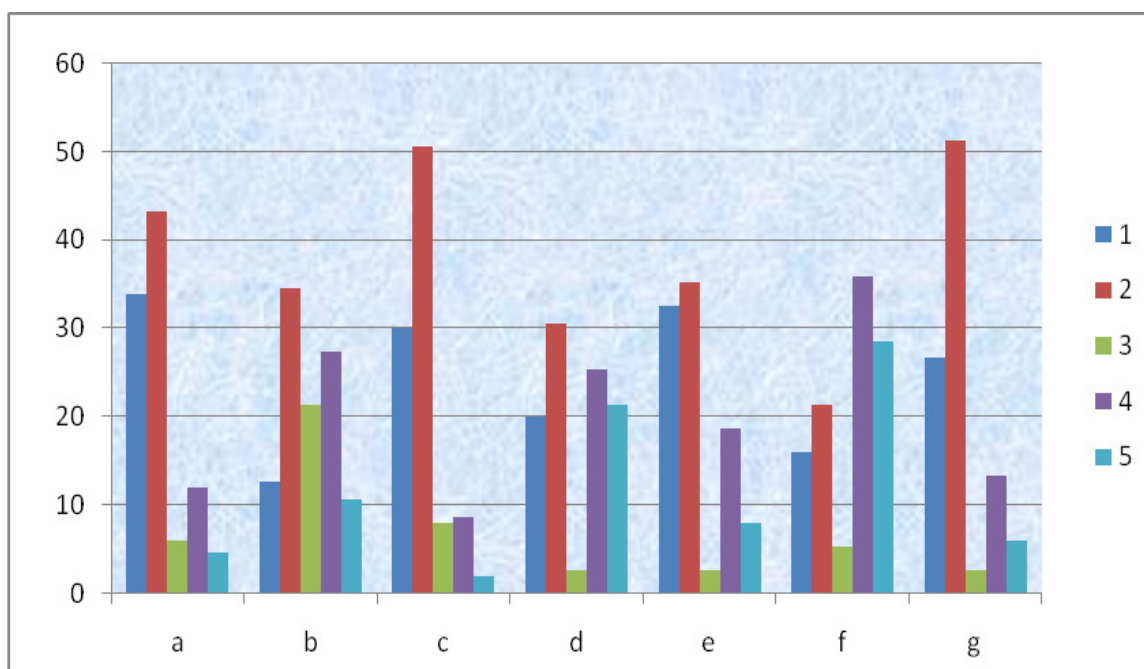


Table 4: Descriptive statistics against usage of Internet (N=150)

Respondents	Sources							
	a	b	c	d	e	f	g	
Science Students (n=75)	1	28(37.33)	09(12)	25(33.33)	12(16)	31(41.33)	13(17.33)	20(26.66)
	2	35(46.66)	27(36)	42(56)	20(26.66)	26(34.66)	17(22.66)	45(60)
	3	04(5.33)	18(24)	04(5.33)	0(0)	0(0)	0(0)	0(0)
	4	06(8)	17(22.66)	03(4)	23(30.66)	12(16)	26(34.66)	07(9.33)
	5	02(2.66)	04(5.33)	0(0)	20(26.66)	03(4)	20(26.66)	03(4)
Arts Students (n=75)	1	23(30.66)	10(13.33)	20(26.66)	18(24)	18(24)	11(14.66)	20(26.66)
	2	30(40)	25(33.33)	34(45.33)	26(34.66)	27(36)	15(20)	32(42.66)
	3	05(6.66)	14(18.66)	08(10.66)	04(5.33)	04(5.33)	08(10.66)	04(5.33)
	4	12(16)	24(32)	10(13.33)	15(20)	16(21.33)	28(37.33)	13(17.33)
	5	05(8.88)	12(16)	03(4)	12(16)	09(12)	23(30.66)	06(8)
Total (n=150)	1	51(34)	19(12.66)	45(30)	30(20)	49(32.66)	24(16)	40(26.66)
	2	65(43.33)	52(34.66)	76(50.66)	46(30.66)	53(35.33)	32(21.33)	77(51.33)
	3	09(6)	32(21.33)	12(8)	04(2.66)	04(2.66)	08(5.33)	04(2.66)
	4	18(12)	41(27.33)	13(8.66)	38(25.33)	28(18.66)	54(36)	20(13.33)
	5	07(4.66)	16(10.66)	03(2)	32(21.33)	12(8)	43(28.66)	09(6)

Note: Number given in parenthesis represents the percentage
 Total number is more than 100 percentage because multiple choice questions

Table 5: Descriptive statistics against usage of Internet (N=150)

Respondents	Sources							
	a	b	c	d	e	f	g	
Male (n=75)	1	26 (34.66)	10 (13.33)	22 (29.33)	14 (18.66)	24 (32)	12 (16)	19 (25.33)
	2	33 (44)	26 (34.66)	39(52)	24(32)	26 (34.66)	15 (20)	39 (52)
	3	04 (5.33)	13 (17.33)	05 (6.66)	01 (1.33)	1(1.33)	03 (4)	01 (1.33)
	4	09 (12)	19 (25.33)	07 (9.33)	19 (25.33)	13 (17.33)	27 (36)	08 (10.66)
	5	03 (4)	07 (9.33)	01 (1.33)	15 (20)	05 (6.66)	22 (29.33)	04 (5.33)
Female (n=75)	1	25 (33.33)	9 (12)	23 (30.66)	16 (21.33)	25 (33.33)	12 (16)	21 (28)
	2	32 (42.66)	23 (30.66)	37 (49.33)	22 (29.33)	27 (36)	17 (22.66)	38 (50.66)
	3	05 (6.66)	15 (20)	07 (9.33)	03 (4)	03 (4)	05 (6.66)	03 (4)
	4	09 (12)	20 (26.66)	006 (8)	20 (26.66)	11 (14.66)	26 (34.66)	12 (16)
	5	04 (5.33)	08 (10.66)	02 (2.66)	16 (21.33)	07 (9.33)	21(28)	05 (6.66)

Note: Number given in parenthesis represents the percentage

Total number is more than 100 percentage because multiple choice questions

1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree, 5-Strongly Agree.

a-Internet contains useless information, b-Internet is difficult to use, c-I don't like using Internet for Important educational projects, d-I am different about using Internet for education, e-I have security concern about using Internet, f-I find Internet slow at home, g-Accessing, suffering and browsing the Internet confuses me.

Frequency Distribution with respect to 'Gender'

Table 3 shows the sex-wise frequency distribution with respect to students' attitude towards the uses of internet among the science & arts students. 56% of male respondents are agreed with the statement of "feel comfortable in using Internet", and 50.66% of female respondents are with the statement of "feel comfortable in using Internet". 32% of male

respondents disagreed and 33.33% of female respondents disagreed with the statement "feel overwhelmed using Internet in studies".

Only 9.33% of male respondents are neutral, where as 10.66% female respondents are neutral regarding the statement of "enjoy Getting information more from written material than Internet".

Table 4 demonstrates that with respect to "Accessing, suffering and browsing the Internet confuses me", 51.33% of respondents are disagreed with the statement and also 50.66% of respondents are disagreed with the statement of "don't like using Internet for important educational projects". Whereas 36% of respondents are agreed and 28.66% of respondents are strongly agreed with statement of "find Internet slow at home". Only 21.33% of respondents are neutral regarding the statement of "different about using Internet for education".

In case of science students 56% of respondents are disagreed with the statement of "don't like using Internet for important educational projects". Whereas 45.33% of arts students with the statement of "don't like using Internet for important educational projects".

Frequency Distribution with respect to 'Gender'

Table 5 shows the sex-wise frequency distribution with respect to students' attitude towards the uses of internet among the science & arts students. Equal numbers of (52% each) of male respondents are disagreed with the statements of "don't like using Internet for important educational projects", and "Accessing, suffering and browsing the Internet confuses me". Whereas 50.66% of female respondents are disagreed regarding the statement of "Accessing, suffering and browsing the Internet confuses me". 36% of male respondents agreed and 34.66% of female respondents agreed with the statement of "find Internet slow at home."

Only 17.33% of male respondents are neutral, where as 20% female respondents are neutral regarding the statement of "Internet is difficult to use."

Recommendations

This research was conducted on the students' attitude toward Internet applications. The research objective is to identify factors influencing student Internet

use. The study presents some significant recommendations for college or institutions regarding of planning, organizing and utilization of internet facilities and services for students in grand useful form. Some of the recommendations are as follows:

- This study is recommended that students should align their potential for significant and positive use of the Internet.
- Students must realize that the Internet is a medium.
- Students should not waste their time on useless activities.
- Basic Internet tools may be introduced to students in their early stages of education.
- The benefits of Internet should be disseminated to all students.
- Institutions should provide better infrastructure to facilitate students.
- Colleges or universities should organize courses that build up internal capacity of students require to use Internet in efficient and effective way.
- The courses organized by college or University should highlight the use of Internet research techniques and course materials should be situated on the Web to facilitate access by students.

Future Research

The present study directs future researcher to explore and address the safety concerns regarding using Internet. Some of the future research directions are as follows:

- The future researchers can find out safe and secure ways so that those who are not using internet can also use. Another important issue in this regard is privacy.
- The research has shown that privacy is a paramount concern for Internet users. The future researcher can further explore and deal with the privacy issue.
- The third and last direction for future research is to address misuse of Internet

by young students. It is very serious problem and affects both students and parents. Instead of stop using Internet it is the duty of the future researcher and scholars to find out safe and sound ways of using Internet.

Conclusion

The emergence of the internet, particularly the World Wide Web, as a new medium of information storage and delivery represents a revolution, which would have a lasting impact on the publishing and information delivery system in the 21st century. It is more near to user mind, and paves a bridge between the ocean of information and user needs. It is highly effective and efficient to provide instant and comprehensive access to users at their desktop irrespective of time and space. The Internet is relatively fast, it is accessible 24 hours a day, seven days a week and any one can use it from his own computer.

This research was conducted on the students' attitude toward Internet applications. The research objective is to identify factors influencing student Internet use. Information was gathered through the questionnaires on students using the Internet. The first section concludes that 50% of total respondents are male and 50% are female. It finds that the Internet is an essential knowledge for students and teachers. Students use the Internet primarily for educational and research purposes and benefits instead of playing a positive role and participation in society. However, it provides extensive information on the required assignments, and thus covers many dimensions' that meet educational needs. Students find the Internet more informative as compared to teachers. The majority of students feel comfortable using the Internet. Most respondents answered that the Internet provides useful information and half of those surveyed felt that Internet use is difficult in school. Above 50% of respondents responded that the Internet is easier to use than the library and is important for

educational projects and feel comfortable in using Internet. Respondents enjoy collecting more information than written material. Additionally, the results indicate that most respondents are satisfied that Internet access is more in college than at home and most of those participants said the Internet is slow at home. Respondents also expressed great confidence and satisfaction in using Internet for educational purposes.

References

1. Usun S. Undergraduate Students Attitudes towards Educational Uses of Internet. *Interactive Educational Multimedia* 2003; 7: 46-62.
2. Dede C. Emerging technologies and distributed learning. *American Journal of Distance Education* 1996; 10: 4-36.
3. Chickering AW & Gamson Z F. Applying the seven principles for good practice in undergraduate education. *New Directions for Teaching and Learning* 1991; 47: 63-69.
4. Molebash P. (1999). Technology and education: current and future trends, *Information Technology Journal*. [Online] Available: <http://etext.virginia.edu/journals/itjournal/1999/molebash.html>. (December 8, 2000).
5. Wright, V. H., & Marsh, G. E. (2000). Technology and teaching: a turning point. [Online] Available: <http://computed.coe.wayne.edu/vol5/wright%26Marsh.htm>. (December, 2010).
6. Forsyth I. *Teaching and learning materials and the Internet*, 2nd Ed. London: Kogan; 1998.
7. Sivaraj S and Mohamed. Use of internet by the students, faculty members, and research scholars in bannari Amman institute of technology: An analysis. *Information Studies* 2007; 13(4).
8. Gorman L. (2003). Unbounded classrooms: NSW HSC. [Online] Available: <http://www.globaleducator.com>.
9. Aydn C.H. Uses of Internet in Turkey, *Educational technology research & development* 2001; 49.
10. McKenzie, J. (1998). Grazing the net: Rising a generation of free-range students. PhiDelta Kappan [Online] Available: <http://www.fno.org/text/grazing.html> (Sept, 2010).

11. Shiveley J, & VanFossen P. Using the Internet to create primary source teaching packets. *The Social Studies* 2000; 91: 244-252.
12. DeWitt S. Multicultural democracy and inquiry pedagogy. *Intercultural Education* 2000; 14: 279-290.
13. Risinger F. Global education and the World Wide Web. *Social Education* 1998; 62: 276-277.
14. Falvo DR. *Effective Patient Education: A guide to increased compliance*, 2nd Ed. USA; An Aspen publication, 1994.
15. Thompson RL, Higgins CA, & Howell JM. Personal computing: toward a conceptual model of utilization. *MIS Quarterly* 1991; 15: 125-143.
16. Benenson G. (2001). *The unrealized potential of everyday technology as a context for Learning*.
17. Chadwick C. Why computers are failing in the education of our children. *Educational Technology* 1991; 42: 35-40.
18. Lee S & Kim BG. Factors affecting the usage of intranet: A confirmatory study. *Computers in Human Behavior* 2009; 25(1): 191-201.
19. Pin KC & Chung CT. Teachers' attitudes toward web-based professional development, with relation to Internet self-efficacy and beliefs about web-based learning. *Computers & Education* 2009; 53(1): 66-73.
20. Oral B. The evaluation of the student teachers' attitudes toward Internet and democracy. *Computers & Education* 2009; 50(1): 437-445.