**Use of Internet among women teacher Educators: a critical Analysis**

Jincy Joseph

jincycmc@gmail.com

Carmelite Provincial House

Ernakulam

**ABSTRACT**

Internet is widely used for accessing needed information. So it play an important role in education also. This study deals with the use of internet among faculties of St.Joseph College of Teacher Education for Women. Majority of the faculty members are using internet for preparing lecture note. It is evident from the analysis that internet has impact on the academic efficiency of the faculties and it is in the form of increased access to current information and exposure to global events. Library becomes a Paradise of Knowledge only if it provides adequate internet facility and useful database to search relevant information on demand to the users.

Key words: Internet, search engine, Education, Academic efficiency

**INTRODUCTION**

The present era witnesses an information and communication explosion. Development of information and communication technology is very fast. Among the modern means of information and communication, the Internet plays the most important role. It is widely and extensively used all over the world for this purpose. It is used by all types of people including scholars, academicians, executives, students, and every other citizen. The purpose of using Internet may be different for each of these groups. Internet brings information that is generated at any part of the world to its users quickly. If the Internet is used properly it can make significant improvements in the quality of teaching, research and education. Hence our focus of attention must be the proper use of Internet and not the mere use of it. Even though almost all the modern academic and research institutions claim that they have Internet facility, it is not known how far these facilities are being utilized by the faculty members of such institutions. Another question is how far it has helped to improve their efficiency in teaching; it is in this context the investigator thought to have a vision into the Internet utilization of the faculty members of St. Joseph College of Teacher Education for Women, Ernakulam.

This study primarily concerned with the use of Internet among faculties of St. Joseph’s College of Teacher Education for Women, Ernakulum. The scope of the study includes all the faculties from various departments of the college. The study covers various aspects related to Internet use such as information resources and services on Internet, impact of Internet on academic efficiency, problem faced by the faculties and students in using Internet.

**OBJECTIVES OF THE STUDY**

The main objectives of the study are:

1. To identify the use of Internet sources and services by faculties in St. Joseph College of Teacher Education for Women, Ernakulam.
2. To know the level of satisfaction on Internet sources and services by faculties
3. To identify the impact of Internet on academic efficiency.
4. To identify the problem faced by faculties in using Internet
5. To make appropriate suggestions if necessary for the improvement in use of Internet.

Review of Literature

**Papanis, Efstratios, Panagiotis Giavrimis, and Eirini-Myrsini Papani1** examine issues related to the learning process, the learning environments developed by the new virtual reality and the relationship between learning and the Internet, with a particular focus on the impact of the Internet on informal learning processes. The survey mainly aims at investigating university students’ beliefs about the impact of the Internet on the learning process. The sample is comprised by 390 students from various Greek university departments, 160 (41%) males and 230 (59%) females. The majority of the students believe that the Internet can significantly contribute into the learning process. More specifically, they state that the Internet use can improve learners’ academic performance, promote research skills and critical thinking, encourage independent or collaborative learning, enhance motivation, strengthen self-confidence and improve the teaching methods. It facilitates the access to information that the educational system fails to provide, and offers knowledge, frequently more useful than that provided by the courses, complementing, thus, “formal” learning. The research findings also show a differentiation in Internet use, which is associated with the educational level of students’ parents.

**Rehman, Kashif Ur, et al.2** investigates about Internet usage by students of the University, whether it is an effective learning tool for students and teachers and also examines the level of use Internet and whether the Internet is useful for distance learners. The sample of the data is taken from the universities of the twin cities (Islamabad and Rawalpindi). The results reveal that the Internet knowledge is essential for students and teachers. Results show that the Internet is easier to use then the collection of research tools, while the Internet is very important. It is recommended that students should align their potential for significant and positive use of the Internet. Further, it is recommended to educate students to use basic Internet tools.

**Sookhtanlo, Mojtaba, Hamid Movahed Mohammadi, and Ahmad Rezvanfar3** information seeking behavior in internet by agricultural extension and education students in Iran. This research used survey method and the statistical society of the study consisted of all B.Sc students of agricultural extension and education from 4 universities Tehran, Shiraz, Ramin-Mollasani and Kermanshah. By using stratified proportional random sampling, 230 students (by Morgan table) were selected and data collected by use of a questionnaire which its validity (Face validity) was obtained by a panel of Information Science experts and agricultural extension and education faculty members. Students with higher academic years are typically expected to have a higher level of information seeking behavior in using of internet; but, the findings didn't confirm this hypothesis.

**Gurol, Aysun4**examine the relationship between a group of medicine faculty and health college students’ level of internet use and their views about the internet with regard to their gender. The final year students of the faculty of medicine and health college at Fırat University constituted the sample of the research. Of 219 final year students, 155 students who were present when the research was conducted constituted the sample of this study. The study reveals that 14.8% of the students use internet for 2 h or more in a week and 72.9% of students do not use internet in weekdays at all. The findings also showed that 76.1% of the students know the concept of ‘internet’ for more than four years, and 61.9% of the students access to internet from the internet cafes, 48.4% of the students use internet for academic purposes and 63.9% of the students want to set up their web pages on the internet.

**Kumar, BT Sampath, and G. T. Kumar.5**examine the perception and use of e-resources and the internet by the engineering, medical and management academics in Bangalore City, India. The prime objective is to find out how academics compare e-sources with print sources and how they perceive the advantages of e-sources and problems for accessing them. It further aims to establish the extent of internet use, the purpose of such use and factors influencing it. Data were collected from 300 students and faculty members in selected engineering, medical and management colleges of Bangalore City. Even though a majority of the academic community use electronic information sources for their academic-related work, most of them prefer print to electronic information sources. Many of the students and faculty learned about the electronic information sources either by trial and error or through the advice of friends. Librarians need to reallocate more budget to expand the availability of electronic resources for students and faculty.

**METHODOLOGY**

The study begins with a detailed literature search. The information about the research topic is collected through articles and other related papers. In order to find out the attitude of users under study towards Internet use, questionnaire based survey method along with observation and interview was used. A detailed pre-structured questionnaire was designed and circulated among user categories. Each questionnaire was formulated by taking into account objectives of the study. Questionnaires were distributed among 20 Teachers of St. Joseph’s College of Teacher Education for Women Eranakulam. Thus total population was subjected to under study and used percentage method for analysis of data.

**ANALYSIS**

Analysis and interpretation are made on the basis of data given by them excluding the personal details of the respondents. Analysis was made by using percentage method. The data are presented in the form of tables and diagrams.

 **PERCENTAGE OF RESPONSE**

 The details of the distribution of questionnaires and responses are given below

**Table 1 Percentage of Response**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sl.****No** | **Category** | **Total No. of users** | **No. of Questionnaires Distributed** | **No. of Questionnaires Received** | **Percentage of Responses** |
| 1 | Faculties | 20 | 20 | 16 | 80% |

20 questionnaires were distributed to faculties and 16 questionnaires were received from them. The percentage of response is 80%. The percentage of faculties who do not responded are 20%

**Use of Library**

**Regularity in Use**

Respondents were asked to indicate whether they are regular users of their library or not.

**Table 2 Regularity in use**

|  |  |  |  |
| --- | --- | --- | --- |
| **SL No.** | **Parameters** | **No. of Respondents** | **Percentage** |
| 1 | Yes | 14 | 87.5% |
| 2 | No | 2 | 12.5% |

Table 2 shows that majority of the faculties 87.5% are regular users. Remaining 12.5% are not regular users of the library.

**Reason for not using the library frequently**

Respondents who do not visit the library frequently (i.e. at least Twice in a week) were asked to indicate the reasons.

**Table 3 Reason for not using the library frequently**

|  |  |  |
| --- | --- | --- |
| **Reason for not using the library** | **No. of Respondents** | **Percentage of Respondents** |
| Library working hours is inconvenient | - | - |
| Library environment is not congenial for serious study | - | - |
| Library collection do not fulfill my information needs | 6 | 100% |
| Lack of specializedinformation services | 6 | 100% |
| Information available on internet | 4 | 66.67% |

Table 3 indicates that lack of library collection and specialized library services are the reasons for not using the library frequently by the faculties 100%. 66.67% mentioned that they are not using the library frequently as their required information is available on internet.

**Use of Internet**

Respondents were asked to indicate their use of internet.

**Table 4 Use of Internet**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sl. No** | **Parameters** | **No. of Respondents** | **Percentage of Respondents** |
| 1 | Yes | 16 | 100% |
| 2 | No | 0 | 0 |

The data shown in Table 4 reveals that all the faculties 100% are using internet.

**Place of Access**

Faculties were asked to indicate where they access internet

**Table 6 Place of Access**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sl. No** | **Place** | **No. of Respondents** | **Percentage of Respondents** |
| 1 | Home | 11 | 68.75% |
| 2 | College Library | 8 | 50% |
| 3 | Internet Café | - | - |
| 4 | Mobile Phone | 2 | 12.5% |

As indicated in table 6 majority of the faculties 68.75% access internet at Home, followed by College Library 50%, only 12.5% of the faculties access internet through Mobile Phone.

**Time spent on internet per day**

The faculties were asked to indicate how much time they spent on internet.

**Table 7 Time spent on internet per day**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sl. No** | **Time** | **No. of Respondents** | **Percentage of Respondents** |
| 1 | Below 1 Hour | 9 | 56.25% |
| 2 | 2-3 Hours | 4 | 25% |
| 3 | 3-4 Hours | 2 | 12.5% |
| 4 | More than 4 Hours | 1 | 6.25% |
|  | **Total** | **16** | **100%** |

Table 7 shows that majority of the faculties 56.25% spend Below 1 hour on Internet per day, when 25% spend 2-3 hours on Internet 12.5% spend between 3-4 hours and only 6.25% spend more than 4 hours per day on Internet.

**Level of Internet Literacy**

The faculties were asked to indicate their level of internet literacy.

 **Table 8 Level of Internet Literacy**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sl. No.** | **Internet Literacy** | **No. of Respondents** | **Percentage of Respondents** |
| 1 | Good | 13 | 81.25% |
| 2 | Average | 3 | 18.75% |
| 3 | Below Average | - | - |
|  | **Total** | **16** | **100%** |

Table 8 shows that majority of the faculties 81.25% possess good knowledge in using the internet whereas 18.75% of the faculties possess average knowledge in using the internet.



**Fig. 1 Column diagram representing Level of Internet Literacy**

**Use of Search Methods**

Respondents were asked to indicate their use of following search methods

**Table 9 Use of Search Methods**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sl. No** | **Search Methods** | **Often** | **Sometimes** | **Rarely** | **Never** |
| 1 | Simple Search | 15(93.75%) | 1(6.25%) | - | - |
| 2 | Boolean Operators | 6(37.5%) | 5(31.25%) | 5(31.25%) | - |
| 3 | Truncation Technique | 4(25%) | 8(50%) | 4(25%) | - |
| 4 | Field Searching | 14(87.5%) | 2(12.5%) | - | - |
| 5 | Phrase Search | 10(62.5%) | 4(25%) | 2(12.5%) | - |

Table 5.12 explains that

* **Often**

Table 9 shows that majority of the faculties 93.75% use Simple Search method followed by Field Searching 87.5% while 62.5% of the faculties use Phrase Search 37.5% use Boolean Operators for search. Only 25% faculties use Truncation Technique.

* **Sometimes**

The search methods followed by faculties while using internet are Truncation technique 50%, Boolean operators 31.25%, Phrase search 25%, Simple Search 12.5% and Field Searching 6.25%.

* **Rarely**

Rarely used search methods by faculties are Boolean Operators 31.25%, truncation technique 25% and Phrase Search 12.5%.

**Purpose of using internet**

The faculties were asked to indicate their purpose of using internet

**Table 10 Purpose of using internet**

|  |  |  |
| --- | --- | --- |
| **Sl. no.** | **Purpose** | **Order of preference****Number of Respondents and percentage** |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
| 1 | For updating knowledge | 1(6.25%) | - | 4(25%) | 5(31.25%) | 1(6.25%) | 2(12.5%) | 3(18.75%) | - |
| 2 | For doing research work | 6(37.5%) | 3(18.75%) | 4(25%) | 2(12.5%) | 1(6.25%) | - | - | - |
| 3 | For guiding research | 1(6.25%) | 2(12.5%) | 2(12.5%) | 3(18.75%) | 1(6.25%) | 2(12.5%) | 3(18.75%) | 2(12.5%) |
| 4 | For gathering professional information | 5(31.25%) | 2(12.5%) | 3(18.75%) | 1(6.25%) | 3(18.75%) | 1(6.25%) | 1(6.25%) | - |
| 5 | For writing articles | 7(43.75%) | 4(25%) | 4(25%) | - | 1(6.25%) | - | - | - |
| 6 | Prepare for seminars/workshop/conference | 3(18.75%) | 1(6.25%) | 4(25%) | 3(18.75%) | 2(12.5%) | 2(12.5%) | - | 1(6.25%) |
| 7 | Preparing lecture notes | 8(50%) | 5(31.25%) | 2(12.5%) | 1(6.25%) | - | - | - | - |
| 8 | Recreational purpose | - | - | - | 1(6.25%) | 3(18.75%) | 2(12.5%) | 4(25%) | 6(37.5%) |

Table 10 explains that

* **First preference**

When 50% of the faculties use Internet for the purpose of Preparing lecture notes, followed by writing articles 43.75%, 37.5% use it for doing their research work and 31.25% of the faculties use internet for gathering professional information. When 18.75% use internet to prepare for seminars/ workshop/ conference, only 6.25% use Internet for updating their knowledge and for guiding research.

* **Second Preference**

The purpose of using internet for faculties are preparing lecture notes 31.25% writing articles 25% and doing research 18.75%. 12.5% also use internet for the purpose of guiding research and for gathering professional information. Only 6.25% use internet to prepare for seminars/ workshop/ conference.

* **Third preference**

25% of the faculties use internet for the purposes such as updating knowledge, for doing research work, for writing articles and prepare for seminars/ workshop/ conference. When 18.75% use internet for gathering professional information, 12.5% use internet for guiding research and preparing lecture notes.

* **Forth preference**

When 31.25% use internet for the purpose of updating their knowledge, 18.75% use internet for guiding their research work and prepare for seminars/ workshop/ conference. 12.5% use internet for the purpose of doing their research work. Only 6.25% prefer internet for the purposes such as for gathering professional information, preparing lecture notes and for recreational purpose.

* **Fifth preference**

When 18.75% use internet for gathering professional information and recreational purpose 12.5% use internet for seminars/ workshop/ conference. Only 6.25% prefer internet for the purposes such as for updating knowledge, for doing research work, for guiding research and for writing articles.

* **Sixth preference**

When 12.5% prefer internet for the purposes such as for updating knowledge, for guiding research, prepare for seminars and recreational purpose. Only 6.25% use internet for gathering professional information.

* **Seventh preference**

When 25% of the faculties use internet for recreational purpose 18.75% of the faculties use internet for updating knowledge and for guiding research whereas 6.25% prefer internet for gathering professional information.

* **Eighth preference**

When 37.5% preferred to use internet for recreational purpose 12.5% preferred to use internet for guiding research whereas only 6.25% prefer internet for seminars/ workshop/conference



**Fig. 2 Column diagram showing Purpose of using internet**

**Frequently used Search Engine**

Respondents were asked to indicate the search engine they preferred to use frequently.

**Table 11 Frequently used Search Engine**

|  |  |  |
| --- | --- | --- |
| **Sl. No** | **Search Engines** | **Order of preference** |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1 | Google | 12(75%) | 4(25%) | - | - | - | - | - |
| 2 | Yahoo | 3(18.75%) | 6(37.5%) | 8(50%) | 1(6.25%) |  |  |  |
| 3 | MSN | 1(6.25%) | 7(43.75%) | 2(12.5%) | 4(25%) |  |  |  |
| 4 | Alta vista | - | - | - | - | 7(43.75%) | 5(31.25%) | 4(25%) |
| 5 | Hot bot | - | - | - | - | - | - | 16(100%) |
| 6 | Google scholar | - | - | - | - | - | 2(12.5%) | 14(87.5%) |
| 7 | Lycos | - | - | - | - | - | - | 16(100%) |

Table 11 explains that

* **First Preference**

When 75% of the faculties give first preference to Google, 18.75% of the faculties give first preference to MSN and only 6.25% of the faculties give first preference to Yahoo.

* **Second Preference**

When 43.75% of the faculties give second preference to MSN, 37.5% of the faculties give second preference to Yahoo and 25% of the faculties give second preference to Google.

* **Third Preference**

When 50% of the faculties give third preference to Yahoo and 12.5% of the faculties give third preference to MSN.

* **Fourth Preference**

When 25% of the faculties give fourth preference to Msn and 6.25% of the faculties give fourth preference to Yahoo.

* **Fifth Preference**

Majority of the faculties 43.75% give fifth preference to Alta Vista.

* **Sixth Preference**

When 31.25% of the faculties give sixth preference to Alta Vista only 12.5% of the faculties give sixth preference to Google Scholar.

* **Seventh Preference**

When 100% of the faculties give seventh preference to Lycos and Hot bot 87.5% of the faculties give seventh preference to Google Scholar and 25% of the faculties give seventh preference to Alta Vista.

**Use of Internet Services**

Respondents were asked to indicate their use of Internet services

 **Table 12 Use of Internet Services**

|  |  |
| --- | --- |
| **Services** | **Order of Preference** |
| **Number of Respondents and Preference** |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
| E-Mail | 7(43.75%) | 6(37.5%) | 3(18.75%) |  |  |  |  |  |
| WWW | 9(56.25%) | 7(43.75%) |  |  |  |  |  |  |
| FAQ | - |  |  |  | 1(6.25%) |  | 6(37.5%) | 9(56.25%) |
| Chat | - |  | 6(37.5%) | 8(50%) |  |  |  |  |
| Internet Telephone | - |  |  |  | 2(12.5%) | 7(43.75%) | 2(12.5%) | 3(18.75%) |
| Blog | - |  | 2(12.5%) | 6(37.5%) | 7(43.75%) |  |  |  |
| Archives | - |  | 3(18.75%) | 1(6.25%) | 2(12.5%) | 4(25%) | 3(18.75%) | 4(25%) |
| Bulletin Board services | - |  | 2(12.5%) | 2(12.5%) | 4(25%) | 3(18.75%) | 5(31.25%) |  |

Table 12 explains that

* **First preference**

When 56.25% prefer to use WWW 43.75% prefer to use E-mail service on internet.

* **Second preference**

When 43.75% prefer WWW as their service on internet 37.5% prefer E-mail as their preferred service.

* **Third preference**

When 37.5% prefer Chat on internet 18.75% prefer E-mail and Archives. Only 12.5% prefer to Blog and Bulletin Board Services as their service on internet.

* **Fourth preference**

When 50% give preference to Chat on internet 37.5% rated blog and 12.5% rated Bulletin Board Service as their preferred services on internet whereas only 6.25% rated Archives as their preferred services on internet.

* **Fifth preference**

When 43.75% rated Blog as their preferred service on internet 25% ranked Bulletin Board Service followed by 12.5% prefer Internet telephone and Archives whereas only 6.25% give preference to FAQ.

* **Sixth preference**

When 43.75% rated Internet Telephone as their preferred service on internet 25% ranked Archives whereas only 18.75% give preference to Bulletin Board Service.

* **Seventh preference**

When 37.5% give preference to FAQ on internet 31.25% rated Bulletin Board Service as their preferred service on internet. 18.75% of faculties give preference to Archives whereas only 12.5% ranked Internet telephone.

* **Eighth preference**

When 56.25% prefer Chat as their service on internet 25% rated Archives as their preferred service on internet. Only 18.75% ranked Internet telephone as their preferred service on internet.

**Satisfaction on Internet Services**

Respondents were asked to indicate their satisfaction on the following internet services and its availability in their library.

**Table 5.13 Satisfaction on Internet Services**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sl. No** | **Internet Services** | **Fully Satisfied** | **Partially****Satisfied** | **Not Satisfied** | **Not Available** |
| 1 | E-Mail | 16(100%) | - | - | - |
| 2 | WWW | 16(100%) | - | - | - |
| 3 | FAQ | 8(50%) | 7(43.75%) | 1(6.25%) | - |
| 4 | Chat | 16(100%) | - | - | - |
| 5 | Internet Telephone | 12(75%) | 4(25%) | - | - |
| 6 | Blog | 13(81.25%) | 2(12.5%) | 1(6.25%) | - |
| 7 | Archives | 9(56.25%) | 4(25%) | 3(18.75%) |  |
| 8 | Bulletin Board Services | - |  |  | 16(100%) |

Table 13 explains that

* **Fully satisfied**

All the faculties 100% are fully satisfied with the internet services such as E-Mail, WWW and Chat. When 81.25% are fully satisfied with Blog on internet 75% are fully satisfied with Internet telephone service. When 56.25% are fully satisfied with Archives, 50% indicates their satisfaction on FAQ.

* **Partially satisfied**

When majority of the faculties 43.75% are partially satisfied with FAQ 25% are partially satisfied with Internet telephone and archives.12.5% are partially satisfied with Blog on internet.

* **Not satisfied**

When majority of the faculties 18.75% are not satisfied with Archives 6.25% are not satisfied with FAQ and Blog.

* **Not available**

All the faculties 100% indicate that Bulletin Board Service is not available in their library.



 **Fig. 3 cone diagram representing Satisfaction on Internet Services**

**Impact of Internet on Academic Efficiency**

Respondents were asked to indicate the impact of internet on academic efficiency

 **Table 14 Impact of internet on academic efficiency**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sl.** **No.** | **Parameters** | **Number of Respondents** | **Percentage of Respondents** |
| 1 | Yes | 16 | (100%) |
| 2 | No | 0 | 0 |

The data shown in Table 14 reveals that all the faculties 100% agree that internet use has an impact on their academic efficiency.

**Mode of Impact on Academic Efficiency**

Respondents were asked to indicate their mode of impact on academic efficiency

**Table 15** **Mode of Impact on Academic Efficiency**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sl. No** | **Mode of Impact** | **No of Respondents** | **Percentage of Respondents** |
| 1 | Ease in research process | 15 | 93.75% |
| 2 | Exposure to global events | 16 | 100% |
| 3 | Increased access to current information | 16 | 100% |
| 4 | Increased professional competency | 8 | 50% |

Table 15 shows that the mode of impact of internet on academic efficiency of faculties are: Exposure to global events and increased access to current information 100%, Ease in research process 93.75% and Increased professional competency 50%.



**Fig. 4 Pie diagram showing Mode of Impact on Academic Efficiency**

 **Level of Satisfaction**

Respondents were asked to indicate their satisfaction with internet facilities provided by their library.

**Table 15 Satisfaction with internet facilities**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sl. No** | **Level** | **Number of Respondents** | **Percentage of Respondents** |
| 1 | Fully satisfied | 1 | 6.25% |
| 2 | Partially Satisfied | 15 | 93.75% |
| 3 | Least satisfied | - | - |
| 4 | Not satisfied | 0 | 0 |

It is evident from the Table 15 that almost all the faculties 93.75% are partially satisfied with the internet facilities whereas only 6.25% of faculties are fully satisfied with the internet facilities provided by their library.



**Fig. 4 Pyramid diagram showing Satisfaction with internet facilities**

 **Problem**

Respondents were asked to indicate their problems in using internet

**Table 16 Problems in using internet**

|  |  |  |
| --- | --- | --- |
| **Sl. No** | **Level** | **Percentage of Respondents** |
| 1 | Difficulty in finding relevant information | 3(18.75%) |
| 2 | Overload information on internet | 9(56.25%) |
| 3 | Inadequate browsing skills | - |
| 4 | Slow internet access speed | 14(87.5%) |
| 5 | Delay in internet connectivity | 10(62.5%) |
| 6 | Privacy problems | - |

Table 16 indicates majority of the faculties faced problems such as Slow internet access speed 87.5%, Delay in internet connectivity 62.5%, Overload information on internet 52.25%, Difficulty in finding relevant information 18.75% while using the internet.

**FINDINGS**

The major findings of the study are listed below:-

**Use of Library**

The study revealed that majority of the faculties and students are regular users of the library.

1. Study revealed that the major reasons for not visiting the library frequently by faculties are lack of adequate collection and specialized information services.

**Use of Internet**

1. All the faculties use internet.
2. All faculty members using the Internet for more than 4 years and access internet at home.
3. The study revealed that the internet knowledge is good among faculties
4. It is evident from the analysis that majority of the faculties pay high preference to prepare lecture notes in use of internet.
5. Google and Yahoo search engines are found to be more widely used by faculties than other search engines.
6. It is found that simple search method is widely used by majority of the faculties to gather required information from internet.

**Impact of Internet**

1. It is evident from the analysis that internet has impact on the academic efficiency of the faculties and it is in the form of increased access to current information and exposure to global events.

**Level of satisfaction**

1. It is revealed from the analysis that the information retrieved through internet is helpful to majority of users whereas they are partially satisfied with internet facilities offered by the college.
2. According to majority of users time saving is major benefit of internet over printed documents.
3. Slow access is the main problem encountered by majority of faculties while using internet.

**Conclusion**

Internet has great impact on teaching profession. The various educational databases, consortium and institutional repositories help the academic profession to achieve more efficiency in teaching profession through providing relevant knowledge. The following suggestions are recommended to improve the use of the internet among the St. Joseph’s College of Teacher Education for Women, Ernakulum.

1. The problem of slow connectivity should overcome by increasing the bandwidth.
2. To implement and provide service of databases, digital libraries and consortium etc.
3. Library shall develop its own websites.
4. Online subscriptions of subject databases should be increased.
5. Qualified digital librarian should be appointed

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