INTERNET RESOURCE AND SERVICE: PRECEPTION OF STUDENT TEACHERS IN THE EDUCATION SCENARIO

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**Abstract**

The study about use of internet source and services among teacher trainees pointed out that majority of students know and use the internet for their research work/assignment and other educational works. But proper use of internet resources available is not concerned by students to use it. for proper use of information as teacher education student, the user must be known about different educational apps and database which is freely available in internet. Questionnaire method used to collect data. The study also found that majority of the students’ access internet in their home using smart phone or laptop and they use to access E-Journals.

**INTRODUCTION**

Today information is considered as the most important resource and it is inevitable for any kind of activity. We can have access to information through various means among which the Internet plays the most important role. Internet indeed has brought a new era in global communications. It holds plenty of volumes of information in every field of human knowledge. It has contributed, and is contributing a lot to the higher education by developing and implementing new and innovative teaching strategies. Computers and Internet have been accepted by all as an integral part of educational system. They are considered as the most important tool which have a lot to do with teaching, learning and research. Traditional methods of research, preservation, retrieval and communication of information have been replaced by the computer and Internet technology. Internet helps both the teachers and students to get the relevant information quickly and easily, and it can be very effectively incorporated into their teaching or learning.

Teachers have very important role in providing information. They are the leaders who guide the people from darkness of ignorance to the light of wisdom. Well informed and trained teachers are important for the development of any country. Teachers training colleges have an important role in making efficient teachers. To make teacher’s more accomplish and innovative, information is vital, to access information and keep up to date with the new developments, Internet connectivity is become essential. This study was conducted to know the use of Internet amongst the students and the faculty members of St. Joseph College of Teacher Education for Women, Ernakulam.

**OBJECTIVES OF THE STUDY**

The main objectives of the study are:

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

**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 147 B.Ed. students, and 20 M.Ed. students and 28 T.T.C students 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. The librarian was interviewed to collect the relevant data regarding the library. The investigator conducted observational visit during the period of the study to find out the functioning of the library and users approach towards the library.

**Review of Literature**

**Ogedebe, Peter M.1** examines the extent of usage of Internet among NigerianUniversity undergraduate and how this has affected their performance. Internet is indeed a powerful tool for academics - students and researchers. The Internet has been shown to influence the academic performance of students at the tertiary level. A questionnaire was designed and administered to students in the Departments of Accountancy and Microbiology, University of Maiduguri, Nigeria. A total of 350 respondents returned the completed questionnaire. Three research questions were raised and were accordingly addressed. The study was therefore of the opinion that if Internet Services are fully exploited, the performance of students in institutions of higher learning in Nigeria will improve.

**O'Brien, Shannon J.2** explored college students' use of the Internet and Facebook as well as whether usage patterns, and perceptions about the academic effects of use, relate to time spent studying and/or academic performance. One hundred sixty undergraduate students completed an online survey designed to measure the frequency, duration, intensity, and academic impact of their Internet and Facebook use. Results indicate that students devote a significant amount of time to both academic (M = 1.82 hrs per day) and recreational (M = 2.50 hrs per day) internet activities, and that Facebook users (n = 153, 96% of the sample) spend an average of two hours per day on the site, accounting for almost half of total time spent on the Internet and approximately 80% of recreational use. Results also show that spending more time on the Internet for academic purposes, waiting longer to check Facebook when studying or doing school work, and spending less time on the Internet for fun, are all significant predictors for spending more time on academics. Despite these findings, a regression analysis revealed no significant relationship between Internet and Facebook usage patterns and academic performance. While cumulative grade point average seemed to be unaffected by use of Facebook and other recreational Internet sites, students' survey responses indicate that online behaviors do impact the learning process. A majority of students believe online activities distract them from studying, lead to procrastination, and displace time that would have otherwise been spent on academics. Students also reported that they go on Facebook and other recreational Internet sites while they are in class and that their access to university computers has been negatively impacted by other students' use of Facebook. Although a majority of students believe they can control their Facebook and other Internet use so that it does not interfere with academics, a modest number of students reported that they are not able to control their online activities. More research is needed to determine whether Internet related interventions would help college students improve their ability to regulate online behavior and limit potentially nonproductive or excessive Internet use.

**Banerjee, Indranil et al.3**conducted a study (i) to estimate the extent and purpose of internet usage among undergraduate (UG) and postgraduate (PG) medical students, (ii) to identify factors that encourage the students to use internet for medical information, (iii) to assess the need for incorporating computer education in medical curriculum. A prospective, cross-sectional, questionnaire-based study was conducted on 150 students of Burdwan Medical College and Hospital between June 2009 and December 2009. Majority of the students accessed internet from their home PC (42% UGs and 52% PGs).Common search engines browsed commonly by both UGs and PGs include Google and yahoo. Regarding principles of telemedicine and evidence-based medicine, majority of the PGs are well versed while UGs are not (p-value 0.0001). Almost all students agreed to incorporate computer education in medical curriculum. Primary source of medical information was textbook for UGs (62%) and internet for the PGs (48%). Majority of UGs (48%) used internet as a ready source of information thus saving time while PGs (68%) primarily relied on internet for recent advances in their disciplines. The primary purposes of internet use are educational for both UGs and PGs. The data obtained indicates that majority of the medical students participating in the present study embrace and use internet to access medical information. It also justifies the need to incorporate internet and associated information technology into existing medical curriculum.

**ANALYSIS OF DATA**

Analysis and interpretation are made separately for faculties and students 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.

**Use of Internet**

Respondents were asked to indicate their use of internet

**Table 1 Use of Internet**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sl. No** | **Parameters** | **No. of Respondents** | **Percentage of Respondents** |
| 1 | Yes | 168 | 100% |
| 2 | No | 0 | 0 |

The data shown in table 1 reveals that all the students 100% use internet.

**Period of Using Internet**

The students were asked to indicate how long they have been using internet.

**Table: 2 Period of Using Internet**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sl.**  **No** | **Period** | **No. of Respondents** | **Percentage of Respondents** |
| 1 | Less than 3-6 months | 0 | 0 |
| 2 | 6 months-1 year | 0 | 0 |
| 3 | 1 year-2 years | 9 | 5.36% |
| 4 | 2 year-4 years | 35 | 20.83% |
| 5 | More than 4years | 124 | 73.81% |
| **Total** | | **168** | **100%** |

As indicated in Table 2 majority of the students 73.81% use internet for more than 4 years, few students 20.83% use internet between 2years-4years, only 5.36% of the students use internet between 1 year- 2 years.

**Place of Access**

Students were asked to indicate from where they access internet

**Table 3 Place of Access**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sl. No** | **Place** | **No. of Respondents** | **Percentage of Respondents** |
| 1 | Home | 110 | 65.48% |
| 2 | College Library | 29 | 17.26% |
| 3 | Internet Café | 62 | 36.90% |
| 4 | Mobile Phone | 68 | 40.48% |

Table 3 revealed that 65.48% of the students use internet at home, 40.48% of the student’s access internet through Mobile Phone. When 36.90% of the students use internet at internet cafe, only 17.26% of the students access internet at College Library.

**Time spent on internet per day**

The students were asked to indicate the time they spend on internet per day.

**Table 4 Time spent on internet per day**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sl.**  **No** | **Time** | **No. of Respondents** | **Percentage of Respondents** |
| 1 | Below 1 Hour | 124 | 73.80% |
| 2 | 2-3 Hours | 28 | 16.67% |
| 3 | 3-4 Hours | 11 | 6.56% |
| 4 | More than 4 Hours | 5 | 2.98% |

Table 4 shows majority of the students 73.80% spend Below 1 hour on Internet per day, when 16.67% spend between 2-3 hours on Internet 6.56% spend between 3-4 hours and only 2.98% spend more than 4 hours per day on Internet.

**Level of Internet Literacy**

The students were asked to indicate their level of internet literacy

**Table 5 Level of Internet Literacy**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sl.**  **No.** | **Internet Literacy** | **No. of Respondents** | **Percentage of Respondents** |
| 1 | Good | 68 | 40.48% |
| 2 | Average | 98 | 58.33% |
| 3 | Below Average | 2 | 1.19% |
| **Total** | | **168** | **100%** |

Table 5 shows 58.33% of the students possess average knowledge in using the internet. Further, 40.48% of the students possess good knowledge and 1.19% of students possess Below Average knowledge in using the internet.



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

**Purpose of using internet**

The students were asked to indicate their purpose of using internet

**Table 6 Purpose of using internet**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sl.**  **No** | **Purpose** | **Order of Preference** | | | | | | |
| **Number of respondents and Percentage** | | | | | | |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| 1 | For updating knowledge | 38  (22.62%) | 52  (30.95%) | 20  (11.90%) | 21  (12.5%) | 16  (9.52%) | 12  (7.14%) | 9  (5.36%) |
| 2 | For preparing assignments | 76  (45.24%) | 43  (25.595%) | 24  (14.29%) | 17  (10.12%) | 6  (3.57%) | 2  (1.19%) | 0 |
| 3 | For Entertainment | 4  (2.38%) | 5  (2.98%) | 14  (8.33%) | 12  (7.14%) | 24  (14.29%) | 51  (30.36%) | 58  (34.52%) |
| 4 | For Research Project | 17  (10.12%) | 14  (8.33%) | 20  (11.90%) | 32  (19.05%) | 48  (28.57%) | 25  (14.88%) | 22  (13.1%) |
| 5 | For communication | 21  (12.5%) | 15  (8.93%) | 18  (10.71%) | 31  (18.45%) | 29  (17.26%) | 33  (19.64%) | 27  (16.07%) |
| 6 | For Career development | 12  (7.14) | 15  (8.93%) | 14  (8.33%) | 26  (15.48%) | 43  (25.59%) | 37  (22.02%) | 11  (6.55%) |
| 6 | For Specific subject information | 34  (20.24%) | 48  (28.57) | 43  (25.59%) | 19  (11.30%) | 11  (6.55%) | 8  (4.76%) | 5  (2.98%) |

Table 6 explains that

**First preference**

When 45.24% of the students use internet For Preparing assignments, followed by Updating knowledge 22.62%, 20.24% use it For Specific subject information and 12.5% of the students use internet For communication. When 10.12% use internet For Research project, 7.14% of the students use internet for career development only 2.38% use internet for Entertainment.

**Second Preference**

The purposes of using internet for students are updating knowledge 30.95%, Specific subject information 28.57%, preparing assignments 25.59%. For communication and career development 8.93% and 8.33% also use internet use for research project only 2.98% use internet for Entertainment

**Third preference**

When 25.59% of the students use internet for the purpose of Specific subject information followed by preparing assignments, 14.29%, updating knowledge and research project 11.90%. When 10.71% use internet for communication, 8.33% use internet for career development and Entertainment

**Forth preference**

When 19.05% use internet for the purpose of research project, 18.45% use internet for communication. 15.48% use internet for career development, 12.5% of the students use internet for updating knowledge. When 11.30% use internet for specific subject information and 10.12% use internet for preparing assignments only 7.14% use internet for Entertainment.

**Fifth preference**

When 28.57% use internet for research project, 25.59% use internet for career development. 17.26% use internet for communication .When 14.29% use internet for Entertainment 9.52% use internet for updating knowledge whereas 6.55% use internet for specific subject information only 3.57% of the students give fifth preference for preparing assignments.

**Sixth preference**

When 30.36% use internet for Entertainment 22.02% prefer internet for career development followed by for communication 19.64%, for research project 14.88%. When 7.14% use internet for updating knowledge 4.76% use internet for specific subject information only 1.19% prefer internet for preparing assignments.

**Seventh preference**

When 34.52% of the students use internet for Entertainment 16.07 prefer internet for communication. 13.1% prefer internet for research project. When 6.55% use internet for career development 5.36% use internet for updating knowledge only 2.98% of the students give preference to use internet for specific subject information.

**Frequently used Search Engine**

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

**Table 7 Frequently used Search Engine**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sl. No** | **Search Engines** | **Order of preference** | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1 | Google | 168  (100%) | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 | Yahoo | 0 | 115  (68.45%) | 44  (26.19%) | 0 | 0 | 0 | 0 |
| 3 | Msn | 0 | 53  (31.55%) | 76  (45.24%) | 37  (22.02%) | 0 | 0 | 0 |
| 4 | Alta vista | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 5 | Hot bot | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6 | Google scholar | 0 | 0 | 48  (28.57%) | 56  (33.33%) | 59  (35.11%) | 0 | 0 |
| 7 | Lycos | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Table 7 explains that

**First Preference**

All the students 100% give first preference to Google.

**Second Preference**

When 68.45% of the students give second preference to Yahoo and 31.55% of the students give second preference to MSN.

**Third Preference**

When 45.24% of the students give third preference to MSN 28.57% of the students give third preference to Google scholar and only 26.19% give third preference to Yahoo.

**Fourth Preference**

When 33.33% of the students give fourth preference to Google scholar and 22.02% of the students give fourth preference to MSN.

**Fifth Preference**

Majority of the students 35.11% give fifth preference to Google scholar.

**Use of Internet Resources**

**Online Information Sources**

Respondents were asked to indicate their use of online information resources according to their priority.

**Table 8 :Use of Internet Resources**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Type of resources | Order of Preference | | | | | | | |
| No of Respondents and Percentage | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| E-Journals | 54  (32.14%) | 48  (28.57%) | 35  (20.83%) | 10  (5.95%) | 12  (7.14%) | 5  (2.98%) | 4  (2.38%) | - |
| E-Books | 40  (23.81%) | 32  (19.05%) | 34  (20.24%) | 15  (8.93%) | 18  (10.71%) | 15  (8.93%) | 14  (8.33%) | - |
| E-Maps | 5  (2.98%) | 8  (4.76%) | 7  (4.17%) | 11  (6.55%) | 20  (11.90%) | 22  (13.09%) | 44  (26.19%) | 51  (30.36%) |
| E-Magazine/ Newspapers | 11  (6.55%) | 8  (4.76%) | 22  (13.09%) | 28  (16.67%) | 30  (17.86%) | 27  (16.07%) | 29  (17.26%) | 13  (7.74%) |
| E-Thesis | 20  (11.90%) | 24  (14.29%) | 30  (17.86%) | 27  (16.07%) | 18  (10.71%) | 16  (9.52%) | 14  (8.33%) | 19  (11.30%) |
| E-Research papers | 18  (10.71%) | 12  (7.14%) | 6  (3.57%) | 20  (11.90%) | 14  (8.33%) | 34  (20.24%) | 38  (22.62%) | 26  (15.48%) |
| E-Dictionaries/ Encyclopedias | 10  (5.95%) | 7  (4.17%) | 14  (8.33%) | 21  (12.5%) | 27  (16.07%) | 31  (18.45%) | 30  (17.86%) | 28  (16.67%) |
| E-Seminar reports/ conference proceedings | 2  (1.19%) | 5  (2.98%) | 9  (5.36%) | 14  (8.33%) | 27  (16.07%) | 31  (18.45%) | 38  (22.62%) | 42  (25%) |

Table 8 explains that

**First preference**

Majority of the students 32.14% use E-Journals. When 23.81% prefer E-Books 11.90% give preference to E-Thesis followed by E-research papers 10.71%, E-Magazine/newspapers 6.55%, E-Dictionaries/Encyclopedias 5.95%, E-maps 2.98% and E-Seminar reports/ conference proceedings 1.19%.

**Second preference**

When 28.57% of students give second preference to E-Journals 19.05% give second preference to E-Books. 14.29% of students give second preference to E-Thesis. 7.14% of students give second preference to E-Research papers. 4.76% of students give second preference to E-Map and E-magazine/newspapers. 4.17% of students give second preferences to E-Dictionaries/Encyclopedias.2.98% of students give second preference to E-Seminar reports/ conference proceedings.

**Third preference**

When 20.83% of students give third preference to E-Journals 20.24% of students give third preference to E-Books. 17.86% students give third preference to E-Thesis. 13.09% of students give third preference to Magazine/newspapers. 8.33% of students give third preference to E-Dictionaries/Encyclopedias. 5.36% of students give third preference to E-Seminar papers/ conference proceedings. 4.17% of students give third preference to E-Maps. 3.57% of students give third preference to E-Research papers.

**Fourth preference**

When 16.67% of students give fourth preference to E-Magazine/newspapers 16.07% of students give fourth preference to E-Thesis. 12.5% of students give fourth preference to E-Dictionaries/Encyclopedias. 11.90% of students give fourth preference to E-Research papers.8.93% of students give fourth preference to E-Books. 8.33% of students give fourth preference to E-Seminar papers/ conference proceedings. 6.55% of students give fourth preference to E-Maps. 5.95% of students give fourth preference to E-Journals.

**Fifth preference**

When 17.86% of students give fifth preference to E-Magazine/newspapers 16.07% of students gives fifth preference to E-Dictionaries/Encyclopedias and E -Seminar papers/ conference proceedings. 11.90% of students give fifth preference to E-Maps. 10.71% of students give fifth preference to E-Thesis and E-books.8.33% of students give fifth preference to E-Research papers. 7.14% of students give fifth preference to E-Journals.

**Sixth preference**

When 20.24% of students give sixth preference to E-Research papers 18.45% of students gives sixth preference to E-Dictionaries/ Encyclopedias and E-Seminar reports/ conference proceedings. 16.07% of students give sixth preference to E-Magazine/ newspapers. 13.09% of students give sixth preference to E-Maps. 9.52% of students give sixth preference to E-Thesis. 8.93% of students give sixth preference to E-Books.2.98% of student’s gives sixth preference to E-Journals.

**Seventh preference**

When 26.19% of students give seventh preference to E-Maps 22.62% of students give seventh preference to E-Research papers and E-Seminar reports/ conference proceedings.17.86% of students give seventh preference to E-Dictionaries/ Encyclopedias. 17.26% of students give seventh preference to E-Magazine/ newspapers. 8.33% of students give seventh preference to E-Books and E-Thesis. 2.38% of students give seventh preference to E-Journals.

**Eighth preference**

When 30.36% of students give eighth preference to E-Maps 25% of students give eighth preference to E-Seminar reports/ conference proceedings. 16.67% of students give eighth preference to E-Dictionaries/Encyclopedias. 15.48% of students give eighth preference to E-Research papers. 11.30% of students give eighth preference to E-Thesis. 7.74% of students give eighth preference to E-Magazine/newspapers.



**Fig. 2 Cylinder diagram showing Use of Internet Resources**

**Level of satisfaction on internet resources**

Respondents were asked to indicate their level of satisfaction on internet resources

**Table 9:** **Level of satisfaction on internet resources**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sl. No** | **Internet Resources** | **Fully Satisfied** | **Partially**  **Satisfied** | **Not Satisfied** | **Not Available** |
| 1 | E-Journals | 5  (2.98%) | 18  (10.71%) | 46  (27.38%) | 99  (58.93%) |
| 2 | E-Books | 19  (11.31%) | 25  (14.88%) | 49  (29.17%) | 75  (44.64%) |
| 3 | E-Maps | 38  (22.61%) | 80  (47.61%) | 50  (29.76%) | 0 |
| 4 | E-Magazines/ Newspapers | 23  (13.69%) | 32  (19.05%) | 43  (25.60%) | 70  (41.67%) |
| 5 | E-Thesis | 21  (12.5%) | 41  (24.40%) | 49  (29.17%) | 57  (38.1%) |
| 6 | E-Research paper | 12  (7.14%) | 29  (17.26%) | 50  (29.76%) | 77  (45.83%) |
| 7 | E-dictionaries/  Encyclopedias | 37  (22.02%) | 53  (31.55%) | 78  (46.43%) | 0 |
| 8 | E-Seminar reports /conference proceedings | 2  (1.19%) | 3  (1.79%) | 20  (11.90%) | 143  (85.11%) |

Table 9 explains that

* **Fully satisfied**

When 22.61% of students are fully satisfied with E-maps 22.61% of students are fully satisfied with E-dictionaries/Encyclopedias. When 13.69% of students are fully satisfied with E-magazine/ News papers 12.5% of students are fully satisfied with E-thesis followed by 11.31% are fully satisfied with E-books, 7.14% are fully satisfied with E-research paper and 2.98% are fully satisfied with E-journals whereas only 1.19% are fully satisfied with E-seminar reports/conference proceedings.

* **Partially satisfied**

When 47.61% of students are partially satisfied with E-maps 31.55% of students are partially satisfied with E-dictionaries/Encyclopedias. When 24.40% of students are partially satisfied with E-thesis followed by 19.05% are partially satisfied with E-magazine/ Newspapers,17.26% are partially satisfied with E-research paper,14.88% are partially satisfied with E-books, 10.71% are partially satisfied with E-journals whereas only 1.79% are partially satisfied with E-seminar reports/conference proceedings.

* **Not satisfied**

When 46.43% of students are not satisfied with E-dictionaries/Encyclopedias in their field 29.76% are not satisfied with E-research paper and E-maps followed by 29.76% of students are not satisfied with E-books and E-thesis, 27.38% are not satisfied with E-journals, 25.60% are not satisfied with E-magazine/ News papers whereas only 11.90% are not satisfied with E-seminar reports/conference proceedings.

* **Not available**

The students who indicated the non-availability of internet resources in their library are E-seminar reports/conference proceedings 85.11%, E-journals 58.93%, E-research papers 45.83%, E-books 44.64%, E-magazine 41.67% and E-thesis 38.1%.

**Use of Internet Services**

Respondents were asked to indicate their use of Internet services

**Table 10 Use of Internet Services**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name of services** | **Order of Preference** | | | | | | | |
| **Number of Respondents and Preference** | | | | | | | |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
| E-Mail | 63  (37.5%) | 56  (33.3%) | 32  (19.05%) | 12  (7.14%) | 5  (2.98%) | 0 | 0 | 0 |
| WWW | 32  (19.05%) | 12  (7.14%) | 48  (28.5%) | 20  (11.9%) | 23  (13.6%) | 18  (10.7%) | 15  (8.93%) | 0 |
| FAQ | 0 | 0 | 0 | 0 | 0 | 40  (23.8%) | 78  (46.4%) | 50  (29.76%) |
| Chat | 61  (36.3%) | 72  (42.84%) | 20  (11.9%) | 10  (5.95%) | 4  (2.38%) | 0 | 0 | 0 |
| Internet Telephone | 5  (2.98%) | 8  (4.76%) | 2  (1.19%) | 0 | 19  (11.3%) | 30  (17.86%) | 52  (30.95%) | 51  (30.36%) |
| Blog | 7  (4.16%) | 2  (1.19%) | 5  (2.98%) | 12  (7.14%) | 35  (20.83%) | 42  (25%) | 65  (38.69%) | 15  (8.93%) |
| Archives | 0 | 0 | 6  (3.57%) | 8  (4.76%) | 40  (23.81%) | 21  (12.5%) | 41  (24.40%) | 50  (29.76%) |
| Bulletin Board services | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2  (1.19%) |

Table 10 explains that

* **First preference**

When 37.5% prefer E-mail as their service on internet 36.3% give preference to Chat.19.05% rated WWW whereas only 2.98% rated Internet telephone as their preferred services on internet.

* **Second preference**

When 42.84% preferred to Chat on internet 33.3% of students give preference to E-mail service. 7.14% of students prefer WWW. 2.98% give preference to Internet telephone whereas only 1.19% give preference to Blog.

* **Third preference**

When 28.5% rated WWW as their preferred services on internet 19.05% ranked E-mail service on internet followed by 11.9% prefer Chat, 3.57% prefer Archives and 2.98% of students give preference to Blog. Only 1.19% of students give preference to Internet telephone.

* **Fourth preference**

When 11.91% rated WWW as their preferred services on internet 7.14% ranked E-mail and Blog followed by 5.95% prefer Chat whereas only 4.76% rated Archives as their preferred services on internet.

* **Fifth preference**

When 23.81% give preference to Archives 20.83% give preference to Blog. 13.6% rated WWW as their preferred services on internet. 11.3% of students give preference to Internet telephone and 2.98% rated E-mail service on internet. Only 2.38% ranked Chat as their preferred service on internet.

* **Sixth preference**

When 25% prefer Blog as their preferred services on internet 23.8% rated FAQ as their preferred services on internet. 17.86% of students give preference to Internet telephone whereas 12.5% give preference to Archives. Only 10.7% ranked WWW.

* **Seventh preference**

When 46.4% give preference to FAQ 38.69% rated Blog as their preferred services on internet. 30.95% of students give preference to Internet telephone. 24.40% of students give preference to Archives, only 8.93% ranked WWW

* **Eighth preference**

When 30.36% rated Internet telephone as their preferred services on internet 29.76% ranked FAQ and Archives followed by 8.93% prefer Blog whereas only 1.19% gives preference to Bulletin Board services.

**Satisfaction on Internet Services**

Respondents were asked to indicate their satisfaction on following internet services

**Table 11 Satisfaction on Internet Services**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sl. No** | **Services** | **Fully Satisfied** | **Partially**  **Satisfied** | **Not Satisfied** | **Not Available** |
| 1 | E-Mail | 168 (100%) | 0 | 0 | 0 |
| 2 | WWW | 168 (100%) | 0 | 0 | 0 |
| 3 | FAQ | 12 (7.14%) | 67 (39.88%) | 38 (22.62%) | 51 (30.36%) |
| 4 | Chat | 168 (100%) | 0 | 0 | 0 |
| 5 | Internet Telephone | 0 | 0 | 0 | 168 (100%) |
| 6 | Blog | 15 (8.93%) | 26 (15.48%) | 53 (31.55%) | 74 (44.04%) |
| 7 | Archives | 0 | 0 | 0 | 168 (100%) |
| 8 | Bulletin Board Services | 2 (0.01%) | 31 (18.45%) | 36 (21.43%) | 99 (58.93%) |

Table 11 explains that

* **Fully satisfied**

All the students 100% are fully satisfied with internet services such as E-mail, Chat and WWW. When 8.93% are fully satisfied with Blog on internet 7.14% are fully satisfied with FAQ and 0.01% is fully satisfied with Bulletin Board Services.

* **Partially satisfied**

When majority of the students 39.88% are partially satisfied with FAQ 18.45% are partially satisfied with Bulletin Board Services. Only 15.48% students partially satisfied with Blog on internet.

* **Not satisfied**

When majority of the students 31.55% are not satisfied with Blog on internet 22.62% are not satisfied with FAQ only 21.43% are not satisfied with Bulletin Board Services.

* **Not available**

All the students 100% indicate that Internet telephone and Archives are not available in their library.58.93% opined that Bulletin Board Service is not available in their college, followed by 44.04% opined that Blog is not available and 30.36% of students mentioned about non availability of FAQ in their college.



**Fig. 3 Cone diagram showing Satisfaction on Internet Services**

**FINDINGS**

The major findings of the study are listed below:-

**Use of Internet**

1. All the students use internet.
2. Most of the students from various subjects using the Internet for more than 4 years.
3. Most of the students access internet at home.
4. Majority of students spend below 1 hour on internet per day.
5. The study revealed that the internet knowledge is average among students.
6. Majority of students use internet for preparing assignments.
7. Google and Yahoo search engines are found to be more widely used by students than other search engines.
8. It is found that simple search method is widely used by majority of the students to gather required information from internet.

**Use of Internet Resources and services on internet**

1. Majority of students prefer e-journals among various internet information resources.
2. The study also revealed that the library do not provide important online information sources such as E-journals, E-thesis, E-research papers, E-conference proceedings/ seminar reports in adequate quantity.
3. E-mail is the most preferred service for majority of the students and they are fully satisfied with this.

**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.

**Problems**

1. Delay in internet connectivity is the other problem faced by students while using internet.

**Other Findings**

Through the observation the following findings derived

1. For the adequate functioning of the digital library efficient staffs are required in a sufficient manner.
2. It is suggested to take measures to promote the use of digital library resources like consortium and repositories etc.

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