Usage of Internet in the Teaching and Learning Process of Education in the Rural and Urban Areas

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Abstract: The present research work "INTERNET   USAGE AND IT'S IMPORTANCE IN THE LEARNING AND THE TEACHING PROCESS OF EDUCATION IN THE RURAL AND THE URBAN AREAS" was conducted in Nagarjuna Degree College, Neelagiri Degree & PG College and Kakatiya Degree & PG College in Nalgonda Telangana state during the month January 2017 by survey method. In this survey, the teachers and the students participated. The survey was involved with a well-designed questionnaire. The participants were made into four groups and every group had their own way of a questionnaire. All the participants were given each copy of the questionnaire and they had given their opinions, experiences, and suggestions as per the questions.

The results revealed that maximum students and teachers from both rural and urban area are using the internet in their learning and teaching process. The 77.55 % of teachers are using the internet in their teaching process, among them 20.40 % from rural area teachers and 57.14 % are from the urban area.

INTRODUCTION

"The internet could be a very positive step towards education, organization, and participation in a meaningful society. "- NOAM CHOMSKY

The Internet is the global system of interconnected computer networks that use the Internet protocol suite (TCP/IP) to link devices worldwide. It is a *network of networks* that consists of private, public, academic, business, and government networks of local to global scope, linked by a broad array of electronic, wireless, and optical networking technologies. The Internet carries an extensive range of information resources and services, such as the inter-linked hypertext documents and applications of the World Wide Web (WWW), electronic mail, telephony, and file sharing.

"The direction in which education starts a man will determine his future in life "

- PLATO

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include storytelling, discussion, teaching, training, and directed research. Education frequently takes place under the guidance of educators, but learners may also educate themselves. Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. The methodology of teaching is called pedagogy. Education is commonly divided formally into such stages as preschool or kindergarten, primary school, secondary school and then college, university, or apprenticeship.

The Internet swiftly entered the life of the humankind in the 20th century. It took us less than ten years to face the fact of its spreading all over the world, including the developing countries. It has become not only the hugest information resource in the world but – what is even more important – the most rapid means of communication. People from different countries have got an opportunity to communicate with each other in quite a short time. In comparison with a snail-mail or even airmail, e-mail gets over distance and time, frontiers of the states with a lightning speed. Thus, people get closer to each other. They have got a chance to know each other better, to become aware of what is common among nations and can unite them and what is different, what peculiarities of culture and religion should be taken into account to achieve mutual understanding. They gradually come to realize the fact that we all are inhabitants of one planet – the Earth – and have to live together depending on each other, helping each other.

But, the Internet is only one of the means to understand this and does not guarantee the comprehension of the people only by the technological and information opportunities that it provides.

Everything depends on the people themselves, their mentality, their will, and intellect. On the other hand, people in different countries, not only in the cultural and scientific centers, are able to get an education in famous universities. Disabled children, invalids can learn at schools, colleges, and universities by distance. Those who study at schools, universities.

It is very important neither to overestimate the role of the Internet in education nor to underestimate it, to define this role and place in the educational process. For this purpose, it is necessary to orientate oneself on the concept and the goals of education adopted in different education systems. Many of us live in the so-called information society where the information is of great value; some are only on the threshold of such society. Famous American economist Lester C. Turow in his book The Future of Capitalism. How today's Economic Forces Shape Tomorrow's World (1997) underlines that the greatest value for many years ahead will be knowledge and qualification because knowledge can be manifested through qualification. The level of technologies in the developed countries is so high that it needs high-qualified specialists. If used efficiently the Internet can promote this process. So, the contemporary concept of education, adequate to the values mentioned above and adopted in many countries as the priority, claims that the main goals of education nowadays should be the intellectual and moral development of students, their critical and creative thinking, their ability to work with information. The educational theory of constructivism, psychological theories of critical thinking and activity are recognized by the progressive educators of the world to be meeting the demands of the time. Times have passed when the reproduction of acquired knowledge was the main goal of education. Now people face the life-long learning to be up-to-date in any professional sphere.

As the importance of the internet in education is increasing day by day this research process is aimed to study the usage of internet in the teaching and learning process of education in rural and urban areas.

METHOD AND PROCEDURE
In this study of Internet usage and its importance in the field education, the survey method was used. **Survey method** studies the sampling of individual units from a population and the associated survey data collection techniques, such as questionnaire construction and methods for improving the number and accuracy of responses to surveys. Survey methodology includes instruments or procedures that ask one or more questions that may, or may not, be answered.

The entire survey was conducted in Nagarjuna Degree College, Neelagiri Degree & PG College and Kakatiya Degree & PG College in Nalgonda town in Telangana state during the month of January 2017. The students and the teachers participated in this survey. The participants were asked to participate in this survey and they involved by giving their genuine opinions and answers. The total participants of students and teachers were divided into four groups as following,

1. Students from a rural area,
2. Students from an urban area,
3. Teachers from a rural area,
4. Teachers from an urban area.

The survey was involved with a questionnaire (APPENDIX) prepared by me.

PARICIPANTS
The current study of Internet usage and its importance in the field of education was done by conducting a survey in Nagarjuna Degree College, Nalgonda town Telangana state during the month February 2017. The education process involves teaching and learning process so, here I tried to involve the teachers and students simultaneously. The total number of the participants is 611. All the participants categorised into two groups named students and teachers.

The number of students was 562 and the teachers were 49.There were the participants belonged to an urban area and rural area in two categories (students and teachers). The number of participants from a rural area is 373 and urban area are 238. Among the student category the participants from a rural area are 358 and from an urban area are 204. And in teachers category, the participants from a rural area are 15 and from the urban area are 34.

Among all the participant's male participants are 378 and female participants are 233. The female and male participants from student category are 220 & 342 and from teacher, category are 13 & 36. In student category, the male and female participants from a rural area are 206 & 152 and from an urban area are 136 & 68. In teacher category, the male and female participants from a rural area are 11 & 4 and male and female participants from an urban area are 25 & 9. Total number of the participants in every category wise, area wise and gender wise are shown in the following table,

Table No 1. Number of the Participants

CATEGORY	AREA	MALE	FEMALE	TOTAL
STUDENTS	RURAL	206	152	358
	URBAN	136	68	204
TEACHERS	RURAL	11	4	15
	URBAN	25	9	34
		378	233	611

RESULTS AND DISCUSSION

OPINIONS OF THE STUDENTS AND TEACHERS ON THE USAGE OF INTERNET IN THE EDUCATION
STUDENTS
Among all the students 376 said yes and 186 said no to the question. In urban area students, 166 said yes and 38 said no. In rural area students, 210 said yes and 148 said no. In rural area 156 males said yes and 50 said no but in an urban area, 166 males said yes and 28 said no. In an urban area, 40 females said yes and 28 females said no. In a rural area, 54 females said yes and 98 females said no. All the details are shown in the Table No.2.

TEACHERS
Among all the teachers 38 said yes and 11 said no to the question. In urban area teachers, 28 said yes and 6 said no. In rural area teachers, 10 said yes and 5 said no. In rural area 8 males said yes and 3 said no but in an urban area, 22 males said yes and 3 said no. In urban area, 6 females said yes and 3 females said no. In rural area, 2 females said yes and 2 females said no. All the details are shown in the Table No.2.

According to the data shown in the Table No. 2. The users of the internet were 413 among 611. Among 413 the male users were 312 and female users were 102. And the users from the urban area were 194 and 220 were from rural area. The users from the urban area were more than compared to the rural area. And the male was using more than female both in an urban area and rural area. The female from the urban area uses the internet more than the female from the rural area.

The students had given their opinion. Among all the students 66.90 % of students said yes and 33.09 % of students said no. In urban area, 81.37 % of students said yes and 18.62 % of students said no. Among the urban area students 92.64 % of male students said yes & 7.35 % male students said no and 58.82 % of female students said yes and 41.17 % of female students said no. In rural area, 58.65 % of students said yes and 41.34 % of students said no. Among the rural area students 75.72 % of male students said yes & 24.27 % male students said no and 35.52 % of female students said yes and 64.47 % of female students said no.

The teachers had given their opinion. Among all the teachers 77.55 % of students said yes and 22.44 % of teachers said no. In urban area, 82.35 % of teachers said yes and 17.64 % of teachers said no. Among the urban area teachers, 88 % of male teachers said yes & 22 % male teachers said no and 66.66 % of female teachers said yes and 33.33 % of female teachers said no. In rural area, 66.66 % of teachers said yes and 33.33 % of teachers said no. Among the rural area teachers, 72.72 % of male teachers said yes & 27.27 % male teachers said no and 50% of female teachers said yes and 50 % of female teachers said no.

**Table No.2. Opinion of the Participants on the Question
"Are You Using Internet Or Not You Using Internet Or Not?**

| CATEGORY | AREA | OPINION(YES / NO) | | | | TOTAL |
| | | YES | | NO | | |
		MALE	FEMALE	MALE	FEMALE	
STUDENTS	URBAN	126	40	10	28	204
	RURAL	156	54	50	98	358
TEACHERS	URBAN	22	6	3	3	34
	RURAL	8	2	3	2	15
		312	102	66	131	611

SOURCE OF INTERNET FOR THE STUDENTS AND TEACHERS

Among all the participants of 611, the users of the internet are 425. Among the 425 smart phone users are 315, the desktop users are 26, the laptop users are 19 and other 69 are using the internet from internet cafes/shops. Details are shown in the Table No. 3.

Students are using the various sources for the internet in their education. Among all the students 76.12 % of students are using a smart phone, 3.71 % o students are using the desktop, 2.91 % of the students are using the laptop and 17.24 % of the students are using the internet cafés/shops as the source of the internet for their education.

Teachers are using the various sources for the internet in their education. Among all the teachers 50 % of teachers are using a smart phone, 25 % o teachers are using the desktop, 16.66 % of the teachers are using the laptop and 8.33 % of the teachers are using the internet cafés/shops as the source of the internet for their teaching purpose.

Table No.3. Source of the Internet Experience of the Students and the Teachers in Using the Internet

CATEGORY	AREA	MALE/ FEMALE	SMART PHONE	DESKTOP	LAPTOP	INTERNET CAFE	TOTAL
STUDENTS	RURAL	MALE	124	4	2	26	156
		FEMALE	26	2	2	24	54
	URBAN	MALE	111	5	5	6	126
		FEMALE	26	3	2	9	40
TEACHERS	RURAL	MALE	5	2	1	2	11
		FEMALE	2	1	0	1	4
	URBAN	MALE	13	6	5	1	25
		FEMALE	4	3	2	0	9

The experience of the internet usage was made into four groups like GROUP – A, B, C & D. In Group – A the experience years are zero to four (0 – 3 years), in Group – B the experience years are five to eight (4 – 6), in Group – C the experience years are nine to twelve (7 – 9) and in Group – D the experience years are above twelve years (> 9 years). Details are shown in the Table No. 4.

Students had various years of experience in using the internet for their education. Among all the students 32.44 % of students had the 0 to 3 years of experience, 28.72 % of students had the 4 to 6 years of experience, 24.20 % of students had the 7 to 9 years of experience and 14.62 % of students had more than the 9 years of experience

Teachers had various years of experience in using the internet for their education. Among all the teachers 24.32 % of teachers had the 0 to 3 years of experience, 32.43 % of teachers had the 4 to 6 years of experience 21.62 % of teachers had the 7 to 9 years of experience and 21.62 % of teachers had the more than 9 years of experience.

Table No. 4. Internet Using Experience of the Participant

CATEGORY	AREA	MALE/ FEMALE	A GROUP (0 – 4)	B GROUP (5 – 8)	C GROUOP (9 – 12)	D GROUP (>12)
STUDENTS	URBAN	MALE	17	49	38	22
		FEMALE	10	11	13	6
	RURAL	MALE	73	30	29	24
		FEMALE	22	18	11	3
TEACHERS	URBAN	MALE	2	5	7	8
		FEMALE	2	4	-	-
	RURAL	MALE	5	2	1	-
		FEMALE	-	2	-	-
			131	123	99	63

CONCLUSION

The results revealed that maximum students and teachers from both rural and urban area are using the internet in their learning and teaching process. And maximum number students and teachers from both rural and urban area are suggesting the internet as an important tool in their learning and teaching process. The students from the rural area are facing more problems than urban area number. It is very evident from the study that 66.90 % of students are using the internet in the learning process among them 37.36 % from a rural area and 29.53 % from an urban area. The 77.55 % of teachers are using the internet in their teaching process, among them 20.40 % from rural area teachers and 57.14 % are from the urban area. And 76.51 % of students said that internet is an important tool in the learning process, among them 45.55 % are from rural area and 30.96% are from the urban area. And 81.63 % of teachers said that internet is an important tool in the teaching process, among them 57.14 % are from urban area 24.48 % are from the rural area. Among all the problem facing participants, 76.95 % of rural area students and teachers are facing problem to use the internet in the learning and teaching process but in an urban area 23.04 % only.

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APPENDIX

QUESTIONNARE

USAGE OF THE INTERNET IN THE TEACHING AND THE LEARNING PROCESS OF EDUCATION IN THE RURAL AND URBAN AREAS

AGE:	MALE/FEMALE:	PLACE:

1. DO YOU USE INTERNET FOR YOUR TEACHING PURPOSES? YES/NO?

2. EXPERIENCE IN USING INTERNET?

3. SOURCE OF INTERNET?