

## **CHAPTER FOUR**

### **Presentation and Analyses of Findings**

#### **4.0 Introduction**

The aim of this survey is to determine the perception of the teachers towards Internet as the new environment for teaching and learning. The statistical analysis will try to answer the research questions set forth earlier.

- (a) What are some Internet skills teachers have acquired?
- (b) What is the perception of teachers towards the Internet in teaching and learning?
- (c) What is the perception of teachers towards Internet's negative effects in teaching and learning?

Table 5

Internet Skills Acquired by Teachers

Internet skills	Percentage/ Frequency	
	Yes	No
1. Send and receive email	100 (27)	0 (0)
2. Use WWW services (news etc)	88.9 (24)	11.1 (3)
3. Participate in a newsgroup	40.7 (11)	59.3 (16)
4. Create a homepage	85.2 (23)	14.8 (4)
5. Copy and transfer files	74.1 (20)	25.9 (7)
6. Use a web phone	11.1 (3)	88.9 (24)
7. Chat with whiteboard	25.9 (7)	74.1 (20)
8. Teleconferencing	7.4 (2)	92.6 (25)

#### **4.1 What are some Internet skills acquired by the teachers?**

Table 5 shows the distribution of Internet skills acquired by teachers. All the teachers can send and received electronic mail (100 %). A total of 88.9 % can utilise the World Wide Web services for news and information while 11.1 % indicated that they have no skills to locate news and information. A total of 40.7 % teachers participated in newsgroup while 59.3 % have not done so or do not have the ability to do so.

A majority of teachers (85.2 %) had indicated they could create homepages while 14.8 % did not have the skill to do so. A total of 74.1 % can copy and handle file transfer but 25.9 % do not have this skill. The majority of the teachers were not skilled in using a web phone, chat using a whiteboard and teleconferencing. A small percentage of 11.1 % can use a web phone, 25.9 % can chat with a whiteboard and 7.4 % can conduct teleconferencing.

4.2     **What is the perception of teachers towards Internet in teaching and learning?**

(a)     **Teachers perception towards the Internet for information retrieval**

Table 6

Teachers Perception towards the Internet for Information Retrieval

Information	Percentage/Frequency		
	Agree	Disagree	Uncertain
1.The students can get a lot of information related to learning on the web.	96.3 (26)	0 (0)	3.7 (1)
2. Information on the web can be obtained quickly.	74.1 (20)	11.1 (3)	14.8 (4)
3. Looking for specific information on the web develops reading skills.	85.2 (23)	0 (0)	14.8 (4)

Table 6 shows the perception of teachers towards the Internet for information retrieval. The majority, 96.3 % of the teachers agree that the students can get a lot of information on the Internet that is related to their learning while 3.7 % were uncertain. A total of 74.1 % agree that the information can be obtained quickly while 11.1 % do not think so. A small percentage, 14.8 % is not sure of the speed in obtaining information from the net. Most respondents, 85.2 % agree that looking for specific information develops reading skills while 14.8 % were uncertain. Generally, the teachers showed positive perception towards the relevancy of and speed at which information can obtained from the Internet.

**(b) Teachers perception towards Internet's capability for teaching and learning purposes**

Table 7

Teachers Perception towards Internet's Capability for Teaching and Learning Purposes

Internet's capability	Percentage/Frequency		
	Agree	Disagree	Uncertain
1. Internet will stimulate creativity in students.	92.6 (25)	0 (0)	7.4 (2)
2. Using e-mail to send messages can help students to improve their writing skills.	74.1 (20)	3.7 (1)	22.2 (6)
3. E-mail communication among class students will create more interactions.	96.3 (26)	0 (0)	3.7 (1)
4. The Internet provides the environment for discovery learning through its hyperlinks.	100 (27)	0 (0)	0 (0)
5. The Internet can help students to learn at its own pace.	88.9 (24)	0 (0)	11.1 (3)
6. The use of Internet can promote higher thinking skills such as reading, evaluating and synthesising textual information.	77.8 (21)	0 (0)	22.2 (6)
7. Learning on the web environment will enhance collaboration among students.	85.2 (23)	7.4 (2)	7.4 (2)

Almost all the teachers (92.5 %) agreed that the Internet will stimulate creativity in students while none disagreed and 7.5 % were uncertain. A total of 74.1 % agreed that using electronic mail to send messages can help students to improve their writing skills while 3.7 % disagreed with the suggestion and 22.2 % were uncertain how that can be

achieved. Most teachers (96.3%) agreed that electronic mail will definitely create more class interaction. Only 3.7 % were uncertain how electronic mail will enhance class interaction. All teachers were in agreement that the Internet provides the environment for discovery learning because of its hyperlinks (100 %). About 88.9 % agreed that Internet could help students to learn at their own pace while 11.1 % were uncertain of such prospect.

A total of 77.8 % agreed that the use of Internet could promote higher thinking skills such as reading, evaluating and synthesising textual information. Though non disagreed, there was a high percentage of 22.2 % who were uncertain how such thinking skills can be promoted. The majority, 85.6 % agreed that collaboration among students will be enhanced through learning on the web, 7.4 % disagreed and 7.4 % were uncertain. On the whole, there was very strong perception among teachers towards Internet capability for teaching and learning.

**(c) Teachers perception towards the Internet for revision and practice**

Table 8

Teachers Perception towards the Internet for Revision and Practice

Revision and practice	Percentage/Frequency		
	Agree	Disagree	Uncertain
1. Students will have more opportunity to ask the teacher questions when they use the Internet.	66.7 (18)	3.7 (1)	29.6 (8)
2. Students can access lessons on the web for revision anytime.	85.2 (23)	7.4 (2)	7.4 (2)
3. Students can get immediate feedback for their practice and exercises.	77.8 (21)	7.4 (2)	14.8 (4)
4. E-mail is an efficient means of disseminating class information and assignments.	85.2 (23)	3.7 (1)	11.1 (3)

Table 8 shows the perception of teachers towards the Internet for revision and practice. A total of 66.7 % of teachers agreed that students will have more opportunity to ask the teacher questions when they use the Internet while 29.6 % were uncertain and only 3.7 % disagreed. Most teachers (85.25 %) agreed that the students could access lessons on the web for revision anytime while 7.4 % did not agree with the idea and 7.4 % were uncertain.

A total of 77.8 % think that students can get immediate feedback for their practice and exercises while 7.4 % did not agree and 14.8 % were uncertain. However, 85.2 % agreed that electronic mail is an excellent way to disseminate class information

and assignments. Overall, the teachers were very positive of the Internet for revision and practice.

**(d) Teachers perception towards the Internet for motivating learners**

Table 9

Teachers Perception towards the Internet for Motivating Learners

Motivation of the Internet	Percentage/Frequency		
	Agree	Disagree	Uncertain
1. Communications over the Internet (with students of another country) makes learning more meaningful and relevant than just reading it from a textbook.	100 (27)	0 (0)	0 (0)
2. It will be fun and interesting to look for information on the web. Each student will try to find something new and better.	100 (27)	0 (0)	0 (0)
3. The colourful graphics and audio features of the web environment will motivate students to learn.	88.9 (24)	3.7 (1)	7.4 (2)
4. I think students working with the Internet will find it challenging and stimulating.	88.9 (24)	3.7 (1)	7.4 (2)

Table 9 shows the perception of teachers towards motivation of the Internet for teaching and learning. All teachers surveyed were in total agreement that communication with other students over the Internet will make learning more meaningful (100 %). They were also in total agreement that looking for information on the web is fun and



interesting (100 %). A total of 88.9 % agreed that the colourful graphics and audio features of the web environment will motivate students to learn while 7.4 % were uncertain and only 3.7 % disagreed. Most teachers (88.9 %) think that the students will find Internet challenging and stimulating while 3.7 % did not think so and 7.4 % were uncertain. On the whole the teachers are positive that the Internet can be a powerful motivational environment for teaching and learning.

**(e) Teachers perception towards the Internet for assessment**

Table 10

Teachers Perception towards the Internet for Assessment

Assessment with Internet	Percentage/Frequency		
	Agree	Disagree	Uncertain
1. Internet is currently the best medium for online assessment.	74.1 (20)	3.7 (1)	22.2 (6)
2. Internet assessment can immediately identify the good and slow learners.	37.0 (10)	33.3 (9)	29.6 (8)
3. Online assessment allows parents to keep tract of their child's progress.	63.0 (17)	11.1 (3)	25.9 (7)
4. Questions for online testing can be changed quickly and easily.	74.1 (2)	3.7 (1)	22.2 (6)

Table 10 shows that 74.1 % of teachers agreed that presently Internet is the best medium for online assessment while 7.4 % disagreed but quite a high percentage (22.2 %) were uncertain of such prospects. A total of 37.0 % agreed that the Internet can immediately identify the good and slow learners while 33.3 % disagreed and 29.6 % were

uncertain of the Internet's capability to do so. A total of 63.0 % think that the Internet allows parents to keep track of their child's progress while 11.1 % disagreed and a high percentage (29.6 %) were uncertain how this is possible. A total of 74.1 % believe questions for online testing can be changed quickly and easily while 3.7 % thinks it is not possible while 22.2 % were uncertain. The survey showed that teachers were slightly positive towards using the Internet as a medium for assessment. There was uncertainty on how Internet can identify good and slow learners, help parents to keep track of their child's progress and how questions for online testing can be changed quickly and easily.

#### 4.3. What is the perception of teachers towards the Internet's negative effects for teaching and learning?

Table 11

##### Teachers Perception towards the Internet's Negative Effects

Negative Effects	Percentage/Frequency		
	Agree	Disagree	Uncertain
1. The use of Internet will reduce the personal treatment of students.	55.6 (15)	33.3 (9)	11.1 (3)
2. Students who work long hours on the Internet may be socially isolated.	44.4 (12)	29.6 (8)	25.9 (7)
3. Not all students will have access to the Internet.	77.8 (21)	7.4 (2)	14.8 (4)
4. Students can get wrong information From the Internet.	88.9 (24)	7.4 (2)	3.7 (1)
5. Students are tempted to visit unhealthy websites.	85.2 (23)	3.7 (1)	11.1 (3)

Table 11 shows the perception of teachers towards the negative effects in using Internet. Slightly more than half (55.6 %) agreed that the Internet will reduce the personal treatment of the students while 33.3 % felt that it will not happen and 11.1 % were uncertain. A total of 44.4 % agreed that students who work long hours on the Internet might be socially isolated while 29.6 % disagreed and 25.9 % were uncertain of its effect of long hours on the Internet.

A high percentage (77.8 %) agreed that not all students might have access to the Internet, thus creating a distinct disadvantage. Only a small percentage, 7.4 % think that all students have the same access while 14.8 % were not certain of such possibility. The majority, 88.9 % of the respondents agree that students could get wrong information from the Internet while 7.4 % did not agree and 3.7 % were uncertain. A high percentage of respondents (85.2 %) agreed that students are tempted to visit unhealthy websites while 3.7 % disagreed and 11.1 % were uncertain. Generally, most teachers agreed that the Internet has negative effects socially on the students.