USE OF INTERNET AS THE SELF-LEARNING TOOL IN EDUCATION

Ankita Roy

**Student, Department of Education, University of Kalyani, Kalyani, Nadia.
E mail: ankita70032@gmail.comContact Number: 7439136667**

Abstract:

The Internet has a universal appeal for most people. We have become dependent on it for our daily routine. In the realm of education, I think that the Internet can be a great resource for information. Research can be easily planned and implemented for the benefit of both students and educators. The study aims to analyse and review the perception of the stakeholders regarding the use of Internet as the self-learning tool in Education. The researcher has collected all the secondary data from different research papers. Then researcher analysed and interpreted all the collected data. After reviewing all previous studies, the researcher has concluded that the perception of the stakeholders regarding the use of Internet as the self- learning tool is favourable.

Key words: Internet, Self-Learning Tool, Education

1. INTRODUCTION:

Internet is the foremost important tool and the prominent resource that is being used by almost every person across the globe. It connects millions of computers, webpages, websites, and servers. Using the internet we can send emails, photos, videos, messages to our loved ones. Or in other words, the internet is a widespread interconnected network of computers and electronics devices (that support internet). It creates a communication medium to share and get information online. If your device is connected to the Internet then only you will be able to access all the applications, websites, social media apps, and many more services. Internet nowadays is considered as the fastest medium for sending and receiving information.

Origin of Internet:

The internet came in the year 1960 with the creation of the first working model called ARPANET (Advanced Research Projects Agency). It allowed multiple computers to work on a single network that was their biggest achievement at that time. ARPANET use packet switching to communicate multiple computer systems under a single network. In October 1969, using ARPANET first message was transferred from one computer to another. After that technology continues to grow.

Online education, according to Harasim (1989), is a new domain of learning that combines distance education with the practice of face-to-face instruction utilizing computer- mediated communication. Ascough (2002) suggested that online education has the following features: (a) it provides a learning experience different than in the traditional classroom because learners are different, (b) the communication is via computer and World Wide Web,
(c) participation in classroom by learners are different, (d) the social dynamic of the learning

environment is changed, and (e) discrimination and prejudice is minimized. New technologies, the Internet, streaming video, net-meeting etc. now makes higher education more accessible and affordable for many students, and for those who would have been unable to pursue higher education in a traditional in-class setting (Bianco & Carr-Chellman, 2002). Consequently, online learning has now become an integral part of higher education institutions' expanding curriculum. (Yang, Y. and Cornelius, L.F, *Students' Perceptions towards the Quality of Online Education: A Qualitative Approach*).

The Internet can be an excellent study resource and, with the wealth of useful information easily accessible through it, is increasingly being used by higher education students in the health and social science fields. That wealth of available information, however, is also its main disadvantage, presenting users with the problem of locating good quality information from within the vast amount of information available. Various studies have found that students have poor Internet skills. O'Hanlon found that freshmen at a US university had poor skills in both searching and evaluating websites. Bond found that nearly half (48%) of new pre-registration nursing students at a UK university felt that they ended up with too much information when searching on the Internet. Once students have found information on the Web, Wood asserts that they lack the

skills to critically analyse the information they have found, making the assumption that 'all information is equal, truthful, and has the same value'. She also found that students do not understand or appreciate the reasons for, and necessity of, accurately crediting the information source. Slaouti, however, found that students did not necessarily expect to have to find or evaluate their information sources, expecting lecturers to recommend websites, and that such websites would have been validated by the academic first.

Students need an understanding of the Internet and the services it supports, and the skills to undertake effective searches and evaluate the results. Evidence, however, shows that they are not starting higher education courses equipped with these skills. Goett and Foote argue that students' prior home use of the Internet is not a good preparation for using it as an academic tool. Bond, in a study of Internet users' search skills, found that people tend to self-learn what they think they need to know and concluded that this approach was not very effective at developing basic search skills, and did not support users to develop problem solving skills.

There are a variety of resources available to help students understand the Internet and develop their skills, including online tutorials and study-skills books, produced by a wide range of authors with differing aims, and for a variety of audiences. (Bond, C.S, Fevyer, D. and Pitt, C, 2006)

Affum (2022) has been revealed a study on **the effect of internet on students' studies: a review**. Assessing to factors that affect students' use of the internet is the main objective of this research. As it is a review paper, it does not follow any particular methodology. The study concluded that increase in internet use was very useful in the improvement of the learning outcomes. The study also found the negative impacts of internet use which leads to distraction as time is spent on social media instead on studies. Therefore, it is proposed that University authorities should provide guidelines to help students overcome some of the challenges faced when using the internet.

Daoud, Starkey, Eppel and Sylvester (2020) have been conducted a study on **the educational value of internet use in the home for school children: A systematic review of literature.** The purpose of the study is to examine the educational value of internet use in the home for school children. For conducting this study, descriptive survey design was followed by the researcher. The study concluded that there is educational value in home Internet use and the value is influenced by the nature of online activities.

Khafaji and Sriram (2020) studies on **using online learning resources: a self-learning tool**. The objective of the study is to discuss the different types of learning resources and utilizing them optimally with respect to the learning requirements. For this research both qualitative and quantitative analyses were conducted. The study found that majority of students were very much interested in using internet as the learning resources.

Apuke and Iyendo (2018) has been conducted a study on **university students' usage of the internet resources for research and learning: forms of access and perceptions of utility**. The purpose of the study is to investigate the place of the internet in academic research and learning of students, through both quantitative and qualitative research approaches, using 250 undergraduate students in three selected universities within North-Eastern Nigeria. To gain an in-depth understanding of the perception of the students' views, a focus group was conducted. The study revealed that the use of internet enabled them to perform research ahead of time, tackle multiple homework, widens the scope of reading and learning, promotes self-learning, encourages and enhances peer learning as well as ameliorates student's examination preparation.

Gil (2015) studied on **the Role of the Internet in Self-Study.** The main objective is to find out the role of the Internet in self-study. As it is a review paper, the researcher does not follow any particular methodology. The study found the conclusion regarding self-education and Internet as a place and technique of self-education, as well as the concept of e-learning as a modern form of distance education.

Dogruer, Eyyam and Menevis (2011) have been conducted a study on the **use of the internet for educational purposes**. The objective of the study is to look at the students' use of Internet in their academic studies. For conducting this study, the researcher was followed descriptive survey method technique. There were certain areas that students felt comfortable while using the Internet such as the search engines on the Internet, which is easily and efficiently used and preferred by 80% of the participants in this study. Also, they stated that they used social websites to share knowledge and talk about school subjects. They also claimed that they could easily use the Internet to find sources of information, download necessary files and pictures and so on. Moreover, the participants stated that they used e-dictionaries, e-encyclopaedias and translation tools to help them write their homework and do their projects.

Hiemstra (2006) has been conducted a study on **how the internet is changing self-directed learning**. The purpose of this study is to find out the status of changing self-directed learning by Internet. For conducting this study, both quantitative and qualitative data collection techniques were employed. The study concluded that, Internet is helping to create a new type of independent or self-directed learner. It also found that Web has a potential for resource access any time, any place, any path, any pace. But it is still up to us as professional educators, online course designers, or human resource developers to make sure that the learning efforts we facilitate are inclusive enough so that people no matter where they live or no matter what their

circumstances can be a part of it all.

Bond, Fevyer, Pitt (2006) studied on **learning to use the internet as a study tool: a review of available resources and exploration of students' priorities**. The aim of the study was to identify the online information resources available to assist students develop Internet searching skills, and to explore the students' priorities in online guides. A qualitative approach was adopted with two phases. The first was a structured search of available online study skills resources. The second comprised 10group interviews with a total of 60 students at all stages of five undergraduate health and social care related courses at a UK university. The study found that there were good online guides available, but that, perversely, the better guides tended to require the best searching skills to locate them. A few students were enthusiastic about using online support, however the majority felt that if they had the skills to

locate such resources, they wouldn't use a study guide to improve these skills, and if they did not have the skills, they would not think of using an online guide to develop them.

Yang and Cornelius (2003) studied on **students' perceptions towards the quality of online education: a qualitative approach.** The purpose of the study is to examine the quality of existing online education courses that utilize the Internet as the primary resources. This study utilized qualitative methods to investigate the perceptions of students from two universities and one community college regarding the quality of online education based on their own online learning experiences. The findings of this research revealed that flexibility, cost-effectiveness, electronic research availability, ease of connection to the Internet, and well-designed class interface were students' positive experiences.

Gulati and Bakliwal (2003) has been conducted a study on **A Study of Internet Usage and Study Habits among Students**. The objectives are to find out the extent of Internet Usage among the students, to find out the pattern of Study Habits among the students and to know the relationship between Internet Addiction and Study habits. The study was conducted on 200 students of Class 11th of CBSE schools of Bhopal. Random sampling method was used to collect the relevant data from the students. The results have indicated that the adolescents are getting carried away by the charm of internet. As a result, they are becoming addict to the internet for entertainment. Thereby, they are unable to practice the right study habits to study various subjects. There is a moderate negative relationship between excessive internet usage and study habits. It is the responsibility of the teachers, parents and administrators to guide the students.

The Internet is seen to support a new culture of learning new learning—i.e., learning that is based around bottom-up principles of collective exploration, play, and innovation rather than collective top-down individualized instruction (Thomas and Seely-Brown 2011). The Internet allows learning to take place on an Internet many-to-many rather than one-to- many basis, thereby supporting socio-constructivist modes of learning and cognitive development that are profoundly social and cultural in nature. Many educators would consider learners to be benefitted from the socially rich environments that the Internet can support (Luckin 2010). For example, it is told that the Internet offers individuals enhanced access to sources of knowledge and expertise that exist example, exist tool in supporting learning through tool authentic activities and interactions between people and extended socialenvironments.

2. OBJECTIVE:

- To analyse and review the perception of stakeholders regarding the use of Internet asthe self-learning tool in Education.

3. METHODOLOGY:

As it is a review paper, so there is no chance of primary data collection by the researcher. The researcher has collected all the secondary data from different research papers. Then researcher analysed and interpreted all the collected data.

4. ANALYSIS AND INTERPRETATION:

Researcher has analysed the previous studies according to the objective -

4.1 Perception of Stakeholders Regarding the use of Internet as The Self-Learning Toolin Education

Perception of Stakeholders regarding the use of Internet as the self-learning tool in Education is varied among the participants. Out of ten reviews, **seven reviews are favourable**, [use of internet has the positive

approach as the self-learning tool in Education (Affum, 2022), there is educational value in home Internet use and the value is influenced by the nature of online activities (Daoud, Starkey, Eppel and Sylvester, 2020), majority of students were very much interested in using internet as the learning resources (Khafaji and Sriram, 2020), the use of internet enabled them to perform research ahead of time, tackle multiple homework, widens the scope of reading and learning, promotes self-learning, encourages and enhances peer learning as well as ameliorates student's examination preparation (Apuke and Iyendo, 2018), self-education and Internet as a place and technique of self-education, as well as the concept of e-learning as a modern form of distance education (Gil, 2015), they could easily use the Internet to find sources of information, download necessary files and pictures and so on (Dogruer, Eyyam and Menevis, 2011), Internet is helping to create a new type of independent or self-directed learner. It also found that Web has a potential for resource access any time, any place, any path, any pace (Hiemstra, 2006)], **two reviews are in favour of positive perception towards the using of internet as the self-learning tool but it suggests the requirement of skill development for proper internet searching**, [there were good online guides available, but that, perversely, the better guides tended to require the best searching skills to locate them, (Bond, Fevyer, Pitt, 2006), flexibility, cost-effectiveness, electronic research availability, ease of connection to the Internet, and well-designed class interface were students' positive experiences, (Yang and Cornelius, 2003)], **one review shows the negative attitude**, [the adolescents are getting carried away by the charm of internet. As a result, they are becoming addict to the internet forentertainment, (Gulati and Bakliwal, 2003)]

After analysing all reviews, the researcher has concluded that 70.00% studies have the positive attitude towards the using of internet as the self-learning tool in Education, 20% studies are in favour of positive perception towards the using of internet as the self-learning tool but it suggests the requirement of skill development for proper internet searching, 10% studies have the negative attitude towards the using of internet as the self-learning tool in Education. Finally, the researcher has revealed that majority of students' have been benefittedby using internet as the self-learning tool in Education.
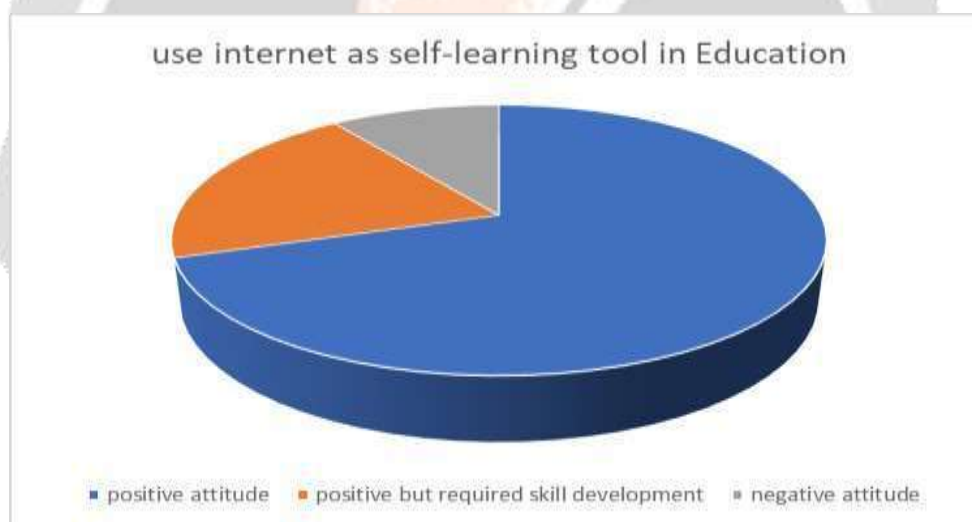

Fig:1 use of Internet as the self-learning tool in Education

REFERENCES

Affum, M.Q. (2022) The Effect of Internet on Students' Studies: A Review, *Library Philosophy and Practice*   *(e-journal)*,

Apuke, O.D. and Iyendo, T.O. (2018) University Students' Usage of The Internet Resources for Research and Learning: Forms of Access and Perceptions of Utility, Elsevier, Vol. 4(12), DOI: https://doi.org/10.1016/j.heliyon.2018.e01052

Bond, Fevyer, Pitt (2006) Learning to Use the Internet as A Study Tool: A Review of Available Resources and Exploration of Students' Priorities, *Health Information Library*, Vol. 23(3) DOI: 10.1111/j.1471-1842.2006. 00656.x

Chou, C. and Hsiao, M. (2000) Internet addiction, usage, gratification, and pleasure experience: the Taiwan college students' case, Computers & Education Vol. 35 (2000), Retrieved from: https://ir.nctu.edu.tw/bitstream/11536/30350/1/000087296600005.pdf

Daoud, R. Starkey, L. Eppel, E. and Sylvester, T. (2020) The Educational Value of Internet Use in The Home for School Children: A Systematic Review of Literature, *Journal of Research on Technology in Education*, Vol. 53(13). DOI: 10.1080/15391523.2020.1783402

Deepika, K. (2014) Internet addiction and academic achievement among the 11th grade students in Chennai, Tamil

Nadu, India, *Conflux Journal of Education*, ISSN 2320-9305 e ISSN 2347- 5706 Vol. 2(2) Retrieved from: http://www.cjoe.naspublishers.com/

Dogruer, N. Eyyam, R. and Menevis, I. (2011) The Use of The Internet for Educational Purposes, Elsevier, Vol. 28, DOI: https://doi.org/10.1016/j.sbspro.2011.11.115

Goldberg, I. (1996) Internet addiction support group: is there truth in jest? Retrieved from: http://users.rider.edu/~suler/psycyber/supportgp.html

Hiemstra, R. (2006) How the Internet Is Changing Self-Directed Learning, Retrieved from: https://roghiemstra.com/InternetandSDL.html

Khafaji, S. and Sriram, B. (2020) Using Online Learning Resources: A Self-Learning Tool, *Journal of Research on Technology in Education*, DOI:10.14236/eric/BCSIIT2014.15

Lajwanti and Paliwal, A. (2012) The Impact of Internet use on Study Habits of Higher Secondary Students. *Journal of Education and Practice.* ISSN 2222-288X (Online) Vol. 3,94-100. Retrieved from: https://www.iiste.org/Journals/index.php/JEP/article/view/3449

Yang and Cornelius, Y. (2003) Students' Perceptions Towards the Quality of Online Education: A Qualitative Approach, Eric, Retrieved from: https://eric.ed.gov/?id=ED485012