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The attitudes of prospective teachers' on trusting internet resources

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Abstract

In this study a questionnaire about trusting internet resources for the attitudes of the prospective teachers' have been developed. The volunteer participants in this study consisted of 255 undergraduate students attending the Near East University in North Cyprus. 100 students from department of Computer Education and Instructional Technologies, 52 students from Department of Turkish Language Teaching, 59 students from Department of Pre-school Teaching, 44 students from Department of History Teaching. The study was conducted during the 2008-2009 Fall term. Data were collected using developed questionnaire. After then SPSS 16.0 was used to analyzed and interpret the collected data. Anova, independent sample t-test, kruskal wallis test, frequency and percentage methods were used during the analysis process. When the results observed, future teachers mentioned that they have used the internet sources but they are hesitant about the confidence.

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1. Introduction

Now students learn whatever they want to learn with developed technology on the internet. Most of resources are on the internet, especially for prospective teachers'. Prospective teachers' used these resources at their studies effectively. Especially, in research homework's, processed subjects in presentation and used graphics in homework's are obtained in web pages on the internet.

In addition internet presents a lot of resources that students can learn their selves and they can do practices about these subjects. But some of the resources information don't give the right information and they cause to complex information. Generally, students that prepared their homework's on the internet, are given information about reliable of the internet resources.

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Internet is also used as a communication device. Internet-based learning is often updated, learners and teacher always keep in touch and students always available on resources. Each person shares learning experiences and learners give decisions. (Isman, 2005).

Web pages include course materials. Students access this material and share with another students (Gulbahar, 2007). According to the Meral & Boynak (2008) “Using internet for teaching and learning has become major part of educational use of ICT in the recent years. Access to knowledge through the Internet has spawned a world of online learning, stimulating a new passion for lifelong learning in academia, professional environments, the workplace, and at home”. (Holzer and Kokemueller, 2007) According to this research, it is researched reliability of internet resources on the internet.

1.1. The aim of the research

The aim of this research is to find out the attitudes of the prospective teachers’ on trusting internet resources. The research also focused on answering following questions:

1. What are the attitudes of the department of Computer Education and Instructional Technologies students about internet resources?
2. What are the attitudes of the department of Turkish Language Teaching students about trusting internet resources?
3. What are the attitudes of the department of History Teaching students about trusting internet resources?
4. What are the attitudes of the department of Pre-school Teaching students about trusting internet resources?
5. Are there any differences in the attitudes about trusting internet resources between the departments?
6. Are there any differences in the attitudes about trusting internet resources between by the years?
7. Are there any differences in the attitudes about trusting internet resources between the genders?

2. Method

2.1. Participants and sample

The volunteer participants in this study consisted of 255 undergraduate students attending the Near East University in North Cyprus. 100 students from department of Computer Education and Instructional Technologies, 52 students from Department of Turkish Language Teaching, 59 students from Department of Pre-school Teaching, 44 students from Department of History Teaching. Sample was selected by the method of random sampling. The study was conducted during the 2008-2009 Fall term. The students who participated from the Computer Education and Instructional Technologies department are 11.0% female, 89.0% male, students of Turkish Language Teaching department are 26.9% female, 73.1% male, students of Pre-school Teaching department are 89.8% female, 10.2% male, and students of History Teaching department are 34.1% female, 34.1% male.

The students of Computer Education and Instructional Technologies who joined the study are 32.0% second year, 32.0% third year, and 36.0% fourth year. Students of Turkish Language Teaching are 28.8% second year, 44.2% third year, and 26.9% fourth year. Students of Pre-school Teaching are 6.8% second year, 69.5% third year, and 23.7% fourth year. Students of History Teaching are 72.7% second year, and 27.3% third year. As total, students of these four departments are 32.5% second class, 42.4% third class, and 25.1% fourth classes.

The students of Computer Education and Instructional Technologies who joined the study are 8.8% 18 years old, 21.1% 19 years old, 29.8% 20 years old, and 40.4% over 21 years old. Students of Turkish Language Teaching are 7.7% 18 years old, 28.8% 19 years old, 34.6% 20 years old, and 28.8% over 20 years old. Students of Pre-school Teaching are 5.1% 18 years old, 28.8% 19 years old, 32.2% 20 years old, and 33.9% over 21 years old. Students of History Teaching are 4.5% 18 years old, 18.2% 19 years old, 36.4 20 years old, and 40.9% over 21 years old. As total, students of these four departments are 7.1% 18 years old, 23.1% 19 years old, 33.3% 20 years old, and 36.5% over 21 years old.

The students of Computer Education and Instructional Technologies who joined the study are 2.0% use internet less than 1 year, 4.0% use internet 1 year, 21.0% use internet 3 years, and 73% use internet more than 4 years. Students of Turkish Language Teaching are 13.5% use internet less than 1 year, 19.2% use internet 1 year, 7.7% use internet 2 years, 17.3% use internet 3 years, and 42.3% use internet more than 4 years. Students of Pre-school

Teaching are 20.3% use internet less than 1 year, 15.3% use internet 1 year, 10.2% use internet 3 years, and 54.2% use internet more than 4 years. Students of History Teaching are 11.4% use internet less than a year, 15.9% use internet 1 year, 18.2% use internet 2 years, 15.9% use internet 3 years, and 38.6% use internet more than 4 years. As total, students of these four departments are 10.2% use internet less than 1 year, 11.4% use internet 1 year, 5.9% use internet 2 years, 16.1% use internet 3 years, and 56.5% use internet more than 4 years.

The students of Computer Education and Instructional Technologies who joined the study are 9.0% use internet less than 1 hour, 3.0% use internet 1 hour, 25.0% use internet 2 hours, 10.0% use internet 3 hours, and 53.0% use internet more than 4 years. Students of Turkish Language Teaching are 17.3% use internet less than 1 hour, 25.0% use internet 1 hour, 23.1% use internet 2 hours, 19.2% use internet 3 hours, and 15.4% use internet more than 4 hours. Students of Pre-school Teaching are 15.3% use internet less than 1 hour, 28.8% use internet 1 hour, 15.3% use internet 2 hours, 13.6% use internet 3 hours and 27.1% use internet more than 4 hours. Students of History Teaching are 13.6% use internet less than 1 hour, 31.8% use internet 1 hour, 27.3% use internet 2 hours, 9.1% use internet 3 hours, and 18.2% use internet more than 4 hours. As total, students of these four departments are 12.9% use internet less than 1 hour, 18.4% use internet 1 hour, 22.7% use internet 2 hours, 12.5% Use internet 3 hours, and 33.5% use internet more than 4 hours.

2.2. Instruments

In addition to the information gathered via the literature survey, a survey was conducted in order to find out the attitudes of students about internet resources. Data were collected by the authors in the year 2008 using the “The attitudes of prospective teachers’ trust on internet resources” questionnaire. The questionnaire consists of 24-items and the questionnaire focused on the attitudes of prospective teachers’ trust on internet resources. These respondents rated each item as “Strongly Agree”, “Agree”, “Not Sure”, “Disagree”, “Strongly disagree”. The validity of the translated questionnaire was established by a review of 10 experts. Selected items were revised based upon their comments and recommendations. The administration of the revised questionnaire to 255 students yielded a Cronbach’s alpha of 91.9.

2.3. Data analysis

Data were collected using questionnaire. After that SPSS 16.0 was used to analyzed and interpret the collected data. Anova, frequency and percentage methods were used during the analysis process. The data obtained by the survey was commented upon using the SPSS 16.0 program with the percentage, frequency, and anova, independent sample t-test, kruskal wallis test methods were used during the analysis process.

3. Results

3.1. Attitudes of the students on the most trusted resources

The students of Computer Education and Instructional Technologies who joined the study are trust on discussion forums ($M=3.43$, $SD=1.37$ where M =Mean and SD =Standard deviation) more than library resources ($M=2.74$, $SD=1.73$). Students of Turkish Language Teaching are trust on library resources ($M=3.92$, $SD=1.39$) and books ($M=3.88$, $SD=1.39$) more than discussion forums ($M=2.71$, $SD=1.43$). Students of Pre-school Teaching are trust on library resources ($M=3.79$, $SD=1.50$) and books ($M=3.52$, $SD=1.36$) more than discussion forums ($M=2.38$, $SD=1.43$). Students of History Teaching are trust on books ($M=4.09$, $SD=1.41$) and library resources ($M=3.90$, $SD=1.68$) more than discussion forums ($M=1.97$, $SD=1.48$). (See also Table 1).

Table 1. Distribution of students about “What are the mostly used resources?”

Survey items	Computer Education and Instructional Technologies		Turkish Language Teaching		Pre-school Teaching		History Teaching	
	M	SD	M	SD	M	SD	M	SD
Books	3.26	1.32	3.88	1.39	3.52	1.36	4.09	1.41
Electronic books	3.41	1.22	3.67	1.29	3.45	1.53	3.42	1.53
Education Materials	3.25	1.29	2.98	1.16	3.57	1.39	2.81	1.24
Discussion Forums	3.43	1.37	2.71	1.43	2.38	1.43	1.97	1.48
Library Resources	2.74	1.73	3.92	1.39	3.79	1.50	3.90	1.68

3.2. Mostly Trusted Search Engines According to Students

The students of Computer Education and Instructional Technologies who joined the study are trust on Google search engine (M=4.40, SD=1.39) more than Live search engine (M=1.55, SD=1.23). Students of Turkish Language Teaching are trust on Google search engine (M=4.73, SD=0.81) more than Live search engine (M=1.78, SD=1.41). Students of Pre-school Teaching are trust on Google search engine (M=4.61, SD=0.92) more than Live search engine (M=1.84, SD=1.31). Students of History Teaching are trust on Google search engine (M=4.54, SD=1.17) more than Live search engine (M=1.52, SD=1.21). Most of the students of all departments are trust on the search engine of the Google. And the least of the students are trust on the search engine of the Live. (See also Table 2).

Table 2. Distribution of students about “What are the mostly used Search Engines?”

Survey items	Computer Education and Instructional Technologies		Turkish Language Teaching		Pre-school Teaching		History Teaching	
	M	SD	M	SD	M	SD	M	SD
Google	4.40	1.39	4.73	0.81	4.61	0.92	4.54	1.17
Yahoo	2.32	1.68	2.09	1.52	2.08	1.45	1.97	1.53
Altavista	1.73	1.08	1.84	1.36	1.91	1.31	1.56	1.12
Live	1.55	1.23	1.78	1.41	1.84	1.31	1.52	1.21

3.3. Attitudes of students about trusting internet resources

All the four departments agree that “everyone wrote their own knowledge on the internet” (M=3.62) “I prepare my home works using only internet resources.” (M=3.42), and “I prefer current information on the internet instead of information in books” (M=3.62). They also not sure about the “I trust on information that I found on the internet” (M=2.96), “I believe that internet is an information dump” (M=2.91), “I measure the truth of the information in my researches examining the past of the author” (M=2.81), and “I apply to the subject experts to measure the truth of the information on the internet” (M=2.76). They also disagree about the “I measure the truth of the information comparing with internet information and books information” (M=2.18).

Most of the prospective teachers mention that they use internet more than four years and also they use internet more than four hours in a day. Although prospective teachers use internet for long years and they also spend some times by using internet everyday, but they don't trust the information which they find. Each person add new information to internet resources, in spite of this prospective teachers don't compare the information on internet with information in the books. And also prospective teachers who say that they trust books, they prefer to read daily information's on internet. They are indecisive (not sure) if internet is full of rubbish or not so they are also indecisive about to use the sources on internet during the education. As a result prospective teachers use internet sources during their homework but they are indecisive about the confidence of the information.

3.4. Gender

Independent-samples t test revealed no significant difference between the male and female prospective teachers' attitudes towards internet sources ($p=.447$, $t=-.762$). In gender differences, both of women and men adapt to the technology can be said.

3.5. Ages

There is a statistically significant difference between ages (Kruskal-Wallis $p=0.015<.05$). According to found result students of 18 years old have the highest positive attitudes about the trusting internet resources in the study. As for the students of over 21 years old, they have the least attitude level. As growing older and going up the experiences, confidence is becoming less to the internet resources.

3.6. Departments

In this study one-way ANOVA was revealed that there is statistically significant difference between departments ($p=0.011<.05$, $df=254$ and $F=3.775$). When considering the various departments of this study, the department of Turkish Language Teaching have the most positive attitudes about trusting internet resources ($M=3.19$ $SD=.7888$). The department of Computer Education and Instructional Technologies have the least attitudes about trusting internet resources ($M=2.88$, $SD=.6168$) (See also table 3).

Table 3. Differences between departments

Department	N	M	SD
Computer Education and Instructional Technologies	100	2.88	.6168
Turkish Language Teaching	52	3.19	.7888
Pre-school Teaching	59	3.14	.6561
History Teaching	44	2.92	.5575

4. Conclusion and Suggestions

At the end of the observation of all departments' results we understood that the most of the future teachers use internet more than four years and also they use internet more than four hours in a day. Although future teachers use internet for long years and they also spend some times by using internet everyday, they don't trust the information which they find. Each person add new information to internet resources, in spite of this future teachers don't compare the information on internet with information in the books. And also future teachers who say that they trust books, they prefer to read daily information on internet. They are indecisive if internet is full of rubbish or not so they are also indecisive about to use the sources on internet during the education. As a result future teachers use internet sources during their homework but they are indecisive about the reliability of the information. During their homework most of the future teachers in all departments are trust the most useful search engine of the Google and future teachers are trust the least useful search engine of the Live.

At the end of the observation all departments we find out that during the older ages trust to the sources become less. Reason is; in older ages they want to learn more things about their department so they prefer the most reliable source to reach the most correct information.

During the observation of reliability to internet sources, Computer Education and Instructional Technologies department is based on information technology and therefore on the internet resources in the less doubt. Other departments' attitudes and comments have more doubt about the internet in contrast to the Computer Education and Instructional Technologies department, as they work more close to technology than the other departments.

Based on these researches, awareness education is given to the students about what sort of resources are reliable.

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