



A STUDY OF ATTITUDE OF SECONDARY SCHOOL STUDENTS TOWARDS THE INTERNET

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Abstract:

Technology has impacted all sectors of this globe and education is not an exception to this. Within this perspective the fact cannot be ignored that computers and the Internet are one of the critical parts of educational technology and this importance has increased during the COVID-19 pandemic. The Internet and its multi functions are in the roles of creating and delivering information with easy navigations and paths. The Internet with all its benefits has provided not just students but teachers as well with new dimensions to explore in the teaching-learning pedagogy. Through the invent of internet and its increasing demand students can explore learning experiences globally. Realizing the need and importance of students' attitudes toward the Internet the present study was undertaken. The present study attempts to understand the attitude of 224 male and female students towards the internet from Mumbai. The result reflected that gender and the standard in which they are studying did not affect their attitude towards the internet. Having a conscious and positive reflection towards the Internet will help students develop a positive acceptance of the competitive learning environment.

Keywords: Internet, Attitude, Pandemic, Secondary School Students

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Introduction

The use of social media has modified people's communicative styles during the last 10 years through allowing users "to create, distribute, share and manage one-of-a-kind varieties of content, maximum of them publicly accessible" (Reinhardt and Zander, 2011). Researches have shown that the emergence of the computer and the application of Information and Communications Technology (ICT) in human relations have altered the appearance of social interaction. This forward progression has also emphasized the need to keep up with this trend (Eyo, 2012). The use of the Internet is spreading rapidly into daily life and directly affecting people's ideas and behavior. The Internet has an impact in numerous areas, of course, including the advanced education system. The Internet is playing a crucial part in the literacy process and preparing scholars to effectively share in the 21st century plant. Internet use has become a way of life for the maturity of advanced education scholars around the world. For utmost council scholars



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the Internet is a functional tool, one that has greatly changed the way they interact with others and with information as they go about their studies. They use computers to negotiate a wide range of academic tasks. Numerous scholars prepare course assignments, make study notes, tutor themselves with technical multimedia, and process data for exploration systems. Utmost exchange emails with faculty, peers, and remote experts. They keep over-to- date in their fields on the Internet, penetrating newsgroups, bulletin boards, and web spots posted by professional associations. Utmost access library registers, bibliographic databases, and other academic coffers in textbook, plates, and imagery on the World Wide Web. Experimenters have proposed that stations toward the Internet may directly affect Internet relinquishment and use (Grabe, et al., 2001).

People adopt various types of attitudes either positive or negative towards things and concepts that they are indulged in, including the Internet as a communicative means with its visual and aural facets. The significance of studying perceptions lies in the fact that these mind sets are meaningful suggestions of people's actions in situations that involve these effects or motifs. The rapid-fire and successive changes have made youthful people feel culturally and socially strange about what comes from the means of communication and the moral values they have and the thing that results in different goods on their beliefs, values and actions (Trampiets, 1998). The use of the internet in the field of education has become necessary. The existence of the internet has made the process of finding the information online easier. The Internet has been more and more utilized in gaining knowledge and providing formal educational instruction in high schools, not only in developed countries but also in developing countries. It is a continuously converting phenomenon and this is getting increasingly more and more involved in our daily lives. When students have an internet connection, the information can be found easily. It has easy access to all information on the latest research reports from anywhere in the world. It helps researchers, teachers, students and institutions to disseminate information to more viewers worldwide through websites (Molebash, 1999; Wright and Marsh, 2000). The Internet is an integral part of education, especially higher education due to its wide communication facilities. It allows students and scholars for study and research, self-determination of the normal hours of work (Gorman, 2003). Considering the initial phases of Corona Virus - 19 Pandemic, it had become the only solution for the education system to depend upon, however things are coming back to normal as the world has switched to blended mode and the need for the internet remains the same. Reliability and sufficient availability of Information Communication Technology infrastructure, learning tools, digital learning resources in the form of Massive Open Online Courses, e-books, e-notes, and so on are of utmost importance in such severe situations (Huang et al., 2020). Truly the internet has proved to be a savior in such times of crisis through different platforms, as mentioned in the research article of Huang, (2020). It has made learning easier than ever, and its inclusion in the educational field has revealed new dimensions of learning that has proved to be a bane for the students.

The education sector all around the world has been adapting to the changes that have arrived by time. And with the inclusion of the internet in this sector, it has led to numerous innovations and positive changes in the teaching learning pattern. A new type of pattern is being adopted these days, where the teacher acts as a facilitator and the student is the self-regulator in the process of learning. And in this process the internet plays a very significant role, which is to enhance the learning as well as to make the class productive. In this scenario where students are acting as self-regulators, it is very important to know their thought process towards the internet, and



whether it proves to be a bane or a boon. Over the years, many researches have been conducted to explore students' attitudes towards the Internet. Although the Internet has been in the limelight, empirical research focusing on it is still relatively scant in India. The Internet is seen as an essential tool to protect and develop democracy in the world. The Internet provides individuals with the boon to communicate and share their opinions directly with others by ignoring socioeconomic, gender, religious, ethnic and national differences. This improves democratic participation and has caused the advent of a virtual community (Borge and Cardenal, 2010).

Review of Related Literature

The Internet has been looked at as an essential tool in the field of education by the researchers. Doggan et al. (1999) conducted research on university students' attitudes to the educational use of the Internet. The research was conducted by using a survey Internet of education scale which was designed especially for this purpose. The survey consisted of 18 items and a sample of 395 university students. However, the sample was reduced to 188 (113 female students and 67 male students and eight did not indicate their genders) with an aim to control the social desirability impact. Some of the findings of this research was surprising due to the existence of positive attitudes to the educational use of the Internet. In addition, preferences were associated with following good educational websites, sharing information available on the Internet with friends, high frequency of Internet use, and various reasons for using the Internet for educational purposes. There were no differences between male and female students in their attitudes to using the Internet. Balaramulu and Maheshwari (2015) in their study using a simple random technique, proposed that ICT is a powerful means of communication in the education field. In this study the sample of the data consists of secondary school students of Warangal District. From the results it has been seen that the respondents have a favourable attitude towards using the internet as a learning tool. The results obtained from this study shows significant differences between rural and urban students and on the other hand revealed no significant difference between gender, government and private schools and English and Telugu medium students.

Chen (2009) studied the use of the internet and academic achievement in relation to gender. In their study, it reflected those male and female adolescents differ in the variety of activities they mostly engage in but male and female students show a significant correlation to academic development. The results reveal that both boys and girls had a positive effect on internet use on their academic achievement. In the research titled 'Student's Attitude towards the uses of Internet', the sample of the data was taken from the universities of the twin cities. The results revealed that most of the students find that Internet knowledge is crucial for students and teachers. The respondents who took up the questionnaire said that students feel comfortable using the Internet and providing substantial information and half of them said that Internet use is difficult in school. The results from this study show that the Internet is easier to use than the collection of research tools, while the Internet is very important Rehman (2010).

Garcia et al. (2019) in their research stated that the internet is an extremely important tool in the modern era in which quality and practical information and knowledge is available at a click of a button. This study was a descriptive analytical design aimed to know the level of internet use towards a student's academic performance. The respondents were all senior high school students, revealing the results that students had a high degree of attitude towards the internet and were greatly engaged and involved in using the internet in their day-to-day life. Comparative based research was conducted on kind and culture by Li and Kirkup (2007) to compare male and female Chinese students



with male and female British students. The sample of this study consisted of 220 male and female students from China and 245 male and female students from Britain. In this research, the self-report survey scale of the attitude to the Internet was used. The results of this study revealed the absence of differences in the rate of Internet use between both genders in both countries, although British students used the Internet for educational purposes longer than Chinese students. But the Chinese students had a higher level of self-confidence in their technical skills. The research revealed a positive mindset to the use of the Internet in each culture and variations among male and female students in each culture whilst male college students used the Internet to ship emails, chat in chat rooms and play video games in comparison to girl college students. These qualitative variations decrease in the Chinese students as compared to the British students.

Mahmud (2011) in his research focused on the attitude of private university students in Bangladesh towards the internet. The findings from this research show that students had positive attitudes toward using the Internet as a learning tool, adequate basic knowledge of the Internet, viewed Internet is a fastest way to reach knowledge, and Internet has a potential to be an effective training tool. The results also revealed that the students exhibited positive attitudes toward the Internet irrespective of gender, again in contradiction to most other findings. Parua (2018) his goal in this research was to measure the view point of post graduate students towards using the internet for academic pursuits. The research was conducted on 127 post graduate students who were studying in North Orissa University, Baripada Odisha. Findings of this research state that science post graduate students perceived better about using the internet than arts students. However, students of rural areas and day-scholars have not perceived good use of the internet for academic development as compared to their counterparts.

Reddy and Krishnakarthik (2013) conducted a study on 'Students' Attitude towards Internet' to measure and examine the students' attitude towards internet application and their usage patterns. Being questionnaire distributed, the data was collected from 200 students pursuing post graduation programs from Sri Venkateswara University of which potential respondents were students of Business and Computer science both men and women of age limit of 20-25 years. The study reflected that a great percentage of students think that the internet is an essential knowledge as the respondents who took up the questionnaire were from MBA and MCA courses. For them it provides extensive information on the required assignments which also covers many dimensions that meet their educational needs. Wegner (1999) has focused on the importance of use of technology and internet and state that they have helped in opening new opportunities for educational development and have also provided a vast canvas to learning experiences over the popular conception of "classroom". Moreover, the overall usage of the internet has increased tremendously wherein the majority of the students have a positive opinion about the help and convenience that the internet is providing them in their academics, whereas the satisfaction with it for academic interactions may be on the decline, Steve Jones (2008). Chou (2005) state that the internet provided the learners an opportunity to interact in the society with new people which enhances their mental and cognitive well-being.

In research conducted by Asan and Koca (2006) drew the inference that most of the students have positive attitudes and they concentrated on positive and consciousness about the Internet. Majority of students were thinking that the Internet is a universal digital library, provides easy life, and is the fastest way to reach knowledge. This research consisted of 34 items that had been considered in the instrument, 11 items dealing with personal information and 23



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items with internet attitudes to analyze the propensity of students towards the Internet in Oman. A similar study by Kashif et.al., (2010) consisted of 17 items to analyze students' attitude towards the uses of the Internet, and found that students use the internet in essence for educational and research purposes. The research also revealed that students feel comfortable using the Internet.

Statement of the Problem

A Study of Secondary School Students Attitude towards the Internet

Scope and Delimitations of the Study

In the present study the data was collected from Secondary School Students. This data does not include pre-primary, primary section and college students. The data was collected from SSC board schools. Other boards like ICSE, CBSE, IGCSE, IB, etc were not taken into consideration. Data includes female and male students from standard VIII and IX. This data does not include teachers, principals and parents' perspectives. This data was collected from South Mumbai only and other regions were not considered. The present study only focused on English medium students, those from vernacular medium were not selected. Factors affecting attitudes towards the internet like resource availability, technological knowledge, prior experience, etc were not considered for the present study.

Methodology and Sample of the Study

A quantitative descriptive survey methodology was used conducting the present research. The sample was collected using convenience sampling by circulating google forms because of the ongoing pandemic of COVID-19. An Internet Attitude Scale questionnaire designed by Yixin Zhang was used to collect data from secondary school students. Total 224 students were selected for the study out of which 113 were males and 111 were females and 128 students were from VIII standard and 96 students were from IX standard. In other words, 50.44% were male students, 49.56% were female students. 57% were from VIII standard and 43% were from IX standard. 45% were male students from VIII standard and 55% were female students from VIII standard. 52% were male students from IX standard and 48% were female students from IX standard. Table 1.1 represents the sample for the study and Figure 1.1. represents a simple bar graph depicting the sample size based on the percentage of students selected for the present study.

Table 1.1: Sample Size for Present Study

Sample	N	Percentage	Total Sample
Male Students	113	50.44	224
Female Students	111	49.56	
Students from Standard VIII	128	57	224
Students from Standard IX	96	43	
Male Students from Standard VIII	57	45	128
Female Students from Standard VIII	71	55	

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Male Students from Standard IX	56	58	96
Female Students from Standard IX	40	42	

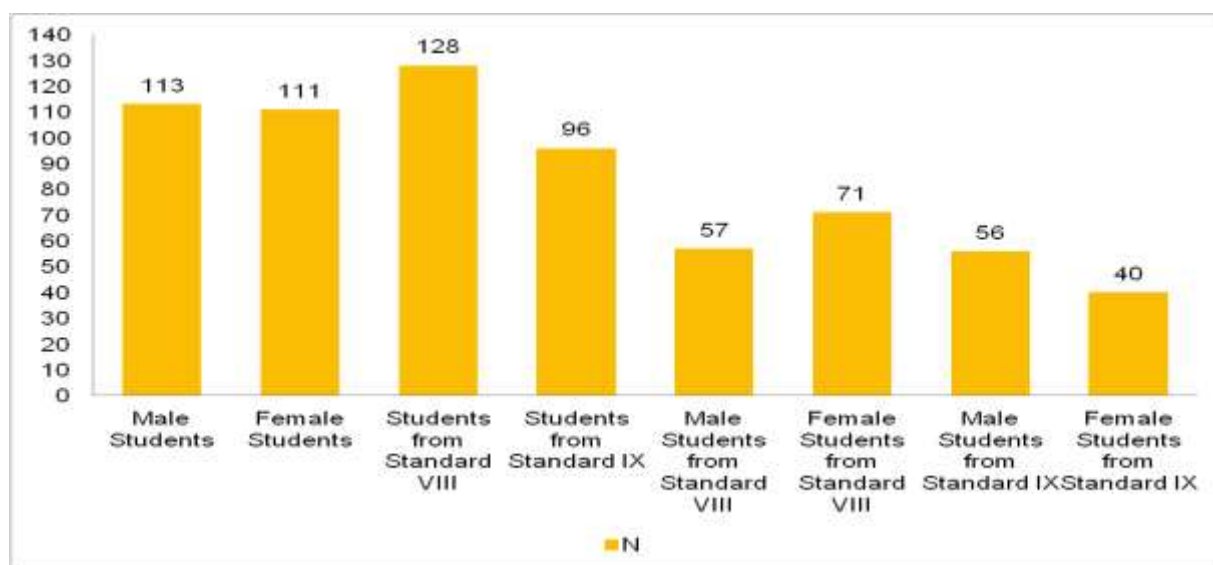


Figure 1.1: Simple Bar-graph Depicting Students from VIII and IX Standard for Present Study

Hypothesis Testing and Interpretation of Data

Following hypotheses were framed for the present study and were tested using appropriate statistical measures.

1. There is no significant difference in the attitude of Secondary School Students towards the internet.
2. There is no significant difference in the attitude of Male Secondary School Students towards the internet.
3. There is no significant difference in the attitude of Female Secondary School Students towards the internet.
4. There is no significant difference in the attitude of VIII Standard School Students towards the internet.
5. There is no significant difference in the attitude of IX Standard School Students towards the internet.
6. There is no significant difference in the attitude of Male and Female Secondary School Students towards the internet.
7. There is no significant difference in the attitude of standard VIII and IX students towards the internet.
8. There is no significant difference in the attitude of Male and Female students from Standard VIII towards the internet.
9. There is no significant difference in the attitude of Male and Female students from Standard IX towards the internet.
10. There is no significant difference in the attitude of Male students from Standard VIII and Male students from Standard IX towards the internet.
11. There is no significant difference in the attitude of Female students from Standard VIII and Female students from Standard IX towards the internet.



Table 1.2: Relevant Descriptive Statistics

Sample	N	Mean	Median	Mode	S. D	Skewness	Kurtosis
Total students	224	112.99	113	116	15.68	-0.11	1.51
Male Students	113	114.46	113	133	16.16	-0.41	2.30
Female Students	111	111.48	111	116	15.09	0.20	0.91
VIII Standard Students	128	113.14	113	120	14.09	-0.05	0.88
IX Standard Students	96	112.78	111.5	116	17.65	-0.14	1.61

Hypothesis 1, 2, 3, 4 and 5 were tested using descriptive analysis

Hypothesis 1: The mean, median, mode and standard deviation value for Secondary School Students was found to be 112.99, 113, 116 and 15.68 respectively. Skewness was negative and was found to be -0.11, hence the data is skewed towards left. Kurtosis was found to be 1.51, which is positive. Therefore, the data is leptokurtic by nature.

Hypothesis 2: The mean, median, mode and standard deviation value for Male Students was found to be 114.46, 113, 133 and 16.16 respectively. Skewness was negative and was found to be -0.41, hence the data is skewed towards left. Kurtosis was found to be 2.30, which is positive. Therefore, the data is leptokurtic by nature.

Hypothesis 3: The mean, median, mode and standard deviation value for Female Students was found to be 111.48, 111, 116 and 15.09 respectively. Skewness was positive and was found to be 0.20, hence the data is skewed towards the right. Kurtosis was found to be 0.91, which is positive. Therefore, the data is leptokurtic by nature.

Hypothesis 4: The mean, median, mode and standard deviation value for VIII Standard Students was found to be 113.14, 113, 120 and 14.09 respectively. Skewness was negative and was found to be -0.05, hence the data is skewed towards left. Kurtosis was found to be 0.88, which is positive. Therefore, the data is leptokurtic by nature.

Hypothesis 5: The mean, median, mode and standard deviation value for IX Standard Students was found to be 112.78, 111.5, 116 and 17.65 respectively. Skewness was negative and was found to be -0.14, hence the data is skewed towards left. Kurtosis was found to be 1.61, which is positive. Therefore, the data is leptokurtic by nature.



Table 1.3: Relevant Inferential Statistics

Sample	No	Mean	t value	p value	LoS
Male Students	113	114.46	1.43	0.15	NS
Female Students	111	111.48			
VIII Standard Students	128	113.14	0.17	0.86	NS
IX Standard Students	96	112.78			
Male Students from VIII Standard	57	113.61	0.33	0.74	NS
Female Students from VIII Standard	71	112.77			
Male Students from IX Standard	56	115.33	1.7	0.09	NS
Female Students from IX Standard	40	109.2			
Male Students from VIII Standard	57	113.61	0.57	0.56	NS
Male Students from IX Standard	56	115.33			
Female Students from VIII Standard	71	112.77	1.2	0.23	NS
Female Students from IX Standard	40	109.2			

Hypothesis 6, 7, 8, 9, 10 and 11 were tested using inferential analysis.

Hypothesis 6: The t value for male and female secondary school students was found to be 1.43. The p value was found to be 0.15 which is greater than 0.01 and 0.05, thus it is not significant. Therefore, null hypothesis is accepted. There is no significant difference in the attitude of male and female secondary school students towards the internet.

Hypothesis 7: The t value for VIII and IX Standard Students was found to be 0.17. The p value was found to be 0.86 which is greater than 0.01 and 0.05, thus it is not significant. Therefore, null hypothesis is accepted. There is no significant difference in the attitude of VIII and IX standard school students towards the internet.

Hypothesis 8: The t value for male and female VIII Standard Students was found to be 0.33. The p value was found to be 0.74 which is greater than 0.01 and 0.05, thus it is not significant. Therefore, null hypothesis is accepted. There is no significant difference in the attitude of male and female students of standard VIII towards the internet.

Hypothesis 9: The t value for male and female IX Standard Students was found to be 1.7. The p value was found to be 0.09 which is greater than 0.01 and 0.05, thus it is not significant. Therefore, null hypothesis is accepted. There is no significant difference in the attitude of male and female students of standard IX towards the internet.

Hypothesis 10: The t value for male VIII and IX Standard Students was found to be -0.57. The p value was found to be 0.56 which is greater than 0.01 and 0.05, thus it is not significant. Therefore, null hypothesis is accepted. There



is no significant difference in the attitude of male students of standard VII and IX towards the internet.

Hypothesis 11: The t value for female VIII and IX Standard Students was found to be 1.2. The p value was found to be 0.23 which is greater than 0.01 and 0.05, thus it is not significant. Therefore, null hypothesis is accepted. There is no significant difference in the attitude of female students of standard VII and IX towards the internet.

Discussion and Conclusion

Technology is the primary mentor in the educational system, allowing students to contribute to the system by acquiring the necessary knowledge. With today's modern term, that is Educational Technology, technology has an effect on education. Within this context, computers and the Internet are part of educational technology; they do not replace all technological developments, but they are a part of the common concern term. It is the time to study students' attitudes towards the Internet apart from technology, to clarify the character of the Internet in students' lives. There are many elements of the Internet that provide students with easy, stable, and relevant learning. There is a concrete role for computers and the Internet in society and schools. With the known benefits of high technology, students can become aware of the importance of technology and how they evolve attitudes towards it is the main theme (Grabe, et al., 2001). These days students mainly cling to the internet to search for information, social networks, online shopping, online games, etc. It has been noticed that students use the Internet a lot, so their attitudes towards the Internet are alarming. It has been noted that some students use the Internet primarily for entertainment purposes, such as Online games, social networks, etc.

Educational systems around the world use the Internet to improve learning and teaching inside and outside the classroom. Using the internet intelligently for the right purpose is favourable to students; for instance, in the field of research, knowledge expansion and a better world view. Therefore, the researchers wanted to know the attitudes of secondary school students towards the Internet. There was no significant difference in the attitude of Secondary School Students towards the Internet based on gender and the class that they are studying in. This study reflects similar findings to the study of Doggan et al. (1999), according to their findings, there are no gender differences in student attitudes toward the Internet. It is widely acknowledged that the Internet provides numerous advantages, but it also has some drawbacks. The study showed no significant difference in the attitude of male and female secondary school students towards the internet. Furthermore, the research findings shows that a large percentage of respondents have a positive perception of the Internet. As the rate of Internet usage rises, students should abandon their negative attitudes toward the Internet. Majority of the respondents felt confident while sending an e - mail. More than half of the students said that it is easy to locate information on the internet. 52% of them preferred reading information online rather than a hard copy. This proves that the majority of the students are highly experienced and felt confident and comfortable while using the internet. Since the study exhibits no significant result, hence few recommendations are provided for the scope of research in the future. This study was restricted to only school students, so further various research can be carried out on numerous variables such as a huge sample, parents, B.Ed. students, govt. teachers, college students, lecturers, assistant professors, trainer educators and other members of educational society.

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