



## A COMPARATIVE STUDY OF INTERNET-SELF EFFICACY AMONG STUDENT TEACHERS

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**Abstract:**

*This Study compares internet self-efficacy among students' teachers. Internet self-efficacy means belief in oneself effectively using the internet to complete the internet-based task. The sample was D.Ed. and B.Ed student Teachers. It is a quantitative survey method used for the collection of data through online. The total sample size was 201 using validated Tools 5-point Likert Scale. Used Mann Whitney U test for Hypothesis testing. The result reveals that there is no significant difference among the student's teachers for using internet self-efficacy.*

**Keywords:** Internet Self-Efficacy, Student Teachers, Self-Efficacy Beliefs

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**Introduction:**

Today the internet has become a tool for knowledge, communication, and collaboration. It has revolutionized many fields including education. The Internet gave access to information and learning resources. Self-efficacy means belief in oneself. Internet self-efficacy, is defined as an individual's belief in their ability to perform Internet-related tasks. The internet plays a crucial role in utilizing these resources effectively. The Internet has helped more in covid 19 situations in the online teaching and learning process which shows the requirement of digital literacy is important for the current situation and for the future as the world is becoming techno-savvy.

Student teachers are the future educators who must have strong self efficacy in using the internet for pedagogical practice and for using online platforms for teaching and learning process . Understanding of internet self efficacy help to enhance digital readiness . this study aims to compare internet self efficacy among B.Ed. and D.Ed. students and provide the insight for preparedness for future educational technology challenges.

**Objectives:**

1. To understand internet self-efficacy of D. Ed. students
2. To understand internet self-efficacy of B. Ed. Students
- 3 To compare the internet self -efficacy of D.Ed. and B.Ed. students

**Hypothesis of the study:** There is no significance difference between internet self-efficacy among student teachers.

**Significance of the study:**

Today at the present pandemic scenario teaching learning shifted from classroom to online where the use of internet had become essential equipment. The proposed dissertation work is intended to examine effective use of internet, in the acquisition and transfer of knowledge, using available resources, complete the online assignments in the higher education in particular by student teachers. It will also serve to determine whether this way of accessing knowledge is a beneficial tool in aiding students to a higher level of achievement as they get more engaged in their learning activities and can use different application efficient.

### Scope and Delimitation of the study:

It is extremely necessary to demarcate the scope of a study and to define and identify its limitations and delimitations. This study includes survey method It was conducted in B.Ed. and D. Ed. colleges affiliated to University of Mumbai. The study include colleges located in Boisar, Bhandup, Jogeshwari, Palghar, Thane Mumbai district and Palghar District of Maharashtra state and not any other colleges from other cities of other states. The study includes only internet self-efficacy of student teacher. The study is delimited only to the Student Teachers of Colleges of Teacher Education D. Ed. and B. Ed.

### Literature Review:

The concept of internet self-efficacy has been extensively explored across various educational contexts, emphasizing its role in facilitating online learning and digital skills. This section summarizes key studies conducted in India and abroad.

### Research in India:

Subash, Kadian, Prasad and Asif (2012) this study is conducted to explore the perceived importance and effect of internet use on the overall performance of students. this study is conducted on students of national dairy Research Institute in Karnal, Haryana. This study reveal that internet facilities improve communication, saves time and energy and it is cost effective and had positive impact on academic experience . and in non academic the internet facilities help to maintain the wide circle of friends.

Kadli, Kumbar and Kanamadi (2012) This study is conducted in Lala Lajput Rai college of Commerce and Economics in Mumbai to understand the us view of internet usage of students . questionnaire prepared and survey method used to collect the data. This study reveals that students know the benefit of internet, mainly uses the internet for education and entertainment purpose. google was mostly used search engine. internet is mostly used for self-study. student

knew that required information they can collect from the internet but they lack skill and knowledge and skill needed to make informed to retrieve reliable and complete information.

Chauhan and Gupta (2015) this study is conducted to find the impact of frequent use of internet on cognitive process among adolescent. 240 adolescent sample were collected which include 120males and 120 females within the age of 13-17 years. The four scales measuring one dimension of cognitive process which includes planning, attention, simultaneous and successive processing. the finding of the study was there was difference in frequent and infrequent internet users in planning, attention and successive. the frequent use of internet user has the high cognitive benefit, this study also reveals that the female frequent internet users lack the possess the attention

### Research Abroad:

Wu and Tsai (2006) examined the relationships between university students' internet attitudes and their internet self-efficacy. They have found that the learners with more positive attitudes toward internet tend to display better internet self-efficacy than their counterparts. Their study also examined the relationship among the two important factor of internet self-efficacy viz. 'general self-efficacy' and 'communicative self-efficacy' and the parameters of internet attitude viz. 'perceived usefulness', 'affection', 'perceived control', 'behavior'. The result interpreted that students' response on each parameter of internet attitude is positively significantly correlated with their response on the factors of internet self-efficacy.

Livingstone, S. and Helsper, E. J. (2010) The study "Balancing opportunities and risks in teenagers' use of the internet: The role of online skills and internet self-efficacy.. Data from a national survey of teenagers in the UK (N=789) are analyzed to examine, first, the demographic factors that influence skills in using the

internet and then, the main focus of the study, to ask whether these skills make a difference to online opportunities and online risks. Consistent with research on the digital divide, path analysis showed a direct influence of age and socioeconomic status on young people's access, a direct influence of age and access on their use of online opportunities, and a direct influence of gender on online risks. The importance of online skills was evident insofar as online access, use and skills were found to mediate relations between demographic variables and young people's experience of online opportunities and risks. Further, an unexpected, positive relationship between online opportunities and risks was found, with implications for policy interventions aimed at reducing the risks of internet use.

Accessed internet access and self efficacy among high school students Suana et al. (2019), In Indonesia, the high school students have high level of internet self efficacy and encourage the integration in science education . This study emphasizes the importance of

internet self efficacy across different education levels and cultures.

### Methodology:

**Research Design:** A Descriptive design was used to measure internet self efficacy among student teachers.

**Sample and Sampling Techniques:** The study sample was B.Ed and D.Ed students. The Sample Size was 212 Students teacher From Mumbai and Palghar District which include 94 D.Ed Student Teachers and 118 B.Ed Students. The simple random sampling was used for the selection of sample .

**Instrumentation:** data was collected from the tools which was already Validated by Zimmerman and Kulikowich it was 5 Points Likert Scale Questionnaire . Survey method was used for the collection of data . The questionnaire showcases the participants ability to navigation online courses , manage time and utilize technology effectively for task completion.

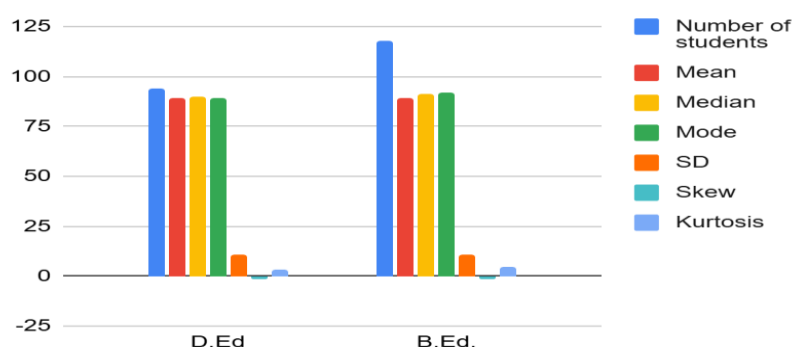
### Data Collection and Analysis:

Data was collected in online mode via google form . Data was analysed through descriptive (mean , median, mode ) and inferential

### Descriptive Statistics:

**Table 1 summarizes the descriptive statistics for internet self-efficacy**

Internet self Efficacy	Number of students	Mean	Median	Mode	SD	Skew	Kurtosis
D.Ed	94	89.15	90	89	10.71	-1.39	3.26
B.Ed.	118	89.37	91	92	11.01	-1.54	4.62



*Chart 1 :Summarizes the descriptive statistics for internet self-efficacy from above table*

Both groups demonstrated similar levels of internet self-efficacy, with slight negative skewness and kurtosis values indicating non-normal data distribution.

Inferential Analysis: The Mann Whitney U test was used for this study. This test shows that there is no significant difference in internet self efficacy among B.Ed. and D.Ed. Students. This exam compares the internet self-efficacy of D.Ed. and B.Ed. student teachers.

### Major Finding:

There is a no significant difference between internet self efficacy of D.Ed. and B.Ed. student teachers. the null hypothesis is accepted. the internet self efficacy of D.Ed. and B.Ed. student teachers are same

### Discussion of the study:

The study has revealed that there is no significant difference in internet self-efficacy of D.Ed. and B.Ed. student teachers. According to the findings of this study, both groups of student teachers can effectively navigate online materials. Use asynchronous communication technologies (discussion boards, e-mail, etc.), Overcome technical difficulties on their own, complete the assignment on time, and use synchronous technology to communicate with others (such as Skype). also effectively use online library. It seems that student teacher self efficacy toward internet may help them in professional life. Student Teachers Internet self- efficacy are important for educational quality because student teachers' confidence in their

ability to use the Internet affects their motivation, attitude, and performance in Internet-based educational environments., the Internet has become an indispensable part of education and daily life.

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