

2nd World Conference on Design, Arts and Education DAE-2013

Analysis of the factors that influence the attitudes of elementary students for the internet

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Abstract

It is important that the level of students' access to the internet in the information age. The purpose of this study is to determine certain variables of primary school students on their attitudes to the Internet. Working in the academic year 2011-2012 was made and research method is carried out by using survey method. The sampling consists of 272 elementary school students. Data was obtained by using "Internet Attitude Scale" (.874) of a 20-item and interpretative analysis were applied to the data. The results showed that preference of binding sites to the Internet, educational level, the Examination of Degree Identity(EDI), and gender aspects of the statistically significant differences on primary students' attitudes toward the Internet were found.

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Selection and peer-review under responsibility of Academic World Education and Research Center.

Keywords: Elementary school students, the attitude towards the Internet, EDI.;

1. Introduction

In today's knowledge age, the societies that produce the knowledge have been living effectively and a fast process has been lived in passing the knowledge age (Dündar ve Kılıcı 2004). For example, by means of some equipment such as removable computers besides home computers, iPad, tablet PC, mobile phones, and hand computers, it is possible to reach the knowledge, to do shopping, to read newspaper etc. via internet starting from students to the housewives (TUIK, 2012).

Many studies have been done for the usage of internet in which these works are made (Yavuz ve Çoşkun, 2008; Luan, Fungand Atan, 2008; İşman and Dabaş, 2004; Gazi, 2011; Chou, Wu and Chen, 2011).

It has been examined that there are lots of various it has been examined that there are many various differences for the usage of internet. It is stated in the literature that some of these differences are such as attitude, sex, age, and level of income (Akman and Mishra, 2010; Rehman, Hunjra, Safwan and Ahmad, 2010). The students' attitudes toward the Internet should better comprehend respect to leisure time activities and social media.

It is stated that examining the attitude about the internet contributes significantly to students' abilities in the usage of information sources over internet for reaching the information, computer using abilities and online learning (Usta, Bozdoğan ve Yıldırım, 2007). That is why, it is important that the primary school student's attitude towards the internet to be examined as they are new beginners groups. With this aim, some variables affecting the primary school students' attitude toward the internet have been examined.

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2. Method

2.1. Sample

Sampling consists of 272 primary school students who are among grade 5, 6, 7, and 8 in the centre of Erzincan. Their age gap is between 12 and 15. In Table 1, frequency distribution can be seen according to level of education and sex.

Table 1. The frequency distribution of respect of grade level and sex

Grade	Frequency	Percentage	Grade	Frequency	Percentage
Male	178	65%	5	35	13%
Female	94	35%	6	77	28%
			7	61	22%
			8	99	36%
Total	272	100%	Total	272	100%

2.2. Instrument

To measure the students' attitude towards the internet, "internet attitude scale" developed by Tüysüz et al (2005) has been used. In our study, the reliability coefficient of this scale has been estimated as .874. There are 20 items and these 20 items have been ordered with the highest choice 5 as "completely agree" and the lowest choice 1 as "certainly don't agree". Data analysis was done by using SPSS 15.0 (Statistical Package for Social Science)

2.3. Procedure

The internet attitude scale has been fulfilled by the students and they are asked to answer within 20 minutes. While the questionnaire is fulfilled, first of all, the demographic part the place of the internet access, having internet at home, latest score in SBS, sex, and class and being answered of the scale has been asked. In the choice of sample, suitable sample choice method has been used.

3. Results

In this study, we examined the some variables affecting the primary school students' attitude toward the internet. The variables are the place of internet access, the grade level, gender, and the Examination of Degree Identity (EDI). *The place of internet access*

We investigated that the primary students' attitudes toward internet. The students have positive attitude scores in terms of the place of the internet access ($M = 73.21$). We examined whether the difference between attitude scores and the place of internet access is or not. Table 2 shows that many students prefer at least two different places ($M = 77.49$) e.g. internet cafe and home, and internet cafe ($M = 75.40$). In addition, the students access the internet from their home ($M = 72.40$). The other places are the mean of attitude scores from school is 73.73, from mobile telephone are 71.67, respectively. However, the attitude scores of the students whose are not connected the internet access are 66.02.

Question 1: Is there any difference between the attitude scores and the place of internet access?

Table 2. The arithmetic mean and standard deviations respect to the place of internet access and attitude toward internet

The place of internet access	N	Mean	Ss
No Access	36	66.02	2.31
Home	114	72.40	1.31
Internet Cafe	20	75.40	3.78
School	11	73.73	5.81
Mobile telephone	15	71.67	2.29
At least two different place	76	77.49	1.59
Total	272	73.21	.88

Table 3. The results of One-way Analysis in terms the places of internet access on the attitudes toward internet

	Sum of Squares	df	Mean Square	F	p	LSD
Between groups	3455.920	5	691.184	3.448	.005*	Home-No access
Within groups	53321.713	266	200.458			Home-Least two
Total	56777.632	271				Internet cafe-No Access
						No Access- Least two

*p < .05

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