The Role of Internet in Education in Bangladesh

BY

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This Report Presented in Partial Fulfillment of the Requirements for the Degree of Masters of Science in Computer Science and Engineering

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APPROVAL

This Thesis titled "**the Role of Internet in Education in Bangladesh**" submitted by Fitah Mohamud Siyad to the Department of Computer Science and Engineering, Daffodil International University, has been accepted as satisfactory for the partial fulfillment of the requirements for the degree of Master of Science in Computer Science and Engineering and approved as to its style and contents. The presentation has been held on 2018.

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I hereby declare that, this thesis has been done by me under the supervision of **Md. Zahid Hasan, Assistant Professor and Coordinator Department of MIS,** Daffodil International University. I also declare that neither this thesis nor any part of this thesis has been submitted elsewhere for award of any degree or diploma.

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DEDICATION

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ABSTRACT

The rapid changing of life requires a support for continuous learning and ongoing creation of new ideas and skills The life-long education is becoming a necessity in tomorrow's world Thanks to Internet the education process changed significantly in last two decades E-learning becomes important source of knowledge for lifelong learners as well as full-time students

The paper presents different definitions of e-learning, which are changing by development of technologies through the years although learning resources are often considered as key intellectual property in a competitive higher education world more and more institutions and individuals are sharing their digital learning resources over the Internet openly and for free as Open Educational Resources (OER). The concept of using the educational resources has changed significantly in last decade. The development led from free content that one can individually teach himself to social learning where users have the possibility of mutual communication and exchange of opinions linking databases of resources which will allow the user to use the information adapted to his previous knowledge is expected in the near future

The research touches also the quality of educational materials and the problem which appears because a lot of the materials are pedagogically inadequately prepared. There are also several good practices of OER, ideas and existing initiatives presented.

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

Education gives us knowledge of the world around us and changes it into something better. It develops in us a perspective of looking at life. It helps us build opinions and have points of view on things in life. People debate over the subject of whether education is the only thing that gives knowledge.
Internet is the fastest and cheapest source of sharing knowledge there has been significant Development in Internet and information and communication technologies in the last two decades

This has made drastic changes in the field of education Introduction of globally Adopted modern technologies in the field of education provides an opportunity for modernization Teaching methods   E-Learning and the facility to gain knowledge in each language better Understanding of the meaning of words through online dictionaries and easy download of the Educational and literary things Lazingeretal (1997)2 conducted a survey of the faculty members Of the her brew University of Jerusalem provided data on internet access as of 1995.
The results Showed higher usage by the members of the faculties of science, medicine and agriculture than The members of the faculties of social science and humanities Becker (1998)3 conducted a study on the Internet use by 2250 teachers from public and private schools in the U.S. The study revealed that 90% of the teachers had Internet access. More than half of the teachers (59%) had Internet access at home A majority of the teachers (68%) used Internet to find information resources for preparing their lessons. Singh (1998)3 conducted a research study on the use of internet by the librarians in Malaysia. The main findings of the study indicated that

90% of the students used the Internet for work related purposes. Most of the students were recent users.

Importance of Internet to Education The Internet has introduced improvements in technology, communication and online entertainment, but it is also incredibly useful for education purposes as well. Teachers use the Internet to supplement their lessons, and a number of prestigious universities have opened up free online lectures and courses to everyone. It has even allowed retired teachers to read to and educate children in poorer countries. Widespread use of the Internet has opened up a substantial amount of knowledge to a much broader range of people than ever before.

1.1 Problem Statement

Most of the universities all over the world have been focused in developing e-learning environment that facilitate e-learning for students in term of their study, advanced technologies have been used to develop e-learning tools and environment(Selim,2007) Universities in Malaysia are adopting e-learning system for educating undergraduate and postgraduate students however they more concerned putting course material and assignment online to address some real issues that students face transferring from traditional learning environment to e-learning environment.

In traditional learning environments students need to go to universities and attend lectures; they spend most of their times in universities compare to e-learning where students rarely go to universities. Face to face communications are mostly practiced by traditional learning students to communicate with student affairs professional advisors. The issue here is when simple question or problem arises, is face to face communication will be suitable for e-leaning students or they need to be provided with advanced online facilities to solve their issues (Marsap and Narin, 2009).

1.2 Study and Research (S&R)

The Internet contains a wealth of knowledge that is available instantly upon any search. Because of this, the Internet has superseded libraries as a source for information gathering and research. Many teachers will now ask students to visit specific websites to study from home, and online encyclopedias provide masses of knowledge on almost every topic imaginable. The variety of sources allows students to pursue subjects in much greater detail rather than being limited to whatever the teacher sends home.

1.3 Scope of the study

The scope of the study is limited to the role of internet in education of Daffodil International University Students The respondents of the study are students of Department of Computer Science Engineering

1.4 Objective of the Study

You can find two objectives in this study:

1. The purpose of this research is to determine the availability of online education for students.
2. The objective for this research is to examine what's the degree of online addiction among students. Moreover that this research also really desires to consider if there's gender difference in internet addiction.

1.5 Significance of the Study

The internet plays a significant role in education as it provides instant availability of vast stores of information on 24x7 basis. With the introduction of internet, learners have instant access to Information on virtually any subject which they had to be physically near the information they wished to learn earlier the internet has superseded libraries as a source for information gathering And research.

On line learning facilitates the students to learn whatever they want, provides Comfort helps to acquire an online degree from a prestigious university at a low cost, self-paced Learning etc. The variety of sources allows students to pursue subject in much greater details Rather than being limited to class-room learning. In this context, the present study entitled "Role of Internet in Education of Students" has greater significance.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Every major development in technology triggers hopes in developing countries in regard to its potential impact on education. Internet technology has significantly contributed to furthering education in the world. The World Wide Web and search engines have made information on demand a reality. Low cost models for supporting learning, such as Massive Open Online Courses, are kindling new hopes in developing countries. Lower cost Internet access devices, such as tablets, phablets and smart phones have addressed the problem of device affordability to a significant extent. The widespread use of cell phones opens up the possibility that many or most of them could be used as windows to the world of information and knowledge over the Internet.

2.1 Background

Education has always played an important role in human life and it has been conducted in various ways depending on the culture and location. During the past centuries men have traveled from country to country for business, migration, war and education. Desire to avoid traditional education was always tremendous and invention of Internet brought this idea closer to reality (Marsap and Narin, 2009). Internet interconnects the computer networks and enables them to communicate directly with each other throughout the world. This global interconnection of governments, education and businesses led to computer networks becoming more accessible to the public to provide quality information, education and entertainment for humanity. In early 1995, the Internet interconnected more than 2 million hosts and nearly 25

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million users worldwide and it kept growing. (Hefley and Morris, 1995), Internet revolutionized the world of education. Nowadays in a network world it is possible to add "e" to almost anything e.g. e-mail, e-commerce, e-business, eprocurement, e-tailing, e-government, e-learning. In education the existence of internet and World Wide Web are changing the instructions, researches, administrations, and public services (Katz and Oblinger, 2000). Internet is today"s advanced technologies in the field of computers. Electronic file transfer, telecommunication and wireless networking are transferring the world from traditional learning into the new world of electronic learning or e-learning. According to Winstion et al (2001), in any higher institution the student affairs is used to describe the organizational structure or unit within an institution responsible for students" out-of-class life and learning .

2.2 Policy in Educational Technology

Policy is the driving force behind what is taught in schools and so it is important for this literature review to examine the various overarching policies influencing the use of ICT in education. Throughout western countries ICT in education has been prioritised in numerous countries through the development of policies and the allocation of funding ((Department of Education Science and Training, 1999; Labour Party, 1997; MCEETYA,1999; US Department of Education, 2004). This literature review focuses on the global context of policies in educational technology before describing the Australian context and more specifically the New South Wales context. Predominately, the United States, the United Kingdom and the Australian contexts have been examined in this literature review, in part because the United States and United Kingdom contexts have at times been influential to the Australian context.

When examining ICT integration in a school setting it is important to note there are several important stakeholders, including the various teaching staff in the school, the students and the school administrators. Other stakeholders include

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parents and the wider community. Often these stakeholders work together in various ways to provide the infrastructure necessary to support effective ICT use in schools. The way they work together varies among schools both in the state of New South Wales, outside of the state and in other countries, other than Australia. The stakeholders are often constrained by the government in power and as governments change, so too can expectations and policies. According to Zhao and Frank (2003) there are many external social and political forces that need to be considered when schools introduce a new technology and as such the introduction of ICT into schools has, by and large, not been successful. This is true for schools in western countries including but not limited to the United States, the United Kingdom and Australia.

2.2.1 The Global Context

In 2001, the United States government announced the No Child Left Behind Act (US Department of Education, 2004) which prompted many changes in public education this act contains a subsection entitled 'Enhancing Education through Technology Act of 2001'. One of the provisions of the act was a long term evaluation of technology and its impact on teaching and learning. This has led to several researchers theorising about how to best research the impact of ICT on teaching and learning (Robyler, 2004; Terrell, 2002). Some results of Robyler's inquiry include using better research designs, building on a theoretical foundation and changing the kind of questions asked by using current knowledge to inform "development of appropriate ways to study these uses" (Robyler, 2004, p. 4).The No Child Left Behind Act has been the catalyst for the development of new standards as schools have become more accountable for their teaching and learning practices (US Department of Education, 2004). One of these standards that relates closely to this study has been schools connecting to the Internet, with almost 100% of public schools having access to the Internet by 2003, and 93% of classrooms having Internet access (Parsad & Jones, 2005). Parsad & Jones (2005) report that in 2003, 95% of these schools were using broadband, while 32% used wireless.

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Child safety in all forms is essential and with the availability of the Internet in schools, it is important to note, the United States government also introduced the Children's Internet Protection Act (CIPA) in 2001 to force schools to introduce a policy on Internet safety for their students. Due to this, 97% of schools with Internet access used either technologies or procedures to control student access to inappropriate sites. These included strategies such as blocking or filtering software, teachers monitoring student access, parents required to sign a contract, and a contract for students to sign (Parsad & Jones, 2005).

The situation in the United Kingdom with regard to ICT, including the use of the Internet in education, is vastly different to the United States context, in part due to a different political structure. When the Prime Minister Tony Blair came into power in 1997 he claimed that education was the number one priority of the government (Labour Party, 1997). Included in this policy was that access to computer technology was one of these priorities with the government creating a 'National Grid for Learning' which provided students access to high quality educational materials (Labour Party, 1997). Another area of priority was the notion of lifelong learning through which constituents were encouraged to take up training (Labour Party, 1997). As a result of this, there were changes in virtually every area of British education (Walford, 2005). According to Selwyn (2002), the British government has invested billions of pounds in creating initiatives such as 'UK Online' with the establishment of a network of 6000 online centres. The National Grid for Learning included an investment of £700 million that was aimed to connect all of Britain's 30,000 public schools to the Internet by 2002, while another £230 million was set aside as a 'New Opportunities Fund' which was to train teachers to use this new technology (Selwyn, 2002). Selwyn and Gorard (2003) suggest that to date there has largely not been a shift to lifelong learning, although the continuing education of the workforce is occurring. The British Educational Communications and Technology Agency (BECTA) was established to support the United Kingdom's four education departments in their strategic use of ICT (BECTA, 2006). The education departments are the 'Department for

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Education and Skills', the 'Scottish Education and Employment Department', the 'Department of Education Northern Ireland' and the 'Department of Education and Training in Wales'. The agency acts as a strategic advisor and coordinator of e-strategy, providing insight from Internet safety is also a pressing issue for Internet use in the United Kingdom. In 2002, BECTA commissioned research into Internet safety practices in schools with 577 schools being surveyed. It was found that 95% of schools had Internet filtering strategies in place, while 89% of schools had an Internet safety policy (BECTA, 2002).

More recently, another study conducted in 444 schools found that schools which have an Internet safety coordinator as well as an acceptable use policy appear to equip teachers to better deal with breaches. Interestingly, this study found students in Years 6, 10 and 11 were most likely to breach the policy by accessing unsuitable sites (Barrow & Heywood-Everett, 2006).

2.3 Research Summary

Students in University with readily available Internet access tend to overlook the traditional library and book method of research in favor of an Internet search. While it is important that a student understands how to properly search the Internet for reliable information, it is equally, if not more important, that a student know how to search a library and card catalog database for books, encyclopedias, primary source documents, cataloged magazines and newspapers, newsreels and other sources not available online. When assigning projects, it is important that a teacher require a majority of sources to be from sources other than the Internet.

2.4 Challenges

In this era, Internet in education are available like never before. Though teachers using online tools are enabling students take part in their education, they may also show them to unsuitable material, sexual predators, and bullying and Harassment by peers I will mention some of challenges and opportunities for use the social Internet sites in education. Challenges that face use the internet in education There are many challenges facing the use of Internet in education such as privacy, taking up time and miscommunication

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes the research process and includes a description of the research methods, data collection procedures and analysis procedures, together with the processes adopted for evaluating and interpreting data. A qualitative research methodology has been used in this study In order to carry out the study the required data will be collected from both primary and secondary data sources. The information will be analyzed and graphical tools will be made to get a clear picture of reality.

3.1 Research Subject and Instrumentation

This study will use questionnaire as a tool for gathering and collecting data and information required. Because the information needed can be easily and quickly gathered from the respondents, and also it can target respondents in widely dispersed locations, in questionnaire development, the researcher objectives and previous studies about the role of internet in education provide a base for the questionnaire development in this study.

3.2 Data Collection Procedure

The data collection instrument is a questionnaire. It contains questions formulated based on the research questions (main and sub-questions), literature review and the theoretical positioning presented in this study. The questions were set in a way

that examines the connection between the internet in education and students. Collected data were quantified, for instance, with regard to time spent on internet in education use compared to time spent on studying and other academic activities per day.

3.3 Research Population

The population of this study is 133students selected from Daffodil International University Therefore, the target population of this study was 200 respondents. This target population has been chosen because they are the ones who can understand the questions we ask and provide the accurate information relevant to the topic.

3.4 Sample size

The sample size consisted of 133 students who were selected from the above-described target population. This number is considered to be adequate and sufficient. The selected population was base The role of Internet in Education

$$n = \frac{N}{(1+ne^2)} \qquad n = \frac{200}{(1+200x0.05^2)} = 133$$

N= Number of Population, n= Number of Sample Size

3.5 Sampling procedure

This study used purposive sampling technique to select the sample size. Purposive sampling is a
Method of sampling that I consciously choose who to include in the sample of the study based on their ability to provide necessary data, and also this technique is preferable when collecting the information needed.

3.6 Reliability and validity

Ensuring these two aspects of a study are very important. While reliability shows the need that a study produces results that will be affirmed consistently by subsequent similar studies, validity or trustworthiness of a study requires that the instrument applied correctly obtains the type of data that it is meant to be gathered. The researcher was committed to work objectively and diligently to ensure the actuality of these two aspects of research by following applicable scientific method. Initially, the tool was pre-tested with up to ten randomly selected students in the University of DIU Bangladesh. Doing this was viewed as a way of helping the researcher to ascertain the validity of the tool.

3.7 Research design

During research, data will gather by using study method. This research will use the cross-sectional design "prevalence study or transversal study is a kind of observational learning that analyzes information collected from a population, or a representative subset, at a specific point in time
That is cross-sectional data." Therefore all variables will gather together at the same of time.

Two different parts of questionnaire have done during this research and they are as follows:

First part of the questionnaire is Demography which details by personal full information, second section of the questionnaire which is Internet in Education is use for this study,

The questionnaire was determined by the literature reviewed, the aims and the research questions of this study as well as by the theoretical positions. Data were collected based other structured questionnaire made available to the undergraduate students selected as Sample the data collected were managed using the Statistical Package for Social Science (SPSS). The data from the study were analyzed using Pearson's formula for correlation Co-efficient this analytical formula was selected for this study because Pearson's correlation Co-efficient or Pearson's product moment correlation is an analytic measure used to determine the linear dependence (correlation) between sets of data (variables). It is generally used within the pursuit of quantitative approach to research

3.8 Limitations of the Study

The major limitations of this study are first when collecting data from a questionnaire it takes time to obtain the respondents attention and you have only one chance of collecting data. It was difficult to maintain good responses. Secondly the study undertook based on the data collected of perceptions from the respondents.

CHAPTER FOUR

RESULT ANALYSIS

4.0 Introduction

This chapter will cover the presentation of data analysis and interpretation of survey results. The data analysis and interpretation were based on the research objectives. Presentation and analysis of the collected data was computed using frequency and percentages

4.1 Demographic characteristics of the respondents

This part presents the background information of the respondents who participated in this Study the purpose of this background information is to find out the characteristics of the respondents Furthermore the respondents have also given the promise that all the data they provided is only used for academic purpose research and the identities of the respondents will be confidential In total 133 respondents fill up in the questionnaire choose from the students of daffodil International University two

4.2 Descriptive Analysis

4.2.1 Gender of the Response

Table 4.1 Gender of respondents

Category	Frequency	Percent	Valid Percent	Cumulative Percent
Male	55	41.4	41.4	41.4
Female	78	58.6	58.6	100.0
Total	133	100.0	100.0	

The above table is about the gender of the respondents. It indicates that 55 (41.4%) of the respondents were male while 78 (58.6%) of the respondents were female. This indicates that the majority of the respondents were Female the following figure 4.1 shows the graph of table 4.1.
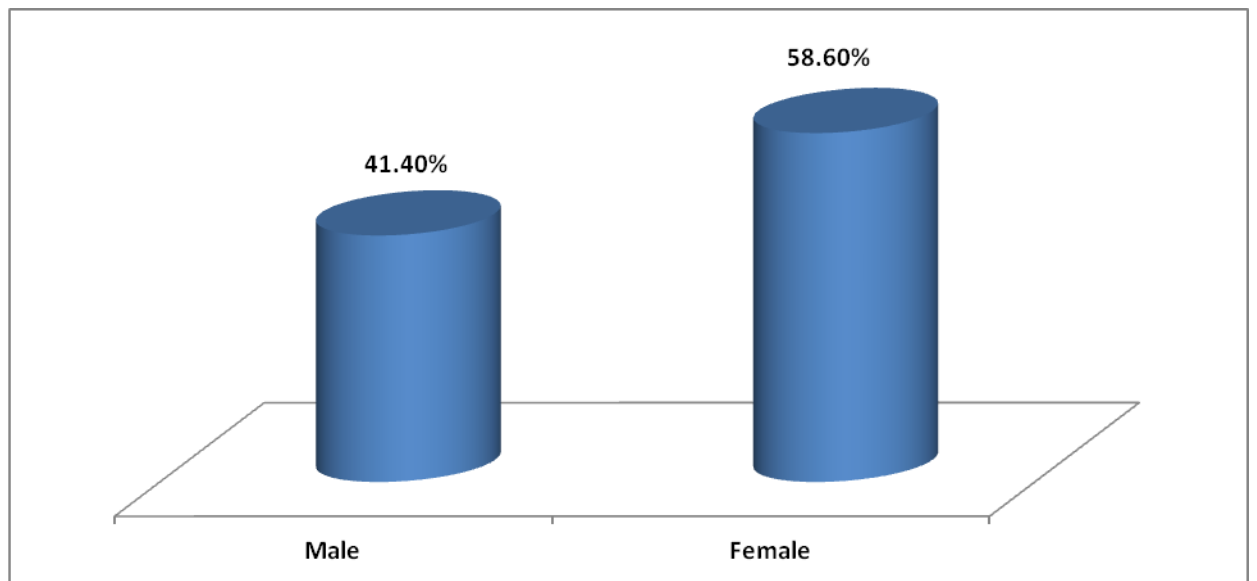

Figure 4.1: Gender of respondents

4.2.2 Age of the respondents

Table 4.2 Age of the respondents

Category	Frequency	Percent	Valid Percent	Cumulative Percent
Under 20	43	32.3	32.3	32.3
20-25	60	45.1	45.1	77.4
25-35	20	15.0	15.0	92.5
Above 35	10	7.5	7.5	100.0
Total	133	100.0	100.0	

The above Table 4.2 shows 43(32.3%) of the respondents are at the age Under 20years, the next responses are the 60 (45.1%) are at age between 20-25 years, the third response are the 20 (15.0%) are at the age between 25-35 years, and four response are the 10 (7.5%) are at the age more than Above35 years. The following figure 4.2 shows the graph of table 4.2.
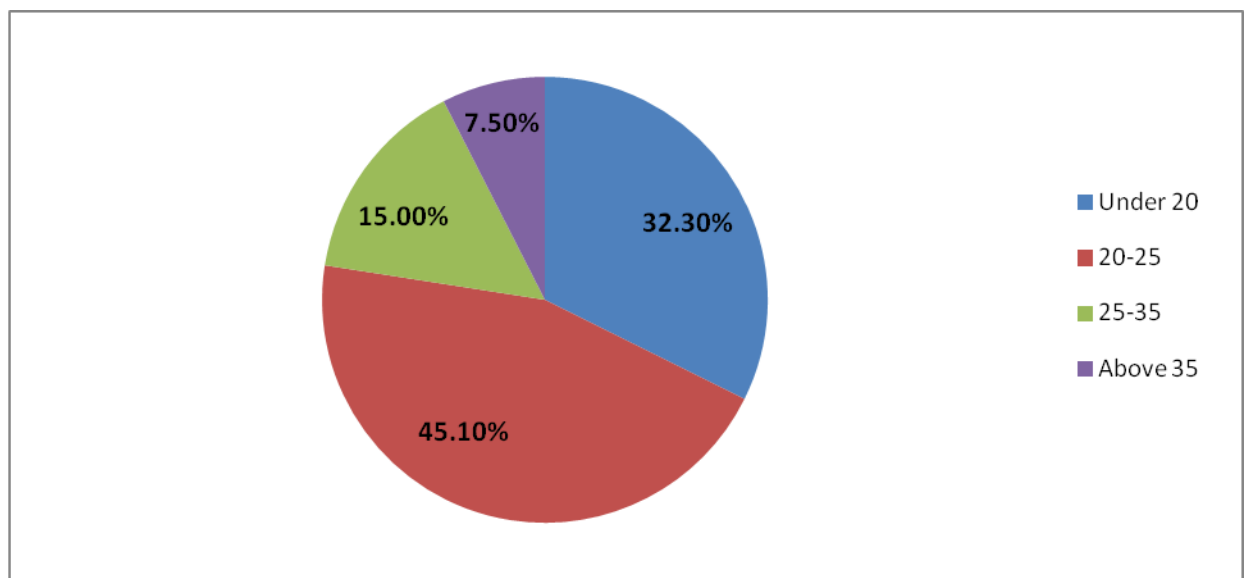
Figure 4.2: Age of the respondents

4.2.3 Marital status of the respondents

Table 4.3 Marital status of the respondents

Category	Frequency	Percent	Valid Percent	Cumulative Percent
Signal	85	63.9	63.9	63.9
Marriage	48	36.1	36.1	100.0
Total	133	100.0	100.0	

The above table 4.3 shows 85 (63.9%) respondents have Single the next responses are the 48(36.1%) are marriage the majorities are the Single. The following figure 4.3 shows the graph of table 4.3

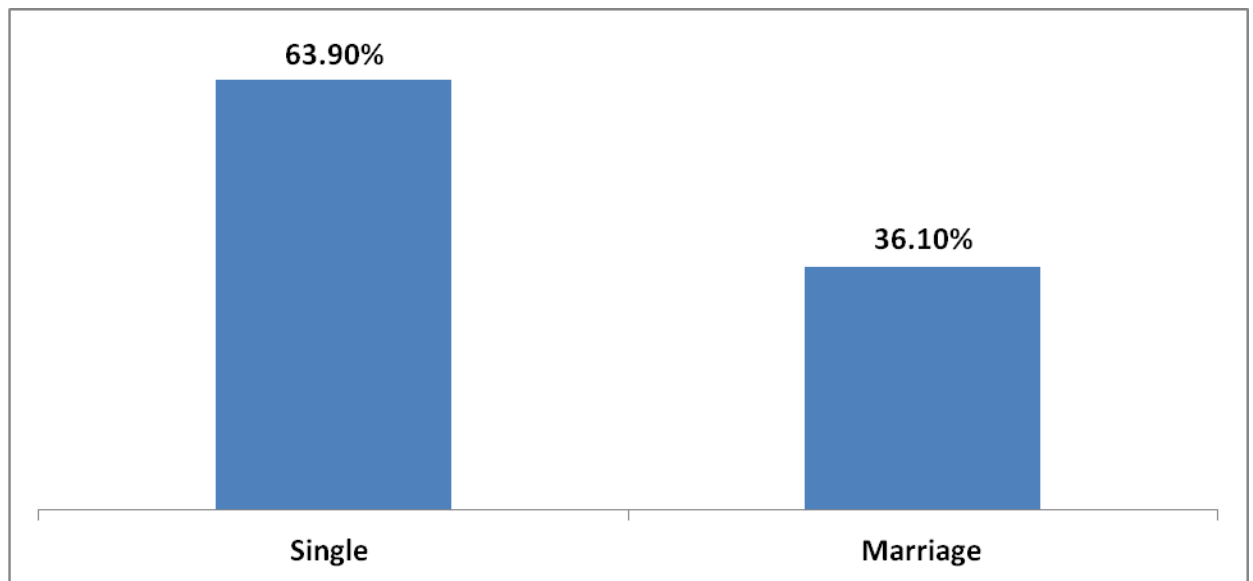Figure 4.3: Marital status of the respondents

4.2.4 Educational Level degree of the respondents

Table 4.4 Educational Level degree of the respondents

Category	Frequency	Percent	Valid Percent	Cumulative Percent
Diploma	60	45.1	45.1	45.1
Bachelor	25	18.8	18.8	63.9
Postgraduate	40	30.1	30.1	94.0
PHD	8	6.0	6.0	100.0
Total	133	100.0	100.0	

When it comes to the education level of the respondents, nearly 60 (45.1%) of the respondents were diploma level. Almost 25(18.8%) of the respondents were bachelor, while approximately 40 (30.1%) of the respondents were postgraduate and the PhD holders are 8 (6.0%) level. The following figure 4.4 shows the graph of table 4.4
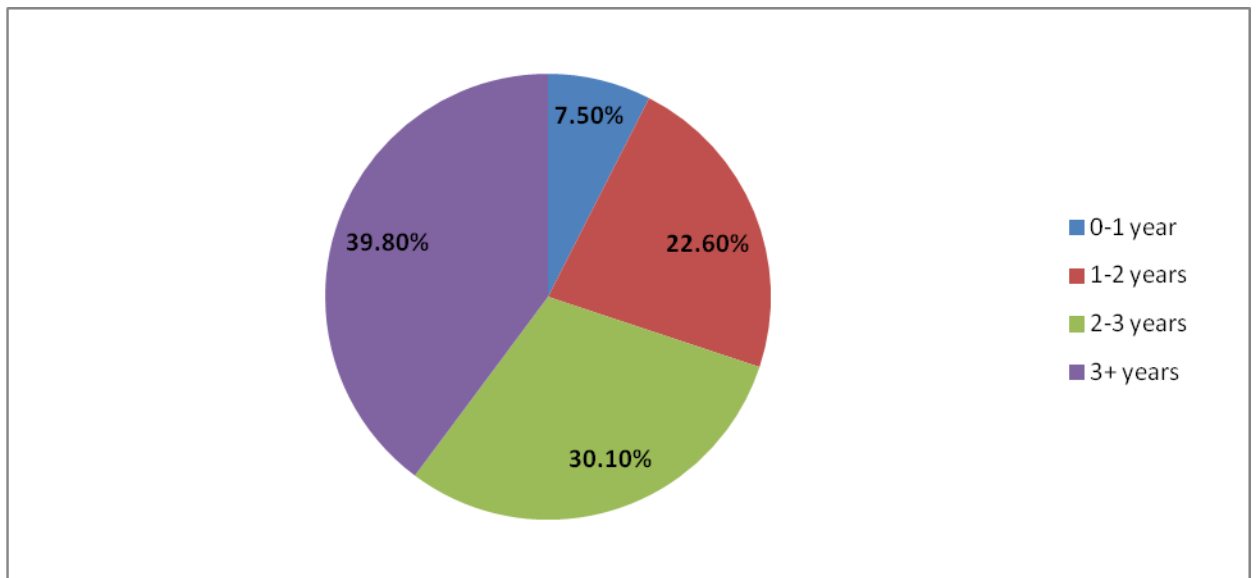
Figure 4.4: Educational Level of the respondents

4.2.5 Do you use internet for education?

Table 4.5 use internet for education

Category	Frequency	Percent	Valid Percent	Cumulative Percent
es	120	90.2	90.2	90.2
No	13	9.8	9.8	100.0
Total	133	100.0	100.0	

The above table 4.5 shows 120 (90.2%) respondents they use Internet For Education and the other group 13 (9.8%) they don't use Internet For Education The majority are use Internet For Education the following figure 4.5 shows the graph of table 4.5

Figure 4.5: use internet for education
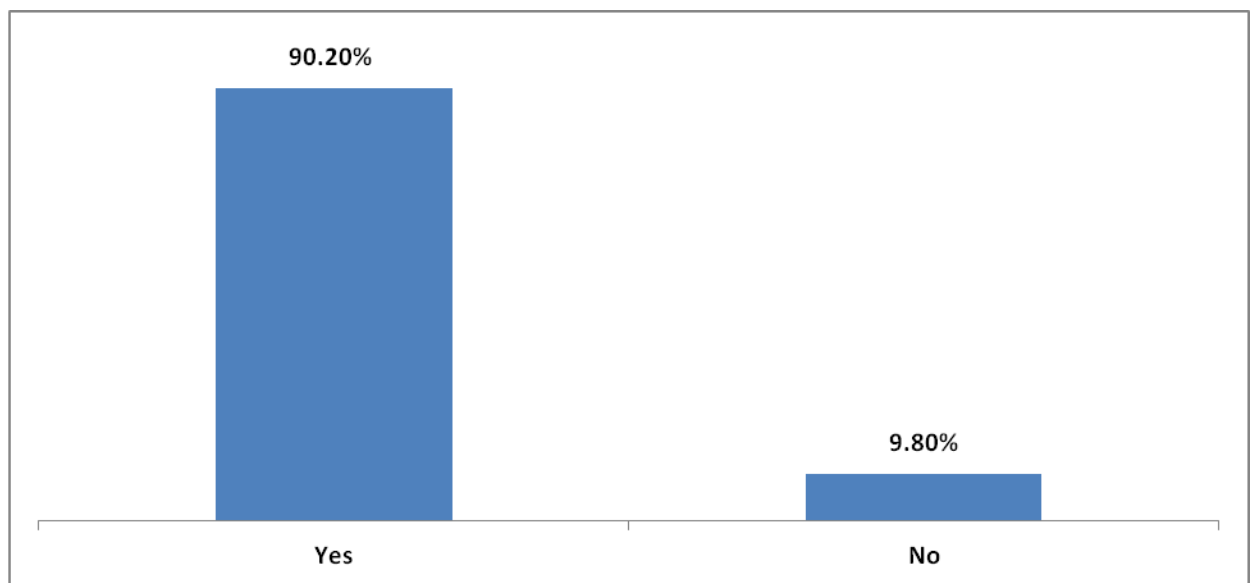
4.2.6 How long have you been using internet for Education?

Table 4.6 using internet for Education

Category	Frequency	Percent	Valid Percent	Cumulative Percent
0-1 year	10	7.5	7.5	7.5
1-2 years	30	22.6	22.6	30.1
2-3 years	40	30.1	30.1	60.2
3+ years	53	39.8	39.8	100.0
Total	133	100.0	100.0	

According to the above table, 10 (7.5%) of the respondents they use 0-1 year while 30 (22.6%) of the respondents they use 1-2 year, Furthermore 40 (30.1%) of the respondents they use 2-3 years. Nearly 53 (39.8%) of the respondents are use more than three years this indicates that majority of the respondents are use more than three years The following figure 4.6 shows the graph of table 4.6
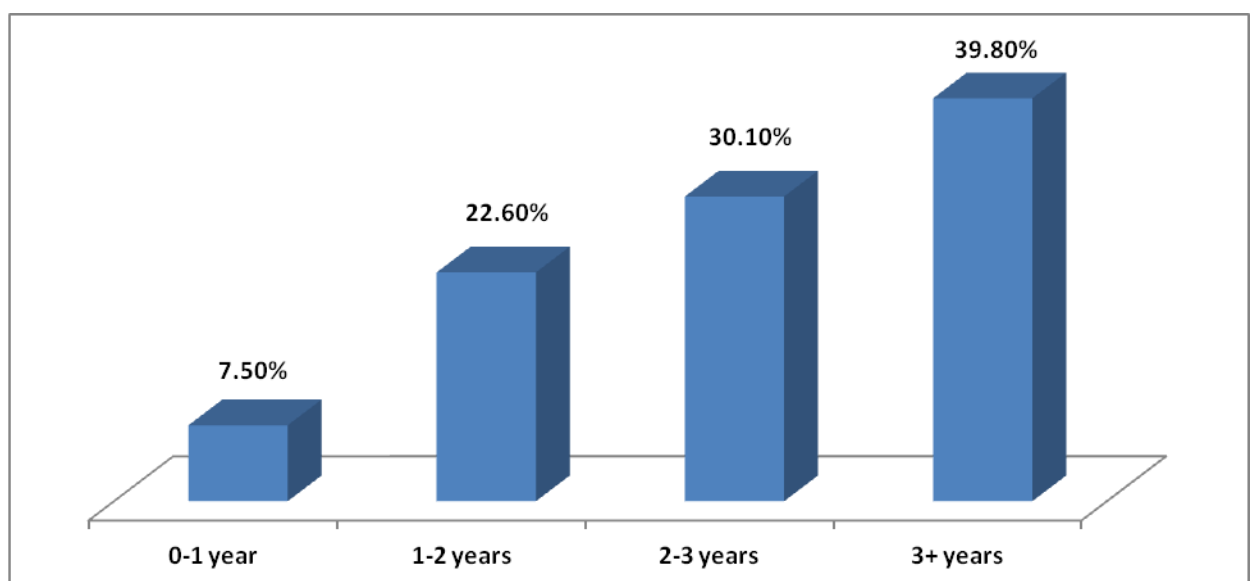
Figure 4.6 using internet for Education

4.2.7 Are you searching Internet for education?

Table 4.7 Searching Internet for education

Category	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	125	94.0	94.0	94.0
No	8	6.0	6.0	100.0
Total	133	100.0	100.0	

The above table 4.7 shows 125 (94.0%) of the respondents they say yes the other group is 8 (6.0%) of the respondents they say no This indicates the majority of respondents they say yes The following figure 4.7 shows the graph of table 4.7

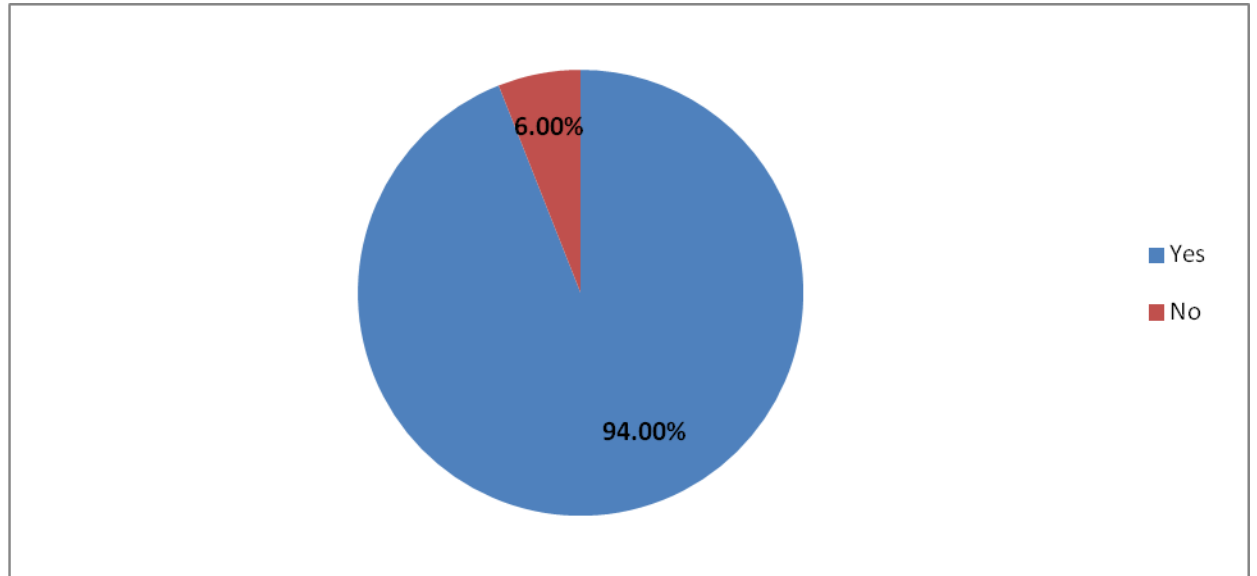Figure 4.7 Searching Internet for education

4.2.8 If you used to internet at university generally what time of the day did you use?

Table 4.8 used to internet at university generally what time of the day did you use

Category	Frequency	Percent	Valid Percent	Cumulative Percent
Before University	20	15.0	15.0	15.0
Morning session	40	30.1	30.1	45.1
Middle session	30	22.6	22.6	67.7
Afternoon Session	43	32.3	32.3	100.0
Total	133	100.0	100.0	

The above Table 4.8 shows 20 (15.0%) of the respondents are used Before University the next responses are the 40 (30.1%) are Used Morning session the third response are the 30 (22.6%) are Used Middle session and the four response are the 43 (32.3%) are used Afternoon Session This indicates the majority of the student used to internet at university generally Afternoon Session The following figure 4.8 shows the graph of table 4.8
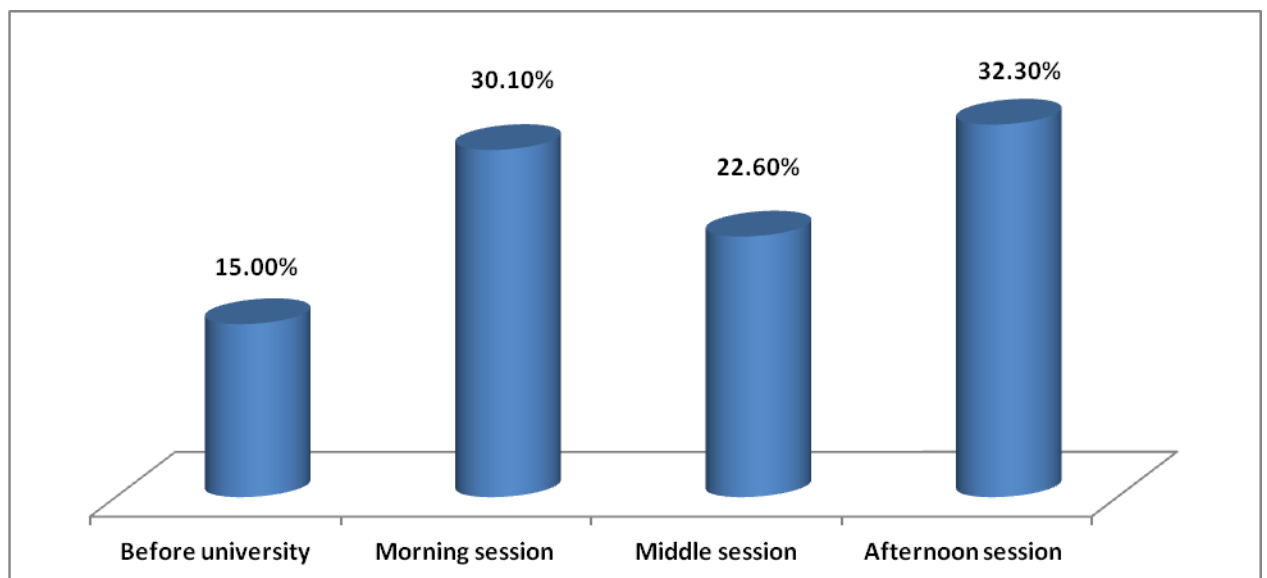

Figure 4.8 used internet at university generally which time of the day did you use

4.2.9 Which Browser use for internet?

Table 4.9 Browser used for Internet

Category	Frequency	Percent	Valid Percent	Cumulative Percent
Google Chrome	60	45.1	45.1	45.1
Mozilla fire fox	20	15.0	15.0	60.2
Internet Explorer	30	22.6	22.6	82.7
Other	23	17.3	17.3	100.0
Total	133	100.0	100.0	

The above Table 4.9 shows 60 (45.1%) of the respondents are used Google Chrome the next responses are the 20 (15.0%) are Used Mozilla fire fox the third response are the 30 (22.6%) are Used Internet Explorer and the four response are the 23 (17.3%) are used Other Browsers This indicates the majority of the student used Google Chrome The following figure 4.9 shows the graph of table 4.9
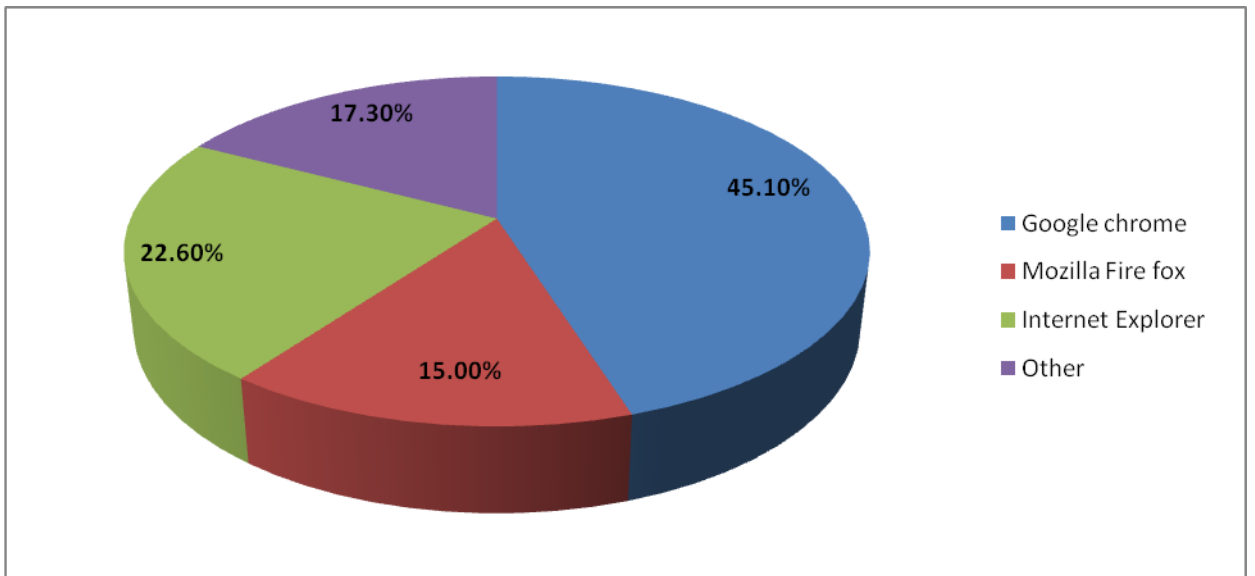
Figure 4.9 Browser used for internet

4.2.10 did you able to access easily the Internet as needed for your Education?

Table 4.10 to access easily the Internet as needed for your Education

Category	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	103	77.4	77.4	77.4
No	30	22.6	22.6	100.0
Total	133	100.0	100.0	

The above table 4.10 shows 103 (77.4%) of the respondents they say yes the other group is 30 (22.6%) of the respondents they say no This indicates the majority of respondents they say yes The following figure 4.10 shows the graph of table 4.10
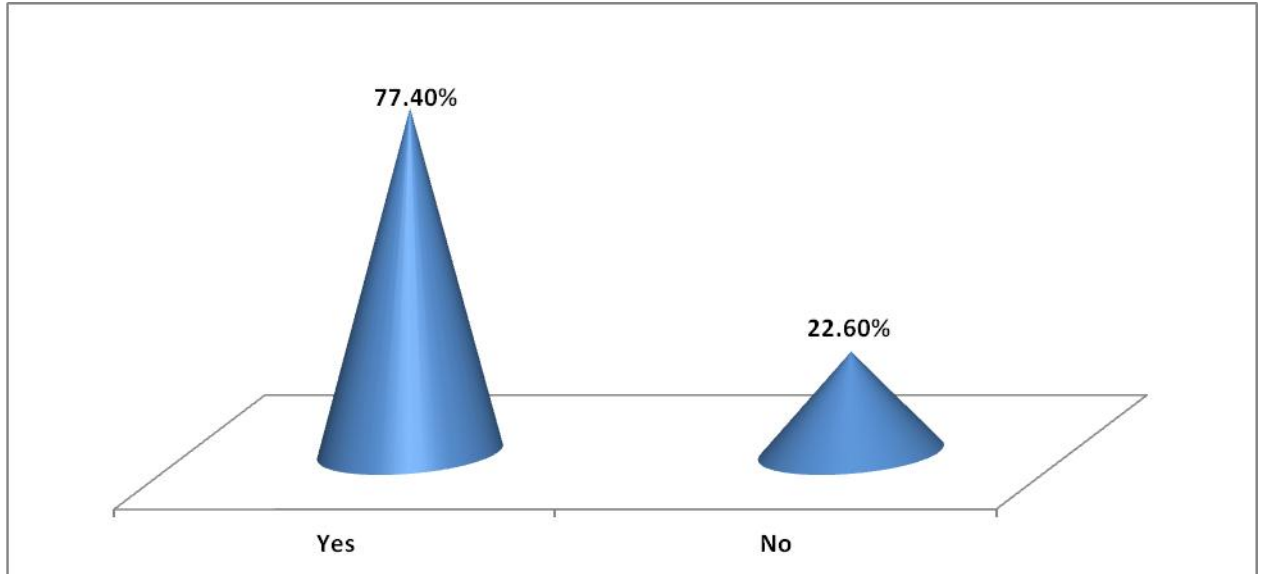

Figure 4.10 to access easily the Internet as needed for your Education

4.2.11 what is the Advantage of using internet in education?

Table 4.11 Advantage of using internet in education

Category	Frequency	Percent	Valid Percent	Cumulative Percent
Easy Access	45	33.8	33.8	33.8
Online Exams	25	18.8	18.8	52.6
More Information	13	9.8	9.8	62.4
Distance Learning	50	37.6	37.6	100.0
Total	133	100.0	100.0	

The above Table 4.11 shows 45 (33.8%) of the respondents are chosen Easy Access the next responses are the 25 (18.8%) are chosen Online Exams the third response are the 13 (9.8%) are chosen More Information and the four response are the 50 (37.6%) are chosen Distance Learning This indicates the mostly of the students they belief that's most Advantages of Using Internet In Education is Distance Learning The following figure 4.11 shows the graph of table 4.11.
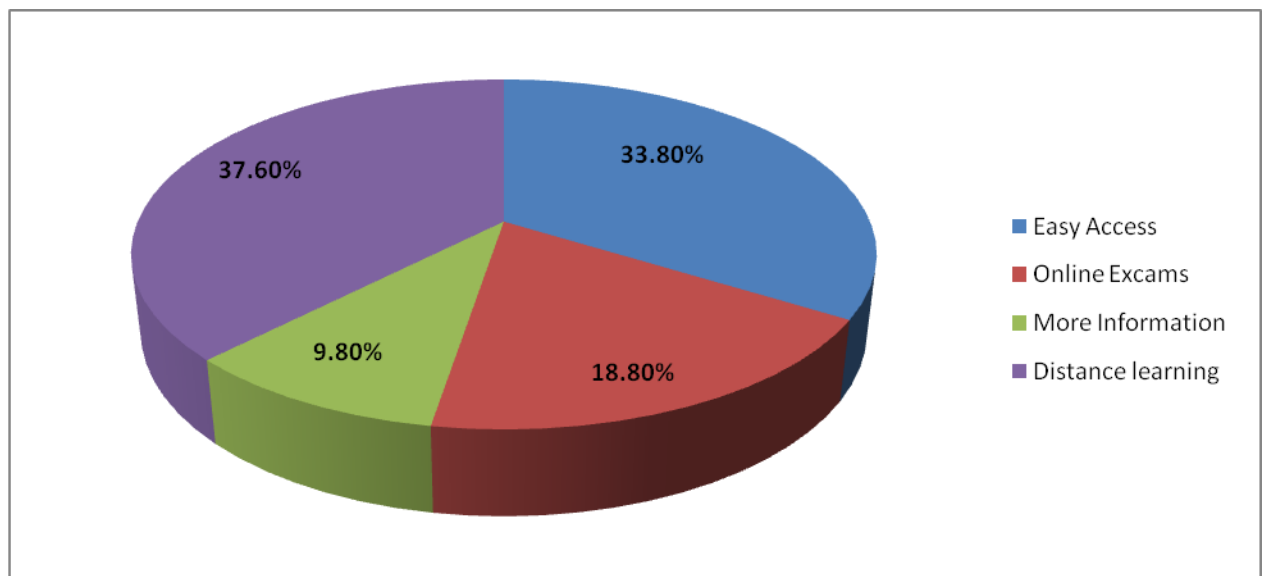

Figure 4.11 Advantage of using internet in education

4.2.12 Do You Use Of Internet Exchange E-Mails with Friends?

Table 4.12 Use Internet Exchange E-Mails with Friends

Category	Frequency	Percent	Valid Percent	Cumulative Percent
Always	75	56.4	56.4	56.4
Often	31	23.3	23.3	79.7
Sometimes	21	15.8	15.8	95.5
No opinion	6	4.5	4.5	100.0
Total	133	100.0	100.0	

The above Table 4.12 shows 75 (56.4%) of the respondents are said Always the next responses are the 31 (23.3%) are said Often the third response are the 21 (15.8%) are said Some Time and the four response are the 6 (4.5%) are said No Opinion This indicates the majority of the student said Always The following figure 4.12 shows the graph of table 4.12
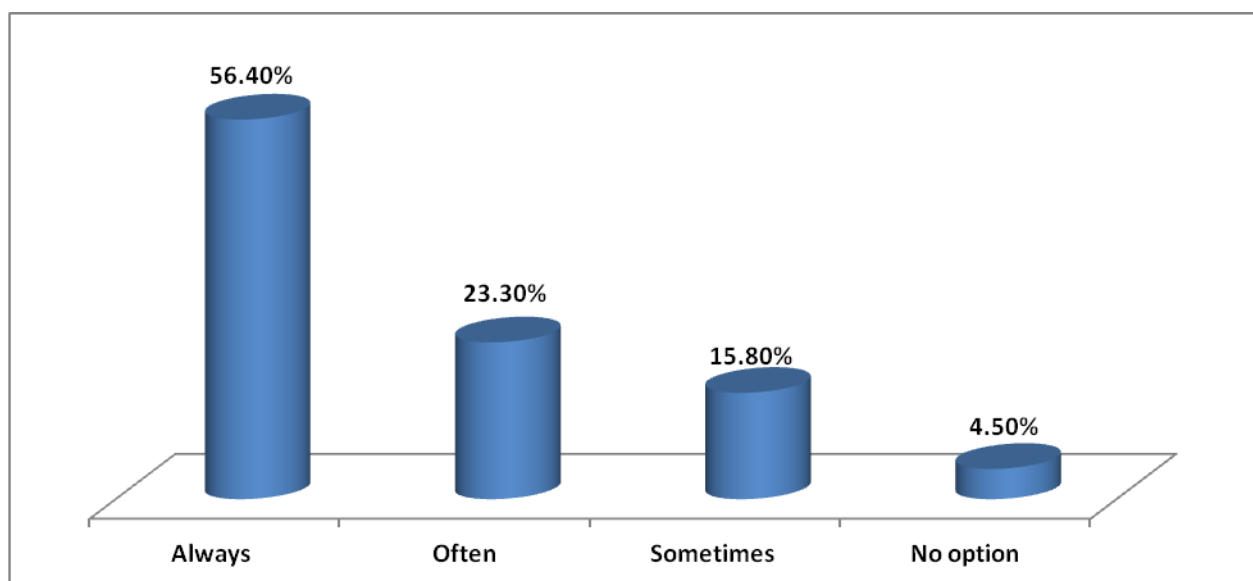

Figure 4.12 Use Internet Exchange E-Mails with Friends

4.2.13 Do you believe Learning is the same in class and at home on the Internet?

Table 4.13Learning is the same in class and at home on the Internet

Category	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	110	82.7	82.7	82.7
No	23	17.3	17.3	100.0
Total	133	100.0	100.0	

The above table 4.13 shows 110 (82.7%) of the respondents they say yes the other group is 23 (17.3%) of the respondents they say no This indicates the majority of respondents they say yes The following figure 4.13 shows the graph of table 4.13
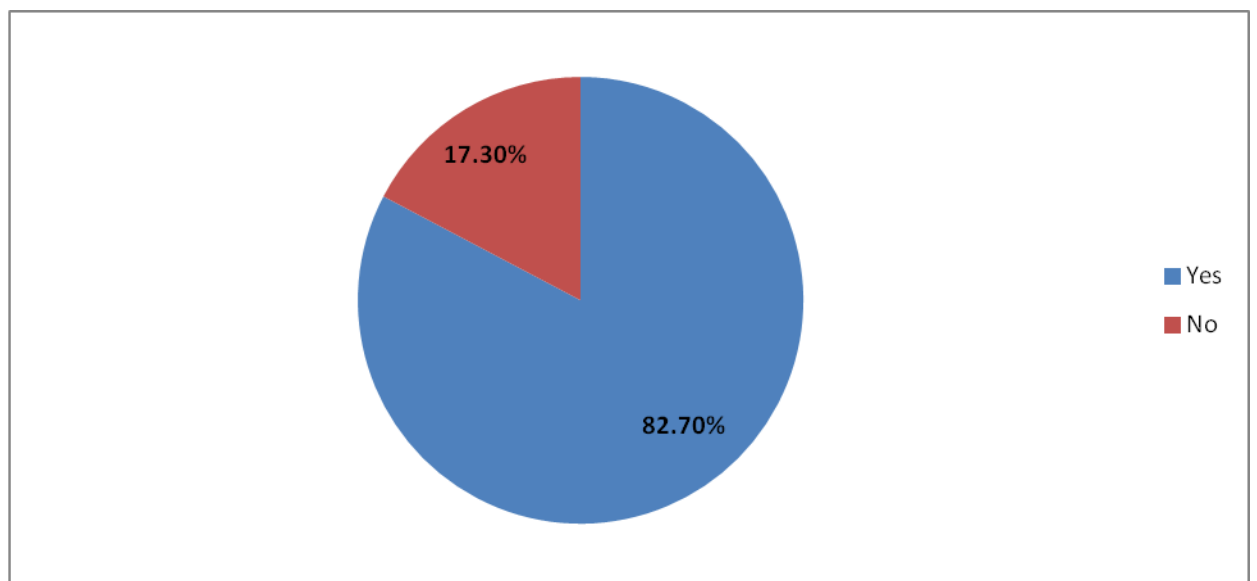

Figure 4.13 Learning is the same in class and at home on the Internet

4.2.14 Do You Use of Internet as Main Source of Information?

Table 4.14 Use Internet as Main Source of Information

Category	Frequency	Percent	Valid Percent	Cumulative Percent
Always	65	48.9	48.9	48.9
Some Time	41	30.8	30.8	79.7
Often	19	14.3	14.3	94.0
No opinion	8	6.0	6.0	100.0
Total	133	100.0	100.0	

The above Table 4.14 shows 65 (48.9%) of the respondents are said Always the next responses are the 41 (30.8%) are said Some Time the third response are the 19 (14.3%) are said Often and the four response are the 8 (6.0%) are said No Opinion This indicates the majority of the student said Always The following figure 4.14 shows the graph of table 4.14
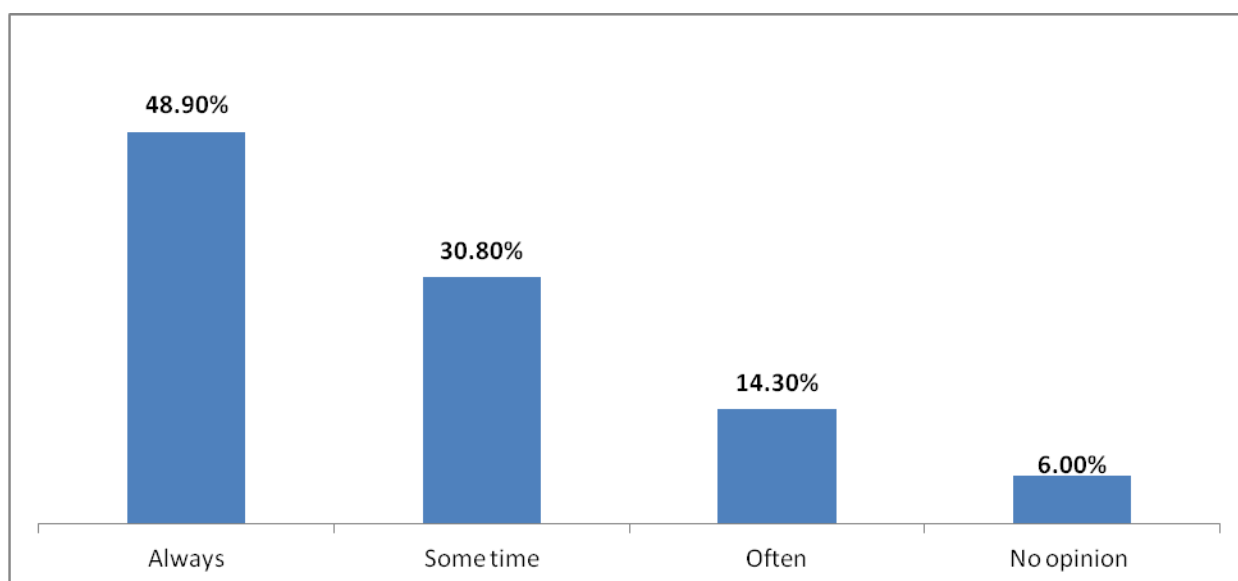

Figure 4.14 Use Internets as Main Source of Information

4.2.15 why do you use internet?

Table 4.15 used for Internet

Category	Frequency	Percent	Valid Percent	Cumulative Percent
Educational purpose	75	56.4	56.4	56.4
Entertainment	20	15.0	15.0	71.4
Both of Them	38	28.6	28.6	100.0
Total	133	100.0	100.0	

The above Table 4.15 shows 75 (56.4%) of the respondents they use Internet For education purpose while 20 (15.0%) of the respondents they use Internet for Entertainment Furthermore38 (28.6%) of the respondents they use Both of them this indicates that majority of the respondents are use Internet for Education purpose The following figure 4.15 shows the graph of table 4.15
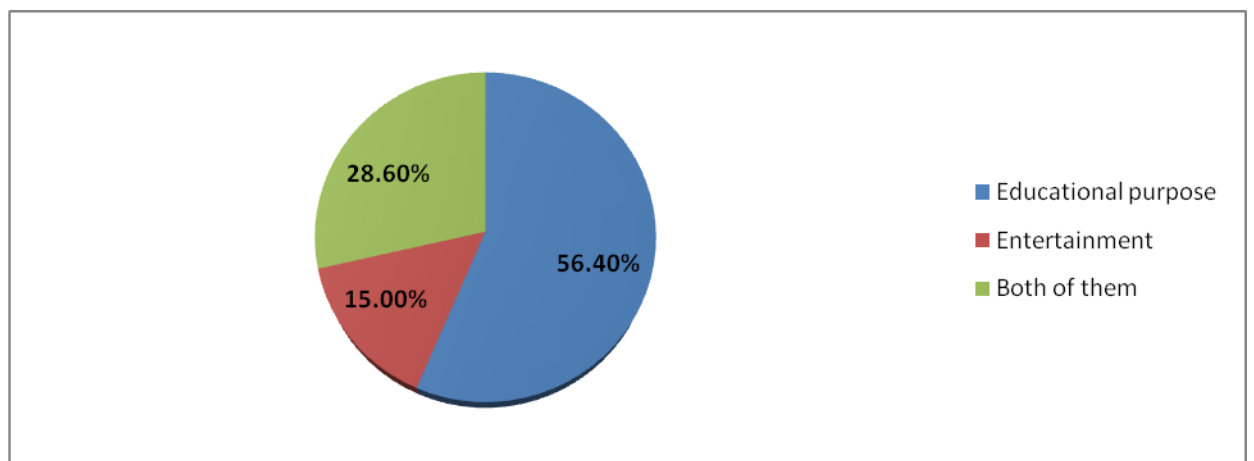

Figure 4.15 used for Internet

4.2.16 Do you use Internet as Google Classroom with your friends And Lecturers?

Table 4.16 Use Internet as Google Classroom with your friends And Lecturers

Category	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	120	90.2	90.2	90.2
No	13	9.8	9.8	100.0
Total	133	100.0	100.0	

The above table 4.16 shows 120 (90.2%) of the respondents they say yes the other group is 13 (9.8%) of the respondents they say no This indicates the majority of respondents they say yes The following figure 4.16 shows the graph of table 4.16
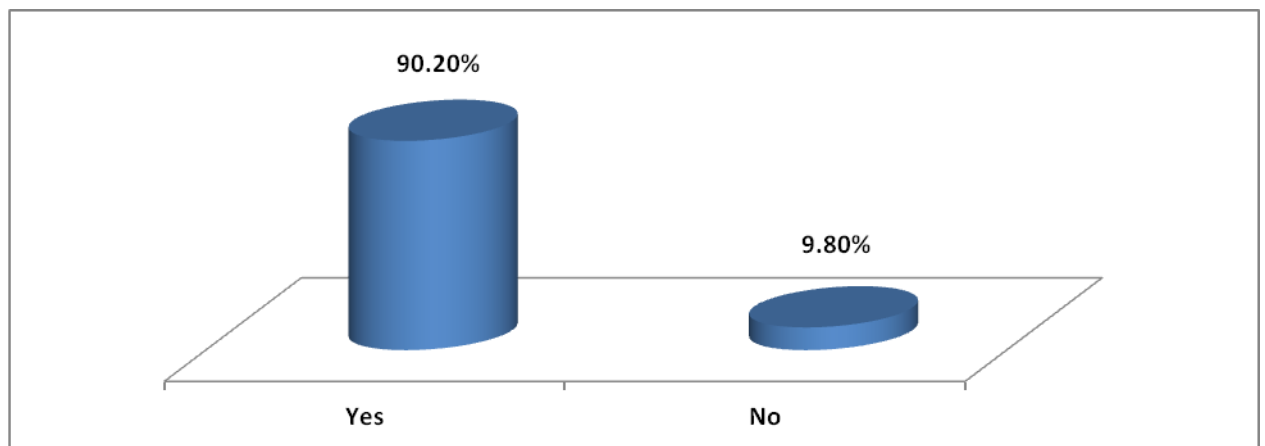

Figure4.16Use Internet as Google Classroom with your friends And Lecturers

Chapter Five

Conclusions and Recommendations

5.1 Conclusion

The appearance of the Internet has changed the education significantly properly used Information from the Internet represent added value to the education.

Limiting the government's financial and human resources consequently has greatly increased the need to introduce new educational methods E-learning has been in use for over a decade during this time both the advantages and disadvantages of using the Internet for learning have clearly demonstrated In recent years OER development has contributed to a higher quality and efficiency of e-learning.

The concept of using the educational resources has changed significantly the development led from free content that one can individually teach himself to social learning where users have the Possibility of mutual communication and exchange of opinions Linking databases of resources which will allow the user to use the information adapted to his previous knowledge is expected in the near future More about e-learning, its future and good practices will be presented in the book "E-learning Good Practices" which will be published both online and in printed edition in 2012. there are many good practices scattered on the web, but still a lot of things should be done to come to the critical mass of high quality educational content which is free for everybody and easy to use in different learning contexts and needs.

5.2 Recommendations

After data are collected discussed and concluded the researcher of this study suggests the role of internet in education in Bangladesh according to the following steps

- ❖ Ensure that teachers and students are adequately trained in the use of internet for education
- ❖ Encourage ubiquitous access to computers and connectivity for each student.
- ❖ Consider the costs and benefits of internet in education aligned with rigorous academic standards as part of a systemic approach to creating resources for students to customize learning to their individual needs

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APPENDIX

QUESTIONNAIRE

Dear Sir/ Madam

Greetings!

      I am a master Student in Computer Science and Engineering at Daffodil International University as Part of the requirements for the award is a Thesis report. My study is entitled The Role of Internet in Education in Bangladesh May I request you to participate in this study by answering all questions any data you will provide shall be used for academic purposes only and no information of such kind shall not be disclosed to others

Thank you very much in advance.

Yours faithfully,

Thanks you for your cooperation

SECTION A: RESPONDENTS INFORMATION

1. What is your Gender?

    a) Male ☐   **b)** Female ☐

2. What is your Age group?

    a) Under 20 ☐   **b)** 20-25 ☐   **c)** 25-35 ☐   **d)** Above 35 ☐

3. What is your Marital Status?

    a) Single ☐   **b)** Married ☐

4. What is your degree?

   a) Diploma ☐   **b)** Bachelor Degree☐   **c)** Postgraduate ☐   **d)** PhD ☐

SECTION B: The Role of Internet in Education in Bangladesh

5. Do you use internet for education?

   a) Yes ☐   **b)** No ☐

6. How long have you been using internet for Education?

   a) 0-1 year ☐   **b)** 1-2 years ☐   **c)** 2-3 years ☐   **d)**3+years ☐

7. Are you searching Internet for education?

   a) Yes ☐   **b)** No ☐

8. If you used to internet at university generally what time of the day did you use?

   a) Before University ☐   **b)** morning session ☐

   c) Middle session ☐   **d)** afternoon session ☐

9. Which Browser use for internet?

   a) Google Chrome ☐   **b)** Mozilla fire fox ☐

   c) Internet Explorer ☐   **c)** Others ☐

10. Did you able to access easily the Internet as needed for your Education?

   a) Yes ☐   **b)** No ☐

11. What is the Advantage of using internet in education?

   a) Easy Access ☐   **b)** Online Exams☐   **c)** More Information ☐

d) Distance Learning☐   **e)** All of them ☐

12. Do You Use Of Internet Exchange E-Mails with Friends?

   a) Always ☐   **b)** Often ☐

   c) Rarely ☐   **d)** No opinion ☐

13. Do you believe Learning is the same in class and at home on the Internet?

   a) Yes ☐   **b)** No ☐

14. Do You Use of Internet as Main Source of Information?

   a) Always ☐   **b)** Often ☐

   c) Sometimes ☐   **d)** No opinion ☐

15. Why do you use internet?

    a) Educational purpose ☐   **b)** Entertainment ☐   **c)** Both ☐

16. Do you use Internet as Google Classroom with your friends And Lecturers?

    a) Yes ☐   **b)** No ☐