Original Article
ISSN (Online): 2582-7472

ShodhKosh: Journal of Visual and Performing Arts
April 2024 5(4), 247–263

EXPLORING THE USAGE OF THE INTERNET AMONG MASS MEDIA COMMUNICATION STUDENTS

P. Tamil Selvan [1], Sr. Prof. G. Kalaiyarasan [2], K. Sathish Kumar [3], Dr. R. Ramnath [4], Dr. K. Govindarajan [5], Dr. A. Catherin Jayanthy [6], Dr. N. Sasikumar [7], Dr. M. Mahendraprabu [8]

[1, 3] Research Scholar, Department of Education, Alagappa University, Karaikudi, Tamilnadu, India
[2] Dean-Faculty of education, Senior Professor & Head-Department of Education, Alagappa University, Karaikudi, Tamilnadu, India
[4] Associate Professor, Department of Education, Alagappa University, Karaikudi, Tamil Nadu, India
[5, 6, 7, 8] Assistant Professor, Department of Education, Alagappa University, Karaikudi, Tamil Nadu, India

ABSTRACT

This study investigated the usage of the Internet among mass media communication students. Additionally, fine arts students are compared according to the sub-variable Gender, Parents' Educational status, and Digital devices. The researcher employed survey method and collected the data in person. Four-point scale questionnaires were used to collect data in this research. In such a context, the data was collected among 152 mass media communication students who were studying in second level degree. Finally, this study has found that do not show any significant difference in usage of Internet between the demographic variables gender, parents' educational status such as male and female, school education and higher education. Though, has been found that there is a significant difference in usage of Internet among the demographic variable of digital devices use mostly such as cell phone, laptop, desktop, cell phone with others.

Keywords: Digital, Education, Internet, Usage of Internet, Mass Communication

Corresponding Author

P. Tamil Selvan,
tamilselvankirubai@gmail.com

DOI
10.29121/shodhkosh.v5.i4.2024.1031

Funding: This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

1. INTRODUCTION

Internet plays an important role in social growth and modern communication. With the growth of digital communication, digital knowledge is assumed critical important for educational policymaking in higher education. Higher education plays to improve digital knowledge through its research & development activities. By the enactment of New Education Policy 2020, we can get affordable education. Mass media communication is the strength of a country and also the method of media

education should be recognized by the society of the nation. It is natural that a developed nation is a trained community. India's digital education network is one of the best in Asia, especially after China. India is a developing nation and has been making admirable progress in the field of mass media education since its independence. Nowadays India's higher education system has faced many obstacles. Such issues are also solved extensively by Internet. In the simplest words, mass media education can be defined as gaining information. India is one such country that has deep roots in mass media communication education. Social media has become an essential part of the daily lives of many young adults, with (O'Brien, 2012) Pew Research Centre studies revealing a significant increase in engagement among American adults aged 18–29, soaring from just 12% in 2005 to an impressive 90% in 2015. In education, scholars have recognized various ways to harness social media for educational purposes, such as distributing information, collecting research data, promoting student involvement, forming study groups, and enabling collaborative efforts among students through social platforms (PERRIN, 2015). But according to Saxena, (2020), digital communication education has started gaining popularity in India in the last few years. Moreover, we use some digital devices such as computer, mobile, laptops, etc. for online education. The Government of India supports the learners by offering quality education free of cost. As the current push for technology integration increases, it is likely that a large number of educational portals are beginning virtual education as beneficial to learners. Only time will tell whether this new wave of change will be incorporated fully within our learning and replace the traditional methods.

Many developed countries, as well as some developing countries allocate a significant portion of their total digital education budget towards public internet usage. This highlights the importance placed on digital education, which has social, economic, and political benefits. The human capital theory has traditionally emphasized the need for investment in digital education. However, the externalities associated with digital education and the expected returns on investment have made it necessary for the state to finance it. According to Kumar & Kumar, (2010), one of the main factors contributing to India's economic growth is the significant increase in internet usage in the country. In the past seven years, the number of internet users has grown by approximately 11 times, resulting in a surge in the number of cyber cafes and internet cafes throughout India, providing easily accessible and reasonably priced internet services. Since 2000, there has been a 69-fold increase in internet users in urban areas and a 33-fold increase in semi-urban towns. The Indian internet boom is still ongoing, and current trends suggest that it will continue to grow unless there is a shift in the circumstances (Business Maps of India, 2008). Most libraries and educational institutions nowadays rely heavily on electronic information sources and the internet to enhance their services to their users because of the rapid advancements in the information technology sector. Blecic et al., (2007) a study conducted on online resources have become a more prominent part of academic library collections over the past decade.

2. REVIEW OF LITERATURE

Upon reviewing the available literature, it was discovered that although there is a considerable amount of information on internet usage, there is a lack of in-depth analysis on how it is being used by tertiary learners in the field of mass media communication. Consequently, this study aims to determine the current state of internet usage among students of mass media communication.

The use of the internet, particularly in education, has been extensively researched and numerous studies on the subject can be found in literature. One such study conducted by (D'Esposito & Gardner, 1999) examined the internet usage patterns of university students and their opinions on the internet versus traditional libraries. This study has revealed that university students tend to prefer using Internet resources over traditional libraries for their studies. However, when it comes to fulfilling their research needs, students are inclined towards using both sources. In another study, (Alkis, 2005) highlighted the benefits of using the internet as an effective teaching tool in university education. They suggested that university teachers should publish their course materials online. It is important to note that internet usage amongst students should also be looked into, not just the teachers and administrators.

Dogruer et al., (2011) focused on the use of the Internet for educational purposes, recognizing its wide range of benefits beyond social connections and entertainment. It emphasized the internet's role as a significant source of academic and scientific information, as well as a tool for accessing global news and diverse information. Encouraging students to make the most of the internet for academic studies was found to be crucial. The data collected from 150 English Preparatory School students at Eastern Mediterranean University showed a strong agreement among students regarding the value of the internet as an educational resource, with only a negligible minority indicating difficulties in utilizing it for educational purposes.

Al-Ansari, (2006) conducted research to explore the internet usage patterns of faculty members at Kuwait University. The study aimed to identify the reasons for internet use, its effects on their teaching and research, preferred resources, and difficulties encountered while using it. The results showed that most faculty members had significant experience with computers and the internet, and they primarily used it for communication, research, and publishing. Email, search engines, and other online resources were found to be essential. The benefits of using the internet include saving time, accessing current information, and facilitating collaborative work. However, some challenges such as slow internet speeds, time constraints, and difficulty accessing the internet from home were noted.

Safdar et al., (2020) investigated the use of the internet for educational purposes among female students in public universities in Punjab, Pakistan. The study examined internet usage patterns, including frequency, preferred sites, timing, and reasons for usage. Findings indicated that females commonly use the internet for educational learning, which inspires enhanced learning trends and facilitates access to educational content. The internet facilitates dual learning—both educational and technological—for females, offering multimedia resources that surpass traditional textbooks in effectiveness.

Sherman et al., (2000) conducted a study to investigate the gender gap in college students' use of the internet. They compared the internet usage patterns and attitudes of three groups of students in 1997, 1998, and 1999. Their findings revealed that men and women have different attitudes towards technology, and these differences remain unchanged over time. Furthermore, the longitudinal data showed similar trends. The research suggests that there are still differences in how male and female college students use internet technology, and the notion that internet usage will soon become gender-inclusive may be premature.

3. OPERATIONAL DEFINITIONS OF THE TERMS

3.1. INTERNET

The Internet is the world's largest computer network, as noted by Pallen (1995). It is made up of a group of computers connected by physical or wireless cables and governed by a set of protocols that regulate the transmission of information between computers. The ability of any computer, ranging from robust mainframes to modest microcomputers like Apple, IBM, Microsoft, and Acorn Archimedes, to connect to the Internet is one of its advantages. These computers use a variety of mediums to connect, including satellite connections, optical fibers, conventional twisted cable phone lines, and ISDN lines. All computers connected to the Internet use the same set of technologies, such as TCP/IP (transmission control protocol/internet protocol). Most computers connected to the Internet are also members of smaller networks, such as those that support colleges. The Internet has been considered a breakthrough with unparalleled potential for enhancing teaching and learning, as noted by Brandt, (1984). Accordingly to Hongcharu PhD & Eiamkanchanalai PhD, (2009), the internet has rapidly become more widespread since the late 1990s. It has been used for marketing communications since its inception. It is a more convenient and cost-effective way of communicating with customers. Additionally, it allows for two-way interaction with target customers. Websites are created to help customers understand more about products or services, to influence their attitudes, and to encourage purchase and repurchase. The internet can process all formats of information, including numbers, text, still pictures, voice, and motion pictures, filling in the gaps. For example, print media cannot process voice and motion pictures, while radio cannot process still and motion pictures. Therefore, every mass media company must have a website to complement the content of its channel. However, internet technologies are not yet prevalent, as many people do not have access to computers or find it inconvenient to access the internet. Nonetheless, the internet has a specific place in education.

3.2. USAGE OF INTERNET

The internet is a vast network of computers that are connected to each other, allowing them to share information. Essentially, any computer connected to the internet can communicate with any other computer on the network. Currently, over 30 million people from 200 plus countries are connected to the internet via 45,000 plus networks. These individuals include businesses, schools, governments, organizations, and everyday people (Gray, 1999; Usun, 2003). Technology has become a crucial part of our daily lives. It has transformed the way we learn, making it easier to access educational resources and share information with others. The internet, in particular, has been instrumental in this regard, allowing students to access a wealth of resources at any time and from any place. However, measuring the effectiveness of this technology in terms of student achievement is not straightforward, and simply looking at the proportion of desired results does not tell the whole story. To address this issue, this study focuses on evaluating the efficiency and effectiveness of accessing online resources. Specifically, it aims to identify how college students use internet resources during their projects and the elicitation phase. Computers and the Internet have become essential tools in the field of education, providing effective communication resources. The Internet is a powerful information system that allows for easy transfer of information, making it the fastest, easiest, and most affordable way for people from all walks of life to access necessary information. However, the reliability and credibility of the information

available on the Internet have been called into question due to the lack of control over what is published. Many websites allow anyone to submit information without being monitored, and some reliable sites are restricted to commercial purposes or security requirements, which limits accessibility for students. This was highlighted in a study by Sahin et al., (2010). The internet is an incredibly versatile tool that can be used for a variety of tasks such as creating reports, working on team projects, completing individual homework or assignments, collaborating on studies, and distance learning. Both academic staff and students use the internet widely in academic contexts around the world to support their teaching, learning, and research. Tertiary learners use a variety of internet tools including email, FTP, web browsers such as Netscape and MS Explorer, search engines like Yahoo, and HTML, and online discussion groups (Brandt, 1984). However, universities in developing countries do not have universal and equitable access to the internet, unlike in developed countries, where internet use is increasing due to its extensive accessibility within academic institutions. There is no digital gap or unequal access in the system because the Internet has been integrated into the main academic activities in Indian universities for the past ten years. The majority of Indian universities have a policy of granting universal or equal access to the internet. Communication technology plays a crucial role in the progress of society. It allows us to transmit vast amounts of data in seconds and provides access to an unimaginable amount of information, data, and interpreted materials. As a powerful tool for communication, it has become the largest single source of information on a global scale. However, it also presents a challenge for Library and Information professionals in providing information services. Nowadays, the Internet has become a valuable resource for academics in their scholarly worked, changing the way research, teaching, and learning are conducted. With the expansion of available information, there is an increasing dependence on the source, making it essential to study the use of the Internet by research scholars in today's information environment (Becker, 1999). The Internet plays a crucial role in fulfilling the information and communication requirements of academic institutions. It provides access to a vast range of information, including the latest research reports, from any part of the world. Additionally, it facilitates the dissemination of information to a global audience through websites and search engines that organize and present the output in a structured and easy-to-find manner (A, 2005; Chandrashekara et al., 2011).

3.3. MASS MEDIA COMMUNICATION

The media hold immense power as they are the primary sources of information for most people (Talbot, 2007). Consequently, they are engaged in a contested space, where powerful groups compete for legitimacy (Quinn, 2007). In India, private entities own and operate the conventional media. However, these media outlets are often viewed as the voice of the ruling political party. Following the economic reforms of the 1980s, the media has become a platform for promoting party propaganda, which involves spreading information about the state's policies, decisions, and actions to the public. Mass media communication education aims to provide students with an intellectually rich learning environment that has both local and global relevance. This program focuses on developing socially responsible communication skills, journalism, media professionalism, and research abilities. Students gain a comprehensive understanding of theoretical and research-based

content, as well as practical, skill-oriented content that is geared towards community and societal development.

4. SCOPE OF THE STUDY

The scope of the present study is limited to the following

Only second level degree which is engaged in imparting degree-level courses in the field of mass communication educational was included.

The study focused on the second level degree functioning with University.

5. NEED OF THE STUDY

The Internet is an inseparable part of today's communication system. It is an essential part of the mass communication educational system. Therefore, it's crucial to understand how extensively they use this facility. The Internet offers numerous communication resources, including the content of the subject and services that help with instant access, search, communication, and information transfer. Mass communication courses invest a good deal of amount in providing this facility to both the teachers and students. It is, therefore, important to find out up-to what extent they are utilizing this facility. As department of mass communication provide Internet facility to both the teachers and the students and expect them to utilize them for sharing NEWS and information purposes, it is necessary to conduct a study to determine whether the Internet is used for academic activities and how the Internet has influenced the academic efficiency of the target users. This study aims to find out how usage of the Internet is for learning purpose and its role in the communication system. Moreover, this study aims to assess whether the Internet can serve as a viable alternative to traditional communication, and if it can replace the communication altogether. The focus is on mass media communication to second level degree. The recent proliferation of information resources on the Internet, along with the rising number of people accessing the Internet, could have significant effects on communication. More and more instructors and students are using the Internet for a variety of communication purposes. Therefore, the goal of the current survey is to evaluate the usefulness of the Internet as a communication resource and its actual place in the sharing messages system, particularly with regard to students studying the mass media communication. This study seeks to identify the Internet resources and services utilized by the surveyed mass media communication students. The court of mass communication provide Internet facilities to support communication activities, and this study analyses whether the Internet is used for sharing information purposes and how it develops academic efficiency.

6. NEW PROPOSED STRUCTURE OF EDUCATION SYSTEM

According to Kalyani, (2020), new proposed structure of education System digitalization of education will be facilitated through both institutional collaboration, and student and faculty mobility and allowing entry of top world ranked universities to open campuses in India. Stand-alone all educational departments will aim to become digital mode. Internet use in the classroom can be important since one of the most fundamental services that classroom technology can provide is communication (Becker, 1999). Since the majority of technology-supported learning is dependent on some sort of information content, content satisfaction for Internet use can also be significant. One must comprehend how

students are inspired to use the Internet as part of their learning process, as technology related to the Internet is a crucial adjunct to education. Since the majority of technology-supported learning is dependent on some sort of information content, content satisfaction for Internet use can also be significant (Berger & Topol, 2001). One must comprehend how students are inspired to use the Internet as part of their learning process, as technology related to the Internet is a crucial adjunct to education (Stafford, 2005).

7. INTERNET AND DIGITAL COMMUNICATION IN EDUCATION-NEP 2020

Verma & Kumar (2021) have analysed and published a titled New Education 2020 of India. National Educational Technological Farm will be formed to promote digital education. The aim, objectives, and details are well known to practitioners and educators. NEP 2020 is an innovative and futuristic proposal with both positive and negative aspects, framed with the objective to provide a quality school education and higher education to everyone with an expectation of holistic & research-oriented progress (Aithal & Aithal, 2020). Verma and Kumar, (2021) have analysed in their work; National Educational Technological Farm will be formed to promote digital education. It will carry out the work of coordination for digital infrastructure, materials, and capacity building. With this, study and assessment technology along with teaching training is an important part will form. Moreover, to ensure the preparation of alternative means of quality education, the Ministry of Education will become a dedicated entity for digital infrastructure, digital content, and capacity building to cater to the e-education needs of both school and higher education. E-content will be made available for study in regional languages.

According to Jagadesh Kumar (2020) building of world class digital infrastructure, educational digital content and capacity is also necessary educational needs of higher education institutes. Technology should be used both to enhance the teaching learning experience in the physical class room and also to reach out to those who are unable to join higher education institutes using online education. Currently, only 37 million students have access to higher education. Due to limitations of infrastructure and capacity, the Indian government's existing expenditure on higher education goes extensively toward a small group of elite centrally funded institutions. A vast majority of the graduates of these institutions end up living and working outside India, contributing little to the growth and development of digital education. The NEP has also introduced the four-year undergraduate degree instead of the three-year degree to ensure that students can easily transfer their degrees (Kazmi & Ali, 2021).

According to found the results of Kalyani, (2020), the National Education Policy 2020 proposal proposed that an autonomous body, the national educational technology forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration, both for school and higher education. ECCE ideally consists of flexible, multi-faceted, multi-level, colours, shapes, logical thinking, problem-solving, drawing, painting and other visual art, craft, drama and puppetry, music and movement. It also includes a focus on developing social capacities, sensitivity, good behaviour, courtesy, ethics, personal and public cleanliness, teamwork, and cooperation (Development, 2020).

8. DIGITALIZATION AND HIGHER EDUCATION

The education sector in India has seen rapid adoption of technology, especially in the wake of the COVID-19 pandemic. Over the past two decades, there has been a shift from teacher centred Education 1.0 to the more digital and interactive Education 4.0. Higher education institutions have responded well to the pandemic by embracing emerging technologies, leading to a boost in India's digital education. Despite the government's efforts to create a digital nation, disparities in education and infrastructure remain challenges. The National Informatics Group is a group that was founded by the Higher Education Council, a government organisation. Its goals are to increase educational effectiveness by utilising the interactive medium provided by information technologies, which will increase the efficiency of higher education and make it more accessible to new student audiences. It also aims to facilitate academic collaboration by enabling the transfer of educational resources among universities. Beyond this, the primary objective is to build an online university in India (Usun, 2003). L.M. et al., (2020) highlighted the benefits of digitization strategy in developing and sharing information resources effectively. These include creating institutional online teaching platforms and teaching-learning models. Additionally, faculty members and students can be trained to effectively use online digital platforms. Various multimedia simulation effects can be used to develop digital content for the curriculum. Artificial intelligence, virtual reality, and simulation techniques can be used for both theoretical and practical subjects, making online teaching more effective. The use of these technologies can also enhance the quality of teaching and training for Generation Z and Generation A students in both online and classroom-based education. Finally, institutions can develop a digital library with global networking to provide ubiquitous access to information for all stakeholders.

9. USING THE INTERNET TO PARTICIPANTS

The potential for the Internet as a tool for teaching is great, particularly as video transmission becomes possible thanks to recent advancements in digital technology and larger bandwidths. Globally, millions of students may now communicate with numerous educational institutions and each other. Learners can subscribe to mailing lists to receive knowledge on an infinite number of topics, use websites to learn, create their own websites, or email or video conference with tutors. It is evident that millions of students are gaining access to technology through educational institutions, universities, and library services. Additionally, it is entering households (Gray, 1999). According to D'Esposito & Gardner, (1999), Participants used the internet to complete course assignments in various subjects. They used search engines like Yahoo!, WebCrawler, and Info seek to conduct research, evaluating them based on content relevancy. They evaluated websites based on authorship, ownership, links, and validation for quality and reliability. Government, educational, and reputable business sites were deemed the best. If they can't find what they need online, they go to the library and use it alongside the Internet. Professors have mixed attitudes towards the use of Internet resources for assignments. While limited use with traditional library resources is acceptable for some, others allow use with proper documentation, and some prohibit it altogether. Participants can expand their horizons thanks to the Internet. It is easier than ever before to connect with a potentially large community of all different types of individuals as well as organisations across international boundaries (S. Kumar & Tiwari, 1998).

10. PURPOSE OF THE STUDY

This study aims to investigate the educational use of the Internet for mass communication learners and its role in their education system. The focus is on mass media communication learners in second level degree. The recent proliferation of information resources on the Internet, along with the rising number of people accessing the Internet, could have significant effects on education and research.

11. OBJECTIVE OF THE STUDY

As mentioned in the introduction, the primary aim of this research was to investigate how the use of the internet affects the utilization of modern mass media communication among learners. The study objectives included examining any differences in internet usage based on gender, discipline, parents' educational status, and digital devices.

12. HYPOTHESES OF THE STUDY

H_0 - 1

There is no significant difference in usage of Internet by mass media communication learners owing to the difference in Gender, and Parents' Educational status.

H_0 - 2

There is no significant difference in usage of Internet by mass media communication learners' owing to difference in Discipline, Digital devices.

13. RESEARCH METHODOLOGY

The descriptive survey method was adopted to explore the usage of Internet among the mass media communication learners. The population of the study consists of all the second- and third-year students. Data were collected from a total sample of 152 respondents using a paper-based questionnaire. Due to time restrictions, participant willingness, and the accessibility of respondents, the researcher used a simple random sampling technique. By (Popoola, 2020) prepared questionnaire was used for collection data. The tool comprises of 2 sections such as the demographic profile, usage of Internet (12 statements). Raw data from the questionnaires was digitised, manually coding them using SPSS statistical analysis software. The statements under the usage of Internet were measured using a 4-point Likert scale consisting of 1 very rarely, 2 occasionally, 3 quite often, 4 very often. The critical ratio was computed to test the difference in usage of Internet by mass media communication learners concerning Gender, Discipline, Parents' Educational status, Digital gadget that you use mostly.

14. PROCEDURE

To recruit participants, the investigator initially contacted the Heads of the Departments at college. They directed the researcher to faculty members of departments. Investigator then contacted these faculty members to request their permission to distribute the questionnaires during a lecture. The researcher attended the agreed classes at the end of the lecture and gave a brief presentation

about the study, then distributed consent forms and questionnaires. Students completed the questionnaires in-sit and immediately returned these to the researcher.

15. PILOT SURVEY

A survey was conducted using a simple random sampling method. The investigator conducted a survey to gather initial feedback and evaluate the efficacy of the questionnaire. Out of 75 people approached to participate, only 47 agreed to complete the questionnaire. Based on the survey findings, the investigator eliminated some questions and improved others for the final version of the questionnaire.

16. RELIABILITY

To find out the internal consistency of the usage of Internet tool Cronbach's alpha reliability was done. The reliability found to be the usage of Internet Scale was 0.479 (N=12) (Cronbach's alpha).

17. VALIDATION OF THE TOOL

Validity of an instrument is the degree to which it measures, what it is supposed to measure. Validity of the present instrument is tested in content validity.

18. CONTENT VALIDITY

The test items represent the entire possible range of items. Test questions can be chosen from a large pool of items covering a wide range of topics. The investigator submitted the draft instrument to the research supervisor for suggestion and revision to establish the material validity of the prepared instrument. After incorporating the supervisor's suggestions, the investigator, in consultation with the research supervisor, submitted two copies of the draft instrument to the supervisor of two other specialists in computer education at other colleges. After reviewing the draft tool, the experts made some suggestions to improve the clarity of certain words and expressions. Changes were made to the draft tool by the investigator.

19. DATA ANALYSIS

Further, the data were subjected to appropriate statistical tests for testing the hypothesis.

19.1. H_0 - 1

There is no significant difference in usage of Internet by mass media communication learners owing to the difference in Gender, and Parents' Educational status.

Table 1

Table 1 Significance of difference between the mean scores the usage of Internet with respect to Gender, Parents' educational status.

Usage of Internet						
Demographic variable	**Sources of variation**	**No**	**Mean**	**Standard deviation**	**Calculated value**	**Significance**

Gender	Male	75	40.85	3.93		0.63<1.96
	Female	77	41.23	3.41	0.63	**NS**
Parents' educational status	School education	68	40.82	3.84	0.67	0.67<1.96
	Higher education	84	41.23	3.53		**NS**

(At a 5% level of significance table value of 't' is 1.96)

Figure 1

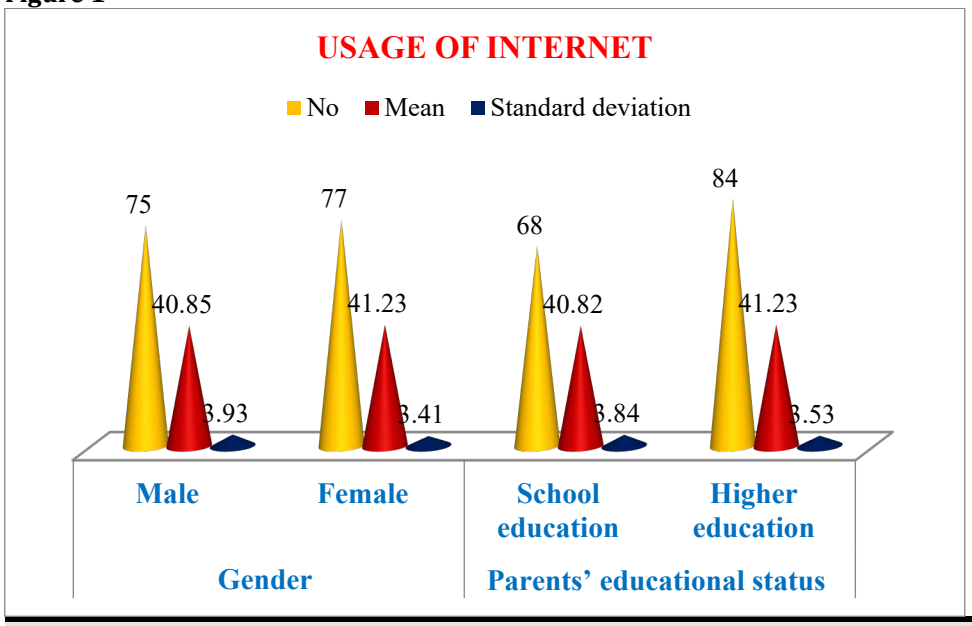

Figure 1

19.2. H_0 - 2

There is no significant difference in usage of Internet by mass media communication learners' owing to difference in Discipline, Digital devices.

Table 2

Table 2 Significance of difference between the mean scores the usage of Internet concerning Discipline, Digital devices.

Demographic variable		SS	Df	MS	f	Level of significance
Discipline	Between groups	4.27	2	2.13	0.15	0.15<2.99
	Within groups	2030.40	149	13.62		**NS**
Digital devices	Between groups	390.15	3	130.05	11.70	11.70>2.60
	Within groups	1644.52	148	11.11		**S**

(At a 5% level of significance table value of 'f' is 2.99)

(At a 5% level of significance table value of 'f' is 2.60)

Figure 2

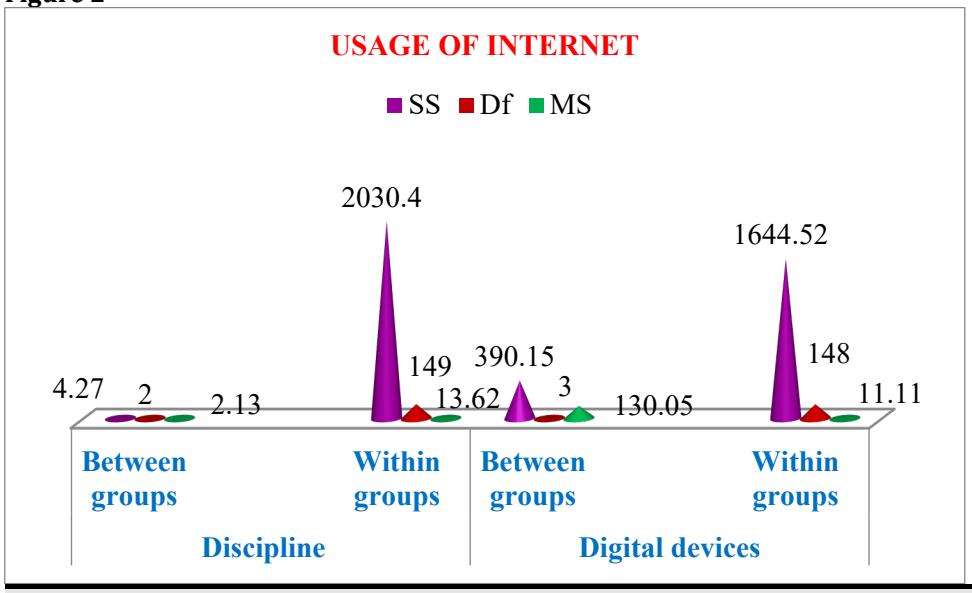

Figure 2

20. FINDINGS AND DISCUSSION

From the table-1, 'the t-test analysis result of the demographic variable of gender shows that 40.85 the mean score of male students' usage of Internet is significantly less than 41.23 the mean score of female students' usage of Internet. This may be because female students' usage of Internet has more than male students' usage of Internet. Accordingly, ±3.93 the standard deviation of male students' usage of Internet is significantly greater than ±3.41 the standard deviation of female students' usage of Internet. Since the calculated't' value (0.63) is less than the table value (1.96) the hypothesis, 'There is no significant difference in usage of Internet between the male and female learners is accepted and the male and female do not differ significantly in usage of Internet. Like, the demographic variable of Parents' educational status shows that 40.82 the school education mean score is less than 41.23 the higher education mean score of parent education. Accordingly, ±3.84 the standard deviation of parent-school education students' usage of Internet is significantly greater than ±3.53 the standard deviation of parent-higher education students' usage of Internet. Since the calculated't' value (0.67) is less than the table value (1.96) the hypothesis, 'There is no significant difference in usage of Internet of mass media communication learners owing to parental education' is accepted and the school education and higher education do not differ significantly in usage of Internet.

ANOVA test analysis of table-2 shows that the calculated 'f' value of 0.15 is less than the 'f' table value of 2.99. The hypothesis is assumed that there is no significant difference in the usage of the Internet by mass media communication learners owing to discipline. Hence, the investigator infers that there is no significant difference in usage of Internet owing to discipline among tertiary learners. As you can see analysis of the digital devices shows that the calculated 'f' value of 11.11 is greater than the 'f' table value of 2.60. The hypothesis is assumed that there is significant difference in the usage of the Internet by mass media communication learners owing to digital devices. Hence, the investigator infers that there is significant difference in

usage of Internet owing to digital gadgets that you use mostly among tertiary learners.

The findings of the investigation show that mass media communication students at the universities examined frequently use the Internet. There is unequal access to the internet because most students access and use it through private or commercial internet cafes, both on and off campus. With regard to Internet infrastructure, connectivity, and unsustainable Internet services, access to the Internet in university libraries, departments, faculties, and computer/ICT centres is unquestionably quite high. Hence the internet is widely used, and a lot of students still use electronic resources like online databases and electronic journals, which are crucial for learning and research. The study's results have also shown how important it is to use electronic information sources wisely. Despite the fact that most students use digital sources of data for their academic work, the majority of them still favour print information sources. Many pupils picked up on using internet information sources either through trial and error or through friend suggestions. Similarly, the findings show that most of the students who were surveyed thought using the Internet was very useful to their studies. Participants primarily use online resources. Search interfaces were employed to look for research-related data. It was found that the users received sufficient user education to enable them to take advantage of the accessible online resources.

21. RECOMMENDATIONS

In the twenty-first century, the Internet is a significant tool for communication and information sharing. Digital libraries and online learning resource centres are rapidly replacing traditional libraries. For the efficient use of information in research and higher learning, universities are required to maintain the Virtual Learning Resources Centre with all required equipment. Internet resources, including videos, audio podcasts, information gateways, infographics, interactive tests, online public access catalogues, discussion forums, etc., should be used more frequently. There is a need to develop knowledge about the use of electronic theses and dissertations, technical reports, patents, etc., and to increase the number of students, research scholars, and faculty members, using the Internet. According to Madhusudhan (2007), it is important to encourage students to use the Internet for academic purposes. For instance, they ought to be made more conscious of the wealth of online resources that might help them academically. Additionally, teachers ought to motivate learners to use online resources rather than only print materials. Further, those who do use the Internet have adequate knowledge of the above-mentioned resources. However, it is recommended that users of mass media communication learners be educated about these resources. All colleges and universities ought to make an effort to embrace the Internet for education and launch workable, efficient, interactive, and degree-granting online programmes. Accordingly, organising a workshop or seminar on the value of the Internet in teaching and learning, learning the Internet toolkit, membership in various discussion forums, membership in various library networks, organising short-term courses on the Internet and how it is used, explaining search strategy, and creating an environment for the most effective use of e-resources on the internet and their use in their academic work.

22. CONCLUSION AND IMPLICATIONS

This study's goal was to determine how mass media communication learners use Internet to assist their education. Observing the explosive growth in internet usage among mass media communication learners, it is important to study the usage of Internet in this subset of the population. Mass media communication learners are a particularly vulnerable group on account of the time they spend on the internet. This study is an initial step toward understanding the usage of the Internet among mass media communication learners. Usage of the Internet is growing among mass media communication learners, which have a technological and social impact on student's educational life. So it is necessary to develop strategies for using the Internet, which are vital for promoting safe Internet use. At the same time, additionally awareness should be created among the students to improve their ability to increase the occurrence of the internet usage behaviour promoting their educational growth. Research shows that Parents' Educational status that helps consistent and meaningful support to learners for using the Internet. Though, digital devices use mostly played a difference in many of the student's usage of the Internet. As you can see research results show that gender and discipline do not differ between the learners in using the Internet. Our research findings indicate that universities can offer different types of support at the organizational level, including assistance from instructors and technical experts, as well as training opportunities. Such support has been shown to increase Internet usage and enhance the effectiveness of learning. Providing students with adequate computer facilities to access the Internet and encouraging Internet use as part of university study is essential for effective support. As an influencer, an educator plays a crucial role in encouraging the use of the Internet in education. Imparting Internet technology skills can inspire pupils to learn how to use it for their education. Instructors can create course projects and assignments that require students to search the internet for specific information and references or work collaboratively with their project teammates. Additionally, it is important to provide technical support, including effective training, to help novice users learn how to use the internet and prevent them from being discouraged by technical issues. Internet use was positively connected with students' evaluations of better job prospects, general learning, remote learning, and constructive learning, which may imply that more Internet use during college study could improve academic achievement and career prospects. Internet use was beneficial for general learning in that it increased students' drive to learn, their verbal communication skills, stimulated thought, and improved creative thinking abilities. The efficacy of collaborative learning with other students who are geographically dispersed as well as the quality of learning were viewed by learners as being improved by increased Internet use for educational purposes. Interestingly, the research results also point to the prospect that, in addition to the standard general learning dimension, the use of the Internet in higher education could also improve three other learning dimensions: distance learning, communication abilities in group instruction, and constructive learning. According to the results of our study, constructive and remote learning are favourably connected with general learning and group learning. Therefore, for mass media communication students, using the internet may complement and increase comprehensive learning activities. Additionally, by enhancing their constructive learning approach and objectives, students may benefit from using the internet to heighten their constructive learning. Therefore, constructive learning can assist academic institutions and instructors in bridging the gap between academic learning and the requirements of corporate entities. Because colleges have

occasionally come under fire for failing to match the demands and needs of the business world, this gap has emerged as a major problem in higher education.

DECLARATIONS

AUTHORS' CONTRIBUTION

This article is an original research article. First author contribution was to find research gap, to make questionnaire and data collection, to analysis the date and result written. Other authors' contributions were guidance for data analysis and correction of grammar error.

CONFLICT OF INTERESTS

We have declared no potential conflict of interest with respect to the research.

ACKNOWLEDGMENTS

The authors are thankfully acknowledging the Indian Council of Social Science Research (ICSSR), New Delhi, (RFD/2022-23/GEN/EDU/263) & (RFD/2022-23/SC/EDU/44), for extending financial support for undertaking the research.

REFERENCES

A, K. R. and K. (2005). Internet and its use in the Engineering College of Punjab, India A case study. Webology, 2(4), 1–18.

Al-Ansari, H. (2006). Internet use by the faculty members of Kuwait University. Electronic Library, 24(6), 791–803. https://doi.org/10.1108/02640470610714224

Alkis, C. (2005). A student ' s perspective. Paper given at the Institute of Historical Research's Conference History in Schools and Higher Education: Issues of Common Concern, 29th September 2005, 36(2), 12–13. http://sas-space.sas.ac.uk/4347/1/A_student's_perspective_-_Cemil_Alkis.pdf

Becker, H. J. (1999). Internet Use by Teachers : Conditions of Professional Use and Teacher-Directed Student Use Report # 1 Center for Research on Information Technology and Organizations The Universit. 1–35. http://www.cyberbullyingprevention.com/teachers/internet-used-by-teachers.pdf

Berger, K. A., & Topol, M. T. (2001). Technology to Enhance Learning: Use of a Web Site Platform in Traditional Classes and Distance Learning. Marketing Education Review, 11(3), 15–26. https://doi.org/10.1080/10528008.2001.11488754

Blecic, D. D., Fiscella, J. B., & Wiberley, S. E. (2007). Measurement of use of electronic resources: Advances in use statistics and innovations in resource functionality. College and Research Libraries, 68(1), 26–44. https://doi.org/10.5860/crl.68.1.26

Brandt, A. S. (1984). Canadian Perspectives. Proceedings of the Ontario Industrial Waste Conference, 35(5), 3–20.

Chandrashekara, M., Science, I., & Ali, H. (2011). Internet Usage by the Students of Kendriya Vidylaya , Mysore : A Survey. 0976, 26–38.

D'Esposito, J. E., & Gardner, R. M. (1999). University students' perceptions of the Internet: An exploratory study. Journal of Academic Librarianship, 25(6), 456–461. https://doi.org/10.1016/s0099-1333(99)00078-6

Development, R. (2020). National education policy 2020. Economic and Political Weekly, 55(31), 4L. https://doi.org/10.1201/9781003254942-12

Dogruer, N., Eyyam, R., & Menevis, I. (2011). The use of the internet for educational purposes. Procedia - Social and Behavioral Sciences, 28, 606–611. https://doi.org/10.1016/j.sbspro.2011.11.115

Gray, D. E. (1999). The Internet in lifelong learning: Liberation or alienation? International Journal of Lifelong Education, 18(2), 119–126. https://doi.org/10.1080/026013799293874

Hongcharu PhD, B., & Eiamkanchanalai PhD, S. (2009). A Comparative Study Of Traditional Mass Media, The Internet And Mobile Phones For Integrated Marketing Communications. Journal of Business & Economics Research, 7(12), 31–40. http://ezproxy.unal.edu.co/docview/194884689?accountid=137090

Jagadesh Kumar, M. (2020). National Education Policy: How does it Affect Higher Education in India? IETE Technical Review (Institution of Electronics and Telecommunication Engineers, India), 37(4), 327–328. https://doi.org/10.1080/02564602.2020.1806491

Kalyani, P. (2020). An Empirical Study on NEP 2020 [National Education Policy] with Special Reference to the Future of Indian Education System and Its effects on the Stakeholders. Journal of Management Engineering and Information Technology (JMEIT), 7(October), 2394–8124. https://doi.org/10.5281/zenodo.4159546

Kazmi, S. S. H., & Ali, M. (2021). New Education Policy 2020 and Financing of Higher Education in India. SSRN Electronic Journal. https://doi.org/10.2139/ssrn.3827262

Kumar, B. T. S., & Kumar, G. T. (2010). Perception and usage of e-resources and the internet by Indian academics. Electronic Library, 28(1), 137–156. https://doi.org/10.1108/02640471011023432

Kumar, S., & Tiwari, C. (1998). Use of Internet By Faculty Members and Research Scholars At Gb Pant Library Dsb.

L.M., M., R., B., & Aithal, P. S. (2020). Impact of COVID-19 on Redefining the Services of Educational Institutions using Ubiquitous Technology. International Journal of Management, Technology, and Social Sciences, 103998, 266–282. https://doi.org/10.47992/ijmts.2581.6012.0118

Madhusudhan, M. (2007). Internet use by research scholars in University of Delhi, India. Library Hi Tech News, 24(8), 36–42. https://doi.org/10.1108/07419050710836036

O'Brien, K. (2012). Global environmental change II: From adaptation to deliberate transformation. Progress in Human Geography, 36(5), 667–676. https://doi.org/10.1177/0309132511425767

Pallen, M. (1995). Guide to the Internet: Introducing the Internet. Bmj, 311(7017), 1422. https://doi.org/10.1136/bmj.311.7017.1422

PERRIN, A. (2015). Social Media Usage: 2005-2015. October, 2005–2015. www.pewinternet.org/2015/10/08/social-networking-usage-2005-2015/.

Popoola, M. (2020). New Media Usage for Communication and Self Concept Among Journalism and Mass Communication Students in Oyo State. New Media and Mass Communication, 26, 22–34.

Quinn. (2007). Contrary to claims, conventions and culture: An apologia for the Glasgow University Media Group. International Journal of Media & Cultural Politics, 3(1), 5–24. https://doi.org/10.1386/macp.3.1.5/1

Safdar, G., Javed, M. N., & Amin, S. (2020). Use of internet for education learning among Female University Students of Punjab, Pakistan. Universal Journal of Educational Research, 8(8), 3371–3380. https://doi.org/10.13189/ujer.2020.080809

Sahin, Y. G., Balta, S., & Ercan, T. (2010). The use of internet resources by university students during their course projects elicitation: A case study. Turkish Online Journal of Educational Technology, 9(2), 234–244.

Saxena, K. (2020). Coronavirus Accelerates Pace of Digital Education in India. EdTech Review.

Sherman, R. C., End, C., Kraan, E., Cole, A., Campbell, J., Birchmeier, Z., & Klausner, J. (2000). The internet gender gap among college students: Forgotten but not gone? Cyberpsychology and Behavior, 3(5), 885–894. https://doi.org/10.1089/10949310050191854

Stafford, T. F. (2005). Understanding motivations for internet use in distance education. IEEE Transactions on Education, 48(2), 301–306. https://doi.org/10.1109/TE.2004.842904

Talbot, M. (2007). Media discourse: Representation and interaction. Media Discourse: Representation and Interaction.

Usun, S. (2003). Educational Uses Of Internet In The World and Turkey (A Comparative Review). The Turkish Online Journal of Distance Education, 4(3), 1–12.

Verma, D. H., & Kumar, A. (2021). New Education Policy 2020 of India: A Theoretical Analysis. International Journal of Business and Management Research, 9(3), 302–306. https://doi.org/10.37391/ijbmr.090308