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Teachers' Use of the Internet in Teaching: A Case Study in Turkey on Certain Variables

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Abstract: This study was carried out to investigate some causal relations in the teachers' use of the Internet in teaching. With this aim, teachers were asked open-ended questions as to whether they use the Internet for instructional purposes, which benefits and drawbacks the Internet has for teachers etc. The study participants were teachers working at four different private schools at primary and secondary levels. The descriptive and correlational analyses of the responses show that there is a proportional increase in teachers' use of the Internet in teaching. The variable which is most highly correlated with the use of the Internet in teaching, is the self-perception of teachers concerning their competence regarding Internet skills. The second variable is the ages of teachers (Gamma value = .50), which are again highly correlated with the use of the Internet in teaching.

Key words: The Internet for instructional purposes, the Internet in teaching, teachers' use of the Internet, the Internet in the class-room, the Internet and teachers

INTRODUCTION

Today the world is exposed to a great, comprehensive and rapid technological transformation from which societies cannot remain outside and unaffected. The main components of the transformation process are information and communication in the general sense and internet technologies in a more specific sense. The Internet is a virtual environment, which enables us to make use of all libraries, museums, music, etc. From all over the world wherever, whenever and to the extent that we want. The use of the Internet in the classroom helps to get rid of a classroom's physical limitations, enables the development of students' research and analytical thinking skills and enhances and expands students' experiences in using visual technologies (Vanfossen, 2001). The facilities provided by the internet bring forth new opportunities to create various learning environments such as distance education, e-learning, e-teaching and blended learning. The integration of technology into teaching has recently been accelerated in Turkey as in the rest of the world and the number of schools and class-rooms having access to the Internet has been increasing as well.

At present, 86% of lyceés and 45% of primary schools in Turkey have access to the Internet. In addition, the class-rooms of many schools are equipped with IP boards and data projectors. In this framework 22 provinces have been identified as information centers. One of the major aims of the Ministry of National Education has been to ensure that each student shall be computer and information-literate (Celik, 2004, 2007).

In this context teachers create a more specific field of interest owing to three facts. Firstly they have to use the internet themselves, secondly, they need to make the students use the internet in their learning environment and thirdly, integrate the internet into the teaching and learning environment in the most effective manner.

The studies show that there is a proportional increase in the use of the Internet both in the world and in Turkey. Though the findings vary according to groups of respondents, it is seen that an increasing number of teachers have been using the Internet to support or complement their instructional activities. The varying results of various studies, which demonstrate the increase are as follows: The use of the Internet in 2002 was 9% (Akkoyunlu, 2002) and 23.6% (Usluel and Askar, 2002), in 2003 24.1% (Akpinar, 2003), in 2004 43.9% (Demiraslar and Usluel, 2004); in the first half of 2005, 47.2% (Topraka, 2005). The curve of this increase in Turkey is in paralel with that in the world (Beeker, 1999; Walsh, 1999; Rowand, 2000; Vantossan, 2001; Madden *et al*., 2005).

In addition, many teachers use the Internet for such purposes as having access to information, materials and resources; producing new materials, carrying out some administrative jobs and/or communicating with their colleagues. However, it is reported that the rate of the Internet use for interactive activities in the class-room is less (Beeker, 1999; Walsh, 1999; Rowand, 2000; Vantossan, 2001; Madden *et al*., 2005). The same situation is true for Turkey as well (Akkoyunlu, 2002; Akpinar, 2003; Demiraslan and Usluel, 2004; Ozbisirici, 2006; Usluel, and Askar, 2002).

In brief, the rate of using the Internet has been increasing globally as well as Turkey. The facilities provided by the Internet bring forth new opportunities to create various learning environments such as distance education, e-learning, e-teaching, blended learning. There are intensive efforts for improving the physical infrastructure, in order to provide easy Internet access to all schools around the country. However, the Internet is not used adequately for purposes other than communication and access to information. We need to look at for this situation.

A closer look at the variables related with teachers' use of the Internet in teaching also reveals varying and sometimes conflicting findings, depending on factors such as group of respondents and time. Despite this variety, it is still possible to talk about some stable results, which are common in almost all studies. The most apparent common finding is that young and inexperienced teachers are more inclined to use the Internet for instructional purposes than elder and more experienced teachers (Beeker, 1999; Rowand, 2000; Vanfossan, 2001; Usluel and Askar, 2002; Akpinar, 2003; Demiraslan, 2004; Madden *et al*., 2005). At this point two fundamental factors seem to play significant roles: The first factor is the teachers' age and the other is their level of knowledge and skills. It is probable that these two factors affect the use of the Internet independent of one another or in a correlated way. According to McFarland (Macfarland, 2001), age and self-efficacy are the basic factors having the power to have significant impact on the use of the system. On the other hand, the EMILE Project conducted by Ferrero (Ferrerp, 2003) together with the teachers from different countries demonstrates that the elder teachers are more motivated and likely to participate than the younger colleagues.

The lack of formation or knowledge concerning the use of the Internet in the classroom is one of the main barriers which impede the use of information technologies, specifically the Internet, for instructional purposes (Becker, 1999; Vantossen, 2001). The research results from 2 studies show that teachers use of the Internet and e-mail increaseas the number and duration of their education improves (Rowand, 2000; Uslel and Askar, 2002). Özbisirici (2006) reported that 60% of elementary teachers in Turkey stated that they did not use the Internet in their courses because they did not know how it is used. Ely (1999) emphasizes that knowledge and skills are one of the eight conditions of utmost importance, which facilitate the implementation of innovations. Perception of competence is related with believing in one's own competence to carry out an application rather than possessing the main knowledge and skills for an application. Individuals, specifically teachers, belief in their self-efficacy affects what they do and what they manage (Bandura, 2003a).

The belief in usefulness of a system is another important factor for the use of that system. Rogers (Rogers, 1995) quoted this as relative advantage and stated that believing the usefulness of an innovation is the basic step in materializing it. At this point, it is necessary to separate the value/importance of what is necessary for a system in comparison to what is useful for an individual. In Akkoyunlu (2002) findings 84% of teachers believed that the Internet would be useful in their teaching. However, only 9% of teachers actually used the Internet in their teaching.

In this context this study aims to shed light into the current situation of internet use of the teachers in Turkey with a causal perspective.

What are some variables which correlate with teachers' use of the Internet in teaching in Turkey and what is the degree of their correlation?

MATERIALS AND METHODS

This study is descriptive and correlational. The descriptions are based on respondents' answers to unguided open-ended questions.

Participants: Participants of the study are composed of teachers working at primary and secondary levels at four different private schools. There are two reason for why these private schools were chosen for the study. Firstly, they provided the necessary infrastructure to a great extent and consequently these factors eliminated any negative causal effect the physical infrastructure may have had to the study's findings.

Data collection instrument: The survey was prepared as a hardcopy and was composed of 8 open-ended questions. Demographic information and data pertaining to the years in teaching of teachers, their ages and subject fields were collected through three items. The remaining 5 items focused on their Internet use and their perception about the Internet and its use. The questions are given below:

- Do you make use of the Internet for instructional purposes in your courses?
- If yes, for which purposes and how do you use it?
- What do you think about your competence in the use of the Internet?
- What do you think about the usefulness of the Internet for teachers? What are the benefits and drawbacks of the Internet for teachers?

- Are you worried about the developments in the Internet technology?

Data collection: The survey papers were distributed to teachers in one session and simultaneously in schools. The questionnaire was administered to 180 teachers; however, 18 survey papers whose answers were problematic or which did not include personal information were cancelled. The findings are based on the remaining 162 survey data.

Analysis of the data: As mentioned above, the data was obtained from teachers through unguided open-ended questions. Then, these qualitative data was categorized and converted into quantitative data and described as in frequency and percentages.

A nonparametric testing was carried out by contingency tables in order to explicate the correlation between the variables. To this end, two-stage analyses were carried out. In the first stage, the hypothesis of independence among variables was tested by x^2 test and in the second stage, the quantitative amount of correlation among the variables was determined by correlation measures. Gamma correlation coefficient was used in the study since categorical variables had an ordinal structure.

RESULTS

In this part firstly we will cover descriptions related with the rate of using the Internet in teaching and the variables which are included in the study; then, the results of x^2 tests which show the correlation between the use of the Internet for instructional purposes and the given variables.

The first sub-question of the study aims at finding out whether the Internet is used for instructional purposes. The responses to this question are illustrated in Table 1a, b and c.

The overview of the responses to the question Do you make use of the Internet for instructional purposes in your courses? reveals that the rates of yes (52%) and no (48%) responses are very close to each other and that the difference, though it is very slight, is in favor of the teachers who use the Internet. These results together with the following findings can be considered as the indicator of a gradual increase in the rate of Internet use for instructional purposes: 9% (Akkoyunlu, 2002), 23.6% (Usluel, 2002), 24.1% (Beeker, 1999), 43.9% (Demiraslan, 204) and 47.2% (Topraker, 2005).

The distribution of the rates of Internet use for instructional purposes by their years in teaching, their ages and the subject field they teach is as follows:

Table 1: The rates of using the internet

Do you make use of the Internet for instructional purposes in your courses?	n	%
Yes	85	52
No	77	48
Total	162	100

Table 1a: The distribution of teachers by the years in teaching

Do you make use of the Internet for instructional purposes in your courses?		Yes		No	
		n	%	n	%
Years in teaching	1-5 Y.	40	65.6	21	34.4
	6-10 Y.	20	64.5	11	35.5
	11-15 Y.	6	54.5	5	45.5
	16-20 Y.	6	66.7	3	33.3
	21-25 Y.	2	33.3	4	66.7
	26-30 Y.	11	25.0	33	75.0

Table 1b: The distribution of teachers by the their age

Do you make use of the Internet for instructional purposes in your courses?		Yes		No	
		n	%	n	%
Ages of teachers	20-29 Ages	43	68	21	33
	30-39 Ages	24	62	14	36
	40-55 Ages	18	30	42	70

Table 1c: The distribution of teachers by the subject field they teach

Do you make use of the Internet for instructional purposes in your courses?		Yes		No	
		n	%	n	%
Subject field	Applied fields	12	50.0	12	50.0
	Social sciences	19	61.3	12	38.7
	Fields of science	8	80.0	2	20.0
	Mathematics	7	53.8	6	46.2
	Linguistic fields	22	61.1	14	38.9
	Elementary teachers	17	35.4	31	64.6

The evaluation of the distribution of teachers, who use the Internet for instructional purposes, by their years in teaching shows that the rate of Internet use decreases as the years in teaching increases (1-5 years 65-69%; 26-30 years 25%). This result is compatible with the findings of many other studies (Beeker, 1999; Akkoyunlu, 2002; Usluel and Askar, 2002; Toprakci, 2005; Madden *et al*., 2005). On the other hand, the table illustrates that teachers who have been working for 16-20 years make use of the Internet more than the ones working for 1-5 years and 6-10 years. This finding is striking; yet, it cannot be explained with the available data.

The evaluation of the distribution of teachers, who use the Internet for instructional purposes, by the their age reveals that the highest rate of Internet use is among teachers between 20-29 years of age (68%) and the lowest rate is among teachers between 40-55 years of age (30%). This situation shows that the age of teachers is an important variable which affects the use of the Internet in teaching.

The evaluation of the distribution of teachers, who use the Internet for instructional purposes, by the subject

Table 2: Purposes for using the internet

	Purposes	f	%
Internet as a supportive resource	I use it as a source of information during my researches about my field/course.	28	23
	I use it to acquire audiovisual materials (pictures, music) and to prepare materials.	26	21
	I assign researches to my students about topics of the course.	25	20
	I use it to develop myself by researching various studies/following educational programs.	9	7
	I use it to acquire updated information.	4	3
	Subtotal	92	74
Internet as an environment	I use it to find and apply educational materials.	17	14
	I download exercises and use the exercises in web sites.	11	9
	I use web sites related to my field/course in classes; we visit museums, exhibitions.	4	3
	Subtotal	32	26
	total	124	100

Tablo 3: The perceptions related with teachers' internet skills competence

What do you think aboutyour competence in the use of the Internet	Users		Non-Users		Total	
	n	%	n	%	n	%
Competent	60	71	19	26	79	54
Average	13	15	9	12	22	15
Incompetent	12	14	34	43	46	31
I do not know	-	-	15	19	15	19
Total	85	100	77	100	147	100

fields they teach shows that the highest rate of Internet use is among teachers of scientific fields (80%). Science teachers are followed by teachers of social sciences (61.3%) and linguistic fields (61.1%). Elementary teachers constitute the group of teachers who use the Internet the least for educational purposes (35.4%). The results concerning science teachers and elementary teachers are compatible with the findings of Akkoyunlu[1] except the results of the computer teachers who were not included in this study. Mathematic teachers use the Internet less than all groups of teachers except classroom teachers, which is a result compatible with Becker's[5] findings. The second highest rate belongs to teachers of social sciences, followed by science teachers which is also supported by VanFossen's (Vanfossan, 2001) result which is 85%.

The second sub-question of the study is For which purposes do you use the Internet in your courses?. The distribution of the responses to the question are available in Table 2.

Out of 85 people (52%) who said that they use the Internet for instructional purposes, 6 teachers (7%) did not mention about any purpose. The remaining 79 respondents mentioned about 124 purposes. These 124 purpose statements were categorized in the light of their common features and the purposes stated in the literature. The distribution of purposes reveals that 74% of the statements are related with the use of the Internet as a supportive resource out of the classroom and that direct integration of the Internet into instructional processes is very limited with a rate of 26%. These results are compatible with the findings of other studies (Beeker, 1999; Demiraslan, 2004; Rowand, 2000; Vanfossen, 2001; Akkoyun, 2002).

The results of the evaluation concerning the purposes of using the Internet show that purposes have not changed considerably and the Internet is not incorporated into in-class activities adequately. In addition, despite the fact that the teachers gave a yes response to the question do you make use of the Internet for instructional purposes in your course?, the variety of responses given to the question asking for which purposes? revealed that the teachers did not have a clear idea of what instructional purpose meant. This result necessitated a change in the direction of the study. Thus, the study, which was based on the use of the Internet for instructional purposes was re-planned to find out the use of the Internet in teaching.

Accordingly, this study was carried out to find out the variables which are potentially correlated with the use of the Internet in teaching and to determine the degrees of correlation. The first sub-question of the study is What do you think about the sufficiency of your Internet skills?. The distribution of responses is given in Table 3.

Table 3 shows that 54% of the teachers think that they are competent in using the Internet. 15% of them believe that they are average users, whereas, 31% of the teachers stated that their skills are insufficient. When Table 6 is examined separately considering the users and non-users of the Internet, it is observed that perception of teachers who use the Internet in teaching about their self-efficacy (Competent 71%, Average 15%) is higher than non-users (Competent 26%, Average 12%).

In their study on mathematics teachers' use of the Internet in teaching, Askar and Umay (Askar and Umay, 2001) conclude that the correlation between self-efficacy perception and experience and frequency of using the

Table 4: Beliefs about the benefits of the internet for teachers

What do you think about the Benefits of the internet for teachers?	Users		Non-users		Total	
	n	%	n	%	n	%
I believe that it is useful	54	64	37	48	91	56
I believe that it is useful, but it also has some drawbacks	21	25	14	18	35	22
I do not know	10	12	26	34	36	22
Total	85	100	77	100	162	100

Table 4a: Benefits of the internet for teachers

What are the benefits of the Internet for teachers?		Users		Non-users		Total	
		f	%	f	%	f	%
Professional development	One has access to information easily in a short time	26	32	21	30	47	31
	It provides the opportunity to enrich materials/resources	12	15	12	17	24	16
	One saves time and the workload decreases	12	15	4	6	16	11
	One is able to follow the developments in his/her field	7	9	6	9	13	9
	One has the opportunity to accelerate his/her development and support his/her professional development	5	6	10	14	15	10
	Subtotal	62	77	53	77	115	77
Personal development	One finds the opportunity to acquire multidimensional knowledge/thought/resources and develops larger perspectives	5	6	5	7	10	7
	One has the opportunity to meet new/different lives, cultures and perspectives	5	6	4	6	9	6
	One has the opportunity to keep up with technology/age.	3	4	3	4	6	4
	One develops skills to access research/ information.	3	4	2	3	5	3
	One finds opportunity to be engaged in various and enjoyable activities and to follow publications such as newspaper, magazine.	3	4	2	3	5	3
	Subtotal	19	23	16	23	35	23
	Total	81	100	69	100	150	100

Internet is higher than the correlation between self-efficacy perception and conditions of access to Internet. Furthermore, Vanfossen (2001) reports that the highest rate among the obstacles to use the Internet (59.5%) belongs to lack of training on the use of the Internet in classrooms.

Another sub-question of the study is about the benefits and drawbacks of the Internet for teachers. The responses to these questions are illustrated in Table 4a and b.

Table 4 reveals that 56% of the teachers believe in the benefits of the Internet for teachers, whereas, 22% of them state that it has drawbacks as well as benefits. 22% of the teachers did not mention any idea about benefits of the Internet or answered I do not know.

When Table 4 is examined separately considering the users and non-users of the Internet, it is observed that, in the group of teachers who use the Internet in teaching, 64% of the teachers believe in the benefits of the Internet and 25% of them emphasize both benefits and drawbacks. Both rates are higher than the rates of those who do not use the Internet in teaching (48%, 18%). It is normal that teachers who use teachers who do not use the Internet for instructional purposes also have a rather positive belief about its benefits. To Fitzgerald-Walsh (1999) Vanfossen (2001) and Akkoyunlu (2002), teachers state that the Internet makes positive contributions to teaching processes.

Within the scope of the same question, teachers were asked about the benefits of the Internet for teachers.One hundared and twenty six Teachers responded to this question (78%). Thirty six teachers (22%) did not mention their ideas on the benefits of the Internet or answered 'I do not know'. A total of 150 statements on the benefits of the Internet are categorized under 2 dimensions. The first dimension is composed of the statements related with its contribution to professional development and, the second group is composed of the ones related with its contribution to personal development. The distribution is given in Table 4a.

Table 4a shows that the statements related with professional contributions of the Internet have higher rates than other statements. Statements which are related with personal development as expressed in the item One has the opportunity to meet new/different lives, cultures and perspectives (6%) have lower rates. Fitzgerald-Walsh (1999) report that teachers are more likely to use the internet at school for their own professional development. When the statements are examined separately considering the users and non-users of the Internet, the findings are closely similar.

Within the scope of the opinions concerning the benefits of the Internet for teachers, some teachers state that they believe in the benefits of the Internet; however, it may also pose some drawbacks (Table 4). The drawbacks mentioned by teachers are given in Table 4b.

Table 4b: Drawbacks of the internet for teachers

What are the drawbacks of the Internet for teachers?	Users f	Users %	Non-users f	Non-users %	Total f	Total %
One may acquire wrong, invalid and groundless information.	6	26	3	21	9	24
It hinders critical/creative thinking.	4	17	4	29	8	22
People receive information from the Internet without interpreting and inquiring it.	4	17	2	14	6	16
The Internet provokes the tendency to expect everything ready.	4	17	2	14	6	16
The course can be interrupted due to visiting unwanted web pages.	3	13	2	14	5	14
It causes loss of time.	2	9	1	7	3	8
Total	23	100	14	100	37	100

Table 5: The worried concerning the developments in the internet technology

Are you worried about the development in the internet technology	Users n	Users %	Non-users n	Non-users %	Total n	Total %
Yes	17	20	18	23	35	22
No	67	79	41	53	108	67
I do not know/not answered	1	1	18	23	19	12
Total	85	100	77	100	162	100

Table 6: The correlation between the use of the internet in teaching and variables which are investigated

Some variables which are expected to affect the use of the internet in teaching	The use of the internet in teaching Sd	Pearson X^2 value	P	Gamma value	P
Years in teaching	5	20.95	.00	.45	.00*
Ages of teachers	2	19.45	.00	.50	.00*
Subject field	5	10.75	.06	.21	.06
Self-efficacy perception	2	44.16	.00	.75	.00*
Benefits for teachers	2	12.50	.00	.36	.01*
Type of benefits for teachers	2	12.82	.00	.18	.19
Level of worried	2	21.16	.00	.27	.07

$\alpha = 0.05$n= 162

Table 4b reveals that teachers regard the risk of acquiring wrong, invalid and groundless information as the main drawback of the Internet since the information on the Internet is unreliable and hard to control. The rate of teachers who mentioned about this drawback is 24%. Twenty two percent of the teachers state that the Internet hinders critical thinking/creativity. Sixteen percent of them mentioned the drawback of receiving information from the Internet without interpreting and questioning it. This structure shows similarity between teachers who use the Internet in teaching and who do not use it.

The last question asked is Are you worried about the developments in the Internet technology? The responses to this question are presented in Table 5.

Table 5 demonstrates that 67% of teachers are not worried about the developments in Internet technology. This is an important result in view of a system which endeavors to enhance the access to the Internet despite the fact that 22% of teachers are anxious and 12% of teachers have not developed any ideas on the situation.

At this point, a causal study is carried out and χ^2 analyses are done in order to identify the correlation between using the Internet in teaching and the given variables. The results are available in Table 6.

Table 6 shows that variables, excluding subject field, type of benefits and the worried about the developments in Internet technology, have a significant correlation with the use of the Internet for instructional purposes.

A rank of effect based on the level of correlation reveals that self-efficacy perception occupies the first rank with .75 and is followed by ages of teachers with .50 and years in teaching with .45 and benefits occupies the fourth rank with .36.

DISCUSSION

As mentioned in the Introduction, the main objective of this study was to check the amount and quality of the steps taken as to the use of the Internet in teaching. However, it is difficult to carry out research in this field due to many factors such as the difficulty of collecting data about this topic, the drawbacks deriving from subjectivity of the data collected, the largeness and representativeness of the group of respondents and the cultural aspect of internet use. Thus, the results may not allow us to make comprehensive generalizations regarding the limitations which the study is confined to. Still the findings are important as it sheds light into what the situation in Turkey is and its contribution to the pool of information in this field.

In this study 48% of the teachers in the research group stated that they did not use the Internet in

teaching, whereas, 52% of them stated they did. This result and the results of similar previous studies show that there is a proportional increase in the use of the Internet in teaching. When they were asked for which purposes they used the Internet in teaching, 23% of the teachers said I use it as a source of information during my researches regarding my field/course, 21% of them said I use it to acquire audiovisual materials and to prepare materials and 20% of them said I assign researches to my students about topics of the course. These results reveal that there is no considerable change in purposes for using the Internet in teaching and it continues to be used as a resource of information and that it is used as a supportive resource for teaching rather than being used directly for teaching.

With repeat to the users and non-users of the Internet, it is observed that perception of teachers who use the Internet in teaching about their self-efficacy (Competent 71%, Average 15%) is higher than non-users (Competent 26%, Average 12%). The correlation analyses which are carried out to bring some causal explanations to the use of the Internet in teaching reveal that self-efficacy perception on Internet skills is one of the strongest (Gamma value = .75) determining factor. This finding supports Bandura's (2003) view that individuals', specifically teachers', belief in their self-efficacy affects what they do and what they manage.

In this study teachers' ages is the second variable which has the highest correlation with the use of the Internet in teaching (Gamma value = .50). The rate of Internet use in teaching is lower amongst the elder teachers. This result is similar with findings of researches related with adults' use of the Internet. Fox (2005) found that 26% of Americans aged 65 and older go online, compared with 67% of those aged between 50-64 and 80% of those aged between 30-49 and 84% of those aged between 18-29. Furthermore, the result is consistent with McFarland (2001) stating that age is one of the major determinants of technology use. However, it is thought that the age factor would be more meaningful if its results were interpreted together with those of the belief about the competency in the Internet skills. To support this idea the correlation between the age and the belief about the competency is sought and Gamma value is found to be .59.

The third variable which has the highest correlation with the use of the Internet in teaching is the teaching experience (Gamma value = .45). Teachers whose teaching experience is more use the Internet for instructional purposes less than the others. This is compatible with the results of almost all studies on this subject. The correlation between years in teaching and self-efficacy perception is examined in order to bring an explanation to this aspect of the situation; as a result, the correlation is significant at the level of .00 (Gamma value = .57). The Internet experience of teachers who are over a certain age and who have more teaching experience is less than those who are younger and who have less teaching experience.

In the study, the correlation between the use of the Internet in teaching and the benefits of the Internet for teachers is also significant (Gamma value = .36) at .01. The types of the benefits of the Internet for the teachers are stated to be quick access to information and enrichment in the resources and materials, which are virtually professional.

CONCLUSION

People who have met technology at a later stage of their life find it hard to keep pace with technological changes. Thus, incorporating new technology into already existing systems takes time, which later becomes a hindering factor for development and improvement. In order to overcome this obstacle, we need to produce effective solutions considering the peculiarity of each system. This study has been carried out to describe the existing situation in Turkey concerning certain variables on the use of the Internet in teaching, which may help pave the way to new strides in the development of the education system.

- Belief in self-efficacy is a fundamental determinant in coping with and adapting to the system and improves with experience as stated by. This study also puts forth enough evidence to support this idea. Thus, it is very important that the media be organized in such a way to enable teachers to acquire the skills expected of them through self-experience. In a study undertaken with Turkish classroom teachers, 63.57% responded that their Internet training only allowed them to use it for general purposes. These findings support the theory and recommendations mentionad above (Özbisirici, 2006).
- Rogers (1995) stated that believing the usefulness of an innovation is the basic step in materializing it. In this context, it is interesting to find that 40.7% of teachers who do not use the Internet say without any reservations that the Internet is useful, which means that as an innovation the Internet should be investigated further regarding the relationship between its usefulness and use.

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