

## TEACHERS' VIEWS OF THEIR LEVEL OF VISITING WEBSITES

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DOI: 10.7813/2075-4124.2014/6-1/B.18

Received: 12 Oct, 2013

Accepted: 25 Dec, 2013

### ABSTRACT

In today's world, the Internet is an environment where nearly any information can be got at any time, on anywhere and in desired detail. The aim of the research is to determine the areas and duration of teachers' Internet use. With this aim in mind, using a descriptive survey pattern, a data collecting tool, developed by the researchers and 4-item targeting to determine participant teachers' personal characteristics, 18-item for the areas and duration of their Internet use, was administered to the participant teachers working in the city of Malatya, Turkey. The data gathered from 433 volunteer teachers filling the survey were analysed using Chi-Square Test. Teachers state that they use Internet for 1-2 hours on daily average; mostly visit news and newspaper and school procedures web sites, least visit erotic web sites. With the professional support of national ministry of education, teacher-friendly websites should be created to contribute to the personal and professional development of teachers.

**Key words:** Teacher, Internet, web sites

### 1. INTRODUCTION

Until recently, literacy relied heavily on the ability to read and write. The emergence of the Internet and other technologies in schools is changing the way we define literacy by introducing teachers and students to a wealth of electronic texts (Karchmer, 2000: 81). Having a role of knowledge keeper and transmitter, teachers need to review this role in the face of information boom. From now on, instead of knowledge source and passer role, another role becomes crucial that requires how to know the ways to get, analyze and evaluate information.

One of the most important determining characteristics of our century is that information is increasing at a level too fast to catch up. In such an atmosphere, it is unavoidable to create, develop and update the skills of people in information-based professions. Otherwise, their professional skills and status may be questionable (Konan, 2010: 2568).

It is the computer that is of great help with adaptation to this change since computer provides an environment to create, transfer and share any kind of information. In this virtual environment, getting the necessary information fully and on time; making use of the obtained information in personal and professional development and thereby becoming an effective teacher are all directly related to the competency to use the computer effectively for these aims.

As computers have become more ubiquitous in schools, some people have questioned the benefits of their use, while others have championed them (Feldman, 2004: 31). In today's world, the Internet is an environment where nearly any information can be got at any time, on anywhere and in desired detail and the means is the computer. In light of this information, teacher education and staff development programs that focus on effective use of Internet technologies will become even more important (Karchmer, 2000: 84). Internet is an invaluable source in terms of educational materials such as pictures, videos, texts, activities and lesson plans. At the same time, it is a digital environment where teachers can share their own works with their colleagues. Teachers, thanks to the Net, can talk or text about their problems, find solutions together, thereby getting professional development. In addition, using distance education, they can find opportunities to improve themselves (Ozbisirici, 2006). Computer and Internet use in schools, as in other organizations, is both affected by existing social arrangements and relationships and impacts such arrangements and relations in planned and unplanned ways (Schofield, 2003: 62).

Konan (2010: 2568) argued that though no fault of their own, most teachers are not prepared to teach about computing or use a computer in teaching because they received their education "BC" before computers. Now they find that they need computer literacy as part of their jobs (as cited in Martin & Heller 1982). Not only in getting the information but also making the learning and teaching process more effective, the supposed skills of teachers, related to computers, are described as "computer literacy" the idea that there is some basic familiarity with computers (Brain, 1983).

Today, in all parts of the world, staying away from e-communication and inability to integrate it into education system and benefiting from this richness of information and communication is synonymous to being outdated (Akinoglu, 2009: 97). In contemporary and future societies, it is clear that Internet literacy plays and will play an essential role for all citizens to become information literate and lifelong learners (Tsai, 2001: 42). Using this invaluable means effectively and efficiently depends on not only personal qualifications but using suitably to the purpose as well. Teachers' adaptation to their renewed role is connected both with their use of Internet with right purpose to improve personally and professionally and with their computer literacy level. With these points in mind, it was aimed to determine the areas and duration of teachers' Internet use.

## 2. METHODOLOGY

In this descriptive research, it was aimed to determine the areas and the ratio of teachers' use of Internet, who were working in the central district of Malatya, Turkey in primary and secondary schools, during teaching years of 2011-12. For this aim, a data collection tool was used, developed by the researchers, targeting to determine personal characteristics of the participant teachers (gender, field, faculty and tenure) with 4 items, and frequencies of using Internet and the web sites, with 18 items.

### 2.1. Population and Sample

The population of the research consists of the teachers working in the central district of Malatya city, in primary and secondary schools. The sample consists of 433 teachers, who were at work during 2010-2011 academic term, and filling the questionnaire voluntarily, correctly and fully in conformity with guidelines.

In the research, of the participant teachers, 43 % (186) were female, 57 % (247) were male. 27.7 % (120) classroom teachers, 24.9 % (108) social sciences, 21.9 % (95) maths and science, 10.4 % (45) vocational and technical education, 8.8 % (38) fine arts, 6.2 % (27) foreign language teachers. Of the teachers, 77.6 % (336) were the graduates of education faculty, while 22.4 % (97) were the graduates of other faculties. When it comes to tenure, 21.5 % (93) 1-5 years, 32.6 % (141) 6-10 years, 22.4 % (97) 11-15 years, 12.9 % (56) 16-20 years, 10.6 % (46) 20 years or more.

### 2.2. Data Collection Tool

As the data collection tool of the research, a questionnaire developed by the researchers was used, which consists two parts.

In the first part, there are four questions aiming to determine personal characteristics like gender, field, faculty and tenure. In the second part, there are eighteen questions, one of which aims to determine the duration of Internet use of teachers, and seventeen of which aim to determine the areas of teachers' Internet use.

### 2.3. Administration of Data Collection Tool

The data were gathered by administrating the data collection tool to the teachers working in the central district of Malatya city, in primary and secondary schools, during 2010-2011 teaching years. The survey was administrated after the necessary explanation given to the teachers of the research, who were all volunteer to participate. Administrations lasted 8-12 minutes.

### 2.4. Analysis of the Data

In the research, the areas and the duration of teachers' Internet use were evaluated. The data of the variables from the first and second part of the questionnaire were transferred into computer with the help of SPSS 17.0 (Statistical Package for Social Sciences) to make analysis.

Analysis was done for the data gathered from 433 teachers by a questionnaire using SPSS statistical software. *Chi-square Test*  $\chi^2$  for two variables analysis technique was used to determine if there is a significant difference between the views of the teachers on the areas of Internet use in terms of gender, field, faculty and tenure. This test is used to determine whether there is a significant difference between two categorical variables. This analysis can also be used to find out a significant difference between two variables, one ordinal, one categorical (Buyukozturk, 2009).

## 3. FINDINGS

The findings of the research are as follows that is aimed to determine whether there is a significant difference between the views of teachers' Internet use with the variables of gender, fields, faculty and teaching tenure.

**Table 1.** Teachers' Views on "News and Newspaper Web Sites"

Variables (n=433)	News & Newspaper Web Sites										Chi Square			
	Never		Rarely		Sometimes		Often		Always		Total	%	X <sup>2</sup>	p
Gender														
Female	19	10.2	7	3.8	28	15.1	58	31.2	74	39.8	186	100	7.40	.116
Male	15	6.1	6	2.4	25	10.1	78	31.6	123	49.8	247	100		
Field														
Classroom Teaching	9	7.5	5	4.2	15	12.5	33	27.5	58	48.3	120	100		
Social Sciences	13	12.0	6	5.6	10	9.3	37	34.3	42	38.9	108	100		
Maths-Science	5	5.3	2	2.1	16	16.8	27	28.4	45	47.4	95	100		
Vocational & Technical	3	6.7	0	0.0	3	6.7	18	40.0	21	46.7	45	100		
Fine Arts	4	10.5	0	0.0	3	7.9	17	44.7	14	36.8	38	100		
Foreign Language	0	0.0	0	0.0	6	22.2	4	14.8	17	63.0	27	100		
Faculty														
Education Faculty	27	8.0	12	2.6	36	10.7	111	33.0	150	44.6	336	100	6.04	.196
Other	7	7.2	1	1.0	17	17.5	25	25.8	47	48.5	97	100		
Tenure														
1-5 years	5	5.4	6	6.5	14	15.1	29	31.2	39	41.9	93	100		
6-10 years	7	5.0	1	0.7	19	13.5	49	34.8	65	46.1	141	100		
11-15 years	7	7.2	1	1.0	15	15.5	22	22.7	52	53.6	97	100		
16-20 years	8	14.3	4	7.1	4	7.1	18	32.1	22	39.3	56	100		
20 years and more	7	15.2	1	2.2	1	2.2	18	39.1	19	41.3	46	100		
Total	34	7.9	13	3.0	53	12.2	136	31.4	197	45.5	433	100		

As can be seen from the table, of the teachers participated into the research, 45.5 % always, 31.4 % often and 12.2 % sometimes visit news and newspaper web sites, whereas 3 % rarely and 7.9 % never visit these web sites. There is no significant difference in terms of gender, field, faculty and tenure in visiting "news and newspaper web sites" ( $p > .05$ ).

**Table 2.** Teachers' Views on "Sport Web Pages"

Variables (n=433)	Sport Web Sites										Chi Square			
	Never		Rarely		Sometimes		Often		Always		Total	%	X <sup>2</sup>	P
Gender														
Female	131	70.4	35	18.8	14	7.5	4	2.2	2	1.1	186	100	100.13	.000*
Male	74	30.0	35	14.2	57	23.1	39	15.8	42	17.0	247	100		
Field														
Classroom Teaching	57	47.5	20	16.7	21	17.5	9	7.5	13	10.8	120	100		
Social Sciences	59	54.6	18	16.7	15	13.9	11	10.2	5	4.6	108	100		
Maths-Science	46	48.4	12	12.6	19	20.0	8	8.4	10	10.5	95	100		
Vocational & Technical	17	37.8	11	24.4	5	11.1	8	17.8	4	8.9	45	100		
Fine Arts	14	36.8	6	15.8	7	18.4	5	13.2	6	15.8	38	100		
Foreign Language	12	44.4	3	11.1	4	14.8	2	7.4	6	22.2	27	100		
Faculty														
Education Faculty	153	45.5	59	17.6	52	15.5	37	11.0	35	10.4	336	100	5.47	.242
Other	52	53.6	11	11.3	19	19.6	6	6.2	9	9.3	97	100		
Tenure														
1-5 years	49	52.7	11	11.8	15	16.1	6	6.5	12	12.9	93	100	20.74	.188
6-10 years	61	43.3	20	14.2	26	18.4	23	16.3	11	7.8	141	100		
11-15 years	40	41.2	19	19.6	17	17.5	9	9.3	12	12.4	97	100		
16-20 years	30	53.6	11	19.6	6	10.7	2	3.6	7	12.5	56	100		
20 years and more	25	54.3	9	19.6	7	15.2	3	6.5	2	4.3	46	100		
Total	205	47.3	70	16.2	71	16.4	43	9.9	44	10.2	433	100		

\* $p < .001$

In Table-2, 70.4 % of the female teachers say they never visit sport web pages, while this ratio for male teachers decrease to 30 %. Of the male teachers, 17 % always visit sport web pages, whereas 1.1 % female teachers always visit these sites. There is a significant difference between gender and visiting sport web pages. [ $\chi^2$  (sd=4, n=433)=100.13,  $p < .001$ ]. There is no significant difference in terms of field, faculty and tenure in visiting "sport web pages" ( $p > .05$ ).

**Table 3. Teachers' Views on "Music & Fun Web Sites"**

Variables (n=433)	Music & Fun Web Sites										Chi Square			
	Never		Rarely		Sometimes		Often		Always		N	%	X <sup>2</sup>	p
Gender														
Female	67	36.0	34	18.3	51	27.4	15	8.1	19	10.2	186	100	13.09	.011*
Male	102	41.3	60	24.3	52	21.1	25	10.1	8	3.2	247	100		
Field														
Classroom Teaching	47	39.2	28	23.3	29	24.2	12	10.0	4	3.3	120	100	33.42	.030*
Social Sciences	50	46.3	23	21.3	20	18.5	10	9.3	5	4.6	108	100		
Maths-Science	33	34.7	22	23.2	25	26.3	8	8.4	7	7.4	95	100		
Vocational & Technical	20	44.4	13	28.9	9	20.0	3	6.7	0	0.0	45	100		
Fine Arts	11	28.9	3	7.9	14	36.8	5	13.2	5	13.2	38	100		
Foreign Language	8	29.6	5	18.5	6	22.2	2	7.4	6	22.2	27	100		
Faculty														
Education Faculty	137	40.8	64	19.0	87	25.9	29	8.6	19	5.7	336	100	10.26	.036*
Other	32	33.0	30	30.9	16	16.5	11	11.3	8	8.2	97	100		
Tenure														
1-5 years	32	34.4	13	14.0	31	33.3	7	7.5	10	10.8	93	100	22.17	.138
6-10 years	54	38.3	29	20.6	29	20.6	19	13.5	10	7.1	141	100		
11-15 years	37	38.1	25	25.8	23	23.7	8	8.2	4	4.1	97	100		
16-20 years	27	48.2	14	25.0	11	19.6	2	3.6	2	3.6	56	100		
20 years and more	19	41.3	13	28.3	9	19.6	4	8.7	1	2.2	46	100		
Total	169	39.0	94	21.7	103	23.8	40	9.2	27	6.2	433	100		

\*p&lt;.05

Of the male teachers in the research, 41.3 % never visit music and fun web sites, while the ratio for female ones decreases to 36 %. According to table-3, there is a significant difference in terms of gender in visiting these web sites [ $\chi^2(sd=4, n=433)=13.09, p<.05$ ].

As can be seen from the table-3, the ratio of teachers who always visit music and fun web sites is 22.2 % for foreign language teachers, 13.2 % for fine arts teachers, whereas this ratio decreases to 7.4 % for maths and science teachers, 4.6 % for social sciences, 3.3 % for class teachers and 0 % for vocational and technical teachers. There is a significant difference between the views of the teachers on frequency of visiting music and fun web sites [ $\chi^2(sd=20, n=433)=33.42, p<.05$ ].

The ratio of the teachers, graduating from other faculties, never visiting music and fun web sites is 33 %, while this ratio increases to 40.8 % for teachers from Education Faculty. There is a significant difference between faculty and visiting music, fun web sites [ $\chi^2(sd=4, n=433)=10.26, p<.05$ ]. Related to tenure, there is no significant difference when it comes to visiting music and fun web sites. ( $p>.05$ ).

**Table 4. Teachers' Views on "Forum Web Sites"**

Variables (n=433)	Forums Sites										Chi Square			
	Never		Rarely		Sometimes		Often		Always		N	%	X <sup>2</sup>	p
Gender														
Female	73	39.2	35	18.8	42	22.6	21	11.3	15	8.1	186	100	2.99	.558
Male	87	35.2	50	20.2	55	22.3	40	16.2	15	6.1	247	100		
Field														
Classroom Teaching	45	37.5	20	16.7	25	20.8	23	19.2	7	5.8	120	100	38.06	.009*
Social Sciences	49	45.4	18	16.7	23	21.3	16	14.8	2	1.9	108	100		
Maths-Science	23	24.2	26	27.4	22	23.2	12	12.6	12	12.6	95	100		
Vocational & Technical	17	37.8	10	22.2	9	20.0	7	15.6	2	4.4	45	100		
Fine Arts	18	47.4	5	13.2	13	34.2	0	0.0	2	5.3	38	100		
Foreign Language	8	29.6	6	22.2	5	18.5	3	11.1	5	18.5	27	100		
Faculty														
Education Faculty	126	37.5	58	17.3	78	23.2	52	15.5	22	6.5	336	100	7.21	.125
Other	34	35.1	27	27.8	19	19.6	9	9.3	8	8.2	97	100		
Tenure														
1-5 years	35	37.6	14	15.1	21	22.6	13	14.0	10	10.8	93	100	15.15	.513
6-10 years	44	31.2	34	24.1	33	23.4	20	14.2	10	7.1	141	100		
11-15 years	37	38.1	22	22.7	20	20.6	13	13.4	5	5.2	97	100		
16-20 years	28	50.0	5	8.9	11	19.6	10	17.9	2	3.6	56	100		
20 years and more	16	34.8	10	21.7	12	26.1	5	10.9	3	6.5	46	100		
Total	160	37.0	85	19.6	97	22.4	61	14.1	30	6.9	433	100		

\*p&lt;.01

In table-4, it can be seen that the ratio of teachers always visiting forum web sites is 18.5 % for foreign language teachers, 12.6 % for maths and science teachers, 5.8 % for class teachers, 5.3 % for fine arts teachers, 4.4 % for vocational and technical education teachers and 1.9 % for social science teachers. There is a significant difference between the views of the teachers in visiting forum web sites in terms of field variable [ $\chi^2(sd=20, n=433)=38.06, p<.01$ ]. There is no significant difference between visiting forum web sites and the variables like gender, faculty and tenure ( $p>.05$ ).

**Table 5. Teachers' Views on "Academic Databases"**

Variables (n=433)	Academic Databases										Chi Square			
	Never		Rarely		Sometimes		Often		Always		Total	%	X <sup>2</sup>	p
Gender														
Female	56	30.1	29	15.6	49	26.3	27	14.5	25	13.4	186	100	6.50	.164
Male	65	26.3	39	15.8	59	23.9	59	23.9	25	10.1	247	100		
Field														
Classroom Teaching	37	30.8	16	13.3	32	26.7	27	22.5	8	6.7	120	100	23.58	.261
Social Sciences	36	33.3	18	16.7	22	20.4	19	17.6	13	12.0	108	100		
Maths-Science	14	14.7	17	17.9	29	30.5	19	20.0	16	16.8	95	100		
Vocational & Technical	11	24.4	9	20.0	11	24.4	9	20.0	5	11.1	45	100		
Fine Arts	16	42.1	6	15.8	6	15.8	5	13.2	5	13.2	38	100		
Foreign Language	7	25.9	2	7.4	8	29.6	7	25.9	3	11.1	27	100		
Faculty														
Education Faculty	101	30.1	51	15.2	86	25.6	59	17.6	39	11.6	336	100	6.92	.140
Other	20	20.6	17	17.5	22	22.7	27	27.8	11	11.1	97	100		
Tenure														
1-5 years	30	32.3	12	12.9	19	20.4	19	20.4	13	14.0	93	100	21.24	.169
6-10 years	34	24.1	27	19.1	38	27.0	23	16.3	19	13.5	141	100		
11-15 years	22	22.7	13	13.4	27	27.8	27	27.8	8	8.2	97	100		
16-20 years	22	39.3	6	10.7	14	25.0	6	10.7	8	14.3	56	100		
20 years and more	13	28.3	10	21.7	10	21.7	11	23.9	2	4.3	46	100		
Total	121	27.9	68	15.7	108	24.9	86	19.9	50	11.5	433	100		

Of the teachers in the research, 11.5 % always, 19.9 % often and 24.9 % sometimes visit academic databases, while 15.7 % rarely and 27.9 % never visit these sites. There is no significant difference between visiting academic databases and the variables like gender, field, faculty and tenure ( $p > .05$ ).

**Table 6. Teachers' Views on "Cinema & Film Web Sites"**

Variables (n=433)	Cinema & Film Web Sites										Chi Square			
	Never		Rarely		Sometimes		Often		Always		Total	%	X <sup>2</sup>	p
Gender														
Female	34	18.3	44	23.7	68	36.6	20	10.8	20	10.8	186	100	9.99	.041*
Male	66	26.7	62	25.1	79	32.0	29	11.7	11	4.5	247	100		
Field														
Classroom Teaching	25	20.8	29	24.2	42	35.0	10	8.3	14	11.7	120	100	21.64	.360
Social Sciences	30	27.8	25	23.1	37	34.3	12	11.1	4	3.7	108	100		
Maths-Science	17	17.9	24	25.3	35	36.8	13	13.7	6	6.3	95	100		
Vocational & Technical	11	24.4	16	35.6	14	31.1	3	6.7	1	2.2	45	100		
Fine Arts	9	23.7	7	18.4	12	31.6	5	13.2	5	13.2	38	100		
Foreign Language	8	29.6	5	18.5	7	25.9	6	22.2	1	3.7	27	100		
Faculty														
Education Faculty	79	23.5	87	25.9	113	33.6	37	11.0	20	6.0	336	100	4.55	.336
Other	21	21.6	19	19.6	34	35.1	12	12.4	11	11.3	97	100		
Tenure														
1-5 years	14	15.1	20	21.5	32	34.4	17	18.3	10	10.8	93	100	26.06	.053
6-10 years	33	23.4	34	24.1	47	33.3	18	12.8	9	6.4	141	100		
11-15 years	23	23.7	24	24.7	39	40.2	4	4.1	7	7.2	97	100		
16-20 years	20	35.7	15	26.8	11	19.6	8	14.3	2	3.6	56	100		
20 years and more	10	21.7	13	28.3	18	39.1	2	4.3	3	6.5	46	100		
Total	100	23.1	106	24.5	147	33.9	49	11.3	31	7.2	433	100		

\* $p < .05$

In table-6, the ratio of always-visiting cinema and film web sites is 10.8 % for females, whereas it decreases to 4.5 % for male teachers. There is a significant difference between the views of the teachers in visiting cinema and film web sites in terms of gender variable [ $\chi^2(sd=4, n=433)=9.99, p < .05$ ]. There is no significant difference between visiting cinema and film web sites and the variables like field, faculty and tenure ( $p > .05$ ).

**Table 7. Teachers' Views on "Shopping Web Sites"**

Variables (n=433)	Never		Rarely		Sometimes		Often		Always		Total		Chi Square	
	N	%	N	%	N	%	N	%	N	%	N	%	X <sup>2</sup>	p
<b>Shopping Web Sites</b>														
Gender														
Female	65	34.9	40	21.5	40	21.5	29	15.6	12	6.5	186	100	4.49	.344
Male	100	40.5	57	23.1	52	21.1	23	9.3	15	6.1	247	100		
Field														
Classroom Teaching	53	44.2	25	20.8	25	20.8	12	10.0	5	4.2	120	100	32.28	.040*
Social Sciences	37	34.3	28	25.9	24	22.2	16	14.8	3	2.8	108	100		
Maths-Science	28	29.5	25	26.3	21	22.1	14	14.7	7	7.4	95	100		
Vocational & Technical	21	46.7	9	20.0	9	20.0	4	8.9	2	4.4	45	100		
Fine Arts	16	42.1	5	13.2	9	23.7	5	13.2	3	7.9	38	100		
Foreign Language	10	37.0	5	18.5	4	14.8	1	3.7	7	25.9	27	100		
Faculty														
Education Faculty	134	39.9	75	22.3	71	21.1	36	10.7	20	6.0	336	100	3.54	.472
Other	31	32.0	22	22.7	21	21.6	16	16.5	7	7.2	97	100		
Tenure														
1-5 years	31	33.3	17	18.3	23	24.7	11	11.8	11	11.8	93	100	27.74	.034*
6-10 years	46	32.6	33	23.4	31	22.0	17	12.1	14	9.9	141	100		
11-15 years	40	41.2	28	28.9	17	17.5	12	12.4	0	0.0	97	100		
16-20 years	26	46.4	13	23.2	9	16.1	7	12.5	1	1.8	56	100		
20 years and more	22	47.8	6	13.0	12	26.1	5	10.9	1	2.2	46	100		
Total	165	38.1	97	22.4	92	21.2	52	12.0	27	6.2	433	100		

\*p&lt;.05

In the research, it was found that the ratio of the ones visiting shopping web sites is 25.9 % for foreign language teachers, which is the highest, 7.9 % for fine arts, 7.4 % for maths and science, 4.4 % for vocational and technical education, 4.2 % for classroom teachers and 2.8 % for social sciences. There is a significant difference between the views of the teachers in visiting shopping web sites in terms of field variable [ $\chi^2(sd=20, n=433)=32.28, p<.05$ ].

When it comes to tenure, teachers of 1-5 years always visit shopping web sites with a ratio of 11.8 %, the ones in 6-10 years 9.9 %, the ones in 11-15 years 0 %, the ones in 16-20 1.8 % and the ones having 20 years or more have a ratio of 2.2 %. Between the teachers with different tenure is there a significant difference in visiting shopping web sites. [ $\chi^2(sd=16, n=433)=27.74, p<.05$ ].

**Table 8. Teachers' Views on "Search Engines"**

Variables (n=433)	Never		Rarely		Sometimes		Often		Always		Total		Chi Square	
	N	%	N	%	N	%	N	%	N	%	N	%	X <sup>2</sup>	p
<b>Search Engines</b>														
Gender														
Female	50	26.9	16	8.6	28	15.1	42	22.6	50	26.9	186	100	1.63	.803
Male	58	23.5	22	8.9	31	12.6	63	25.5	73	29.6	247	100		
Field														
Classroom Teaching	39	32.5	12	10.0	20	16.7	28	23.3	21	17.5	120	100	42.50	.002*
Social Sciences	32	29.6	11	10.2	14	13.0	26	24.1	25	23.1	108	100		
Maths-Science	12	12.6	9	9.5	11	11.6	25	26.3	38	40.0	95	100		
Vocational & Technical	7	15.6	5	11.1	8	17.8	14	31.1	11	24.4	45	100		
Fine Arts	14	36.8	0	0.0	3	7.9	8	21.1	13	34.2	38	100		
Foreign Language	4	14.8	1	3.7	3	11.1	4	14.8	15	55.6	27	100		
Faculty														
Education Faculty	84	25.0	27	8.0	45	13.4	83	24.7	97	28.9	336	100	1.23	.872
Other	24	24.7	11	11.3	14	14.4	22	22.7	26	26.8	97	100		
Tenure														
1-5 years	18	19.4	1	1.1	10	10.8	24	25.8	40	43.0	93	100	54.94	.000**
6-10 years	24	17.0	13	9.2	19	13.5	38	27.0	47	33.3	141	100		
11-15 years	22	22.7	8	8.2	16	16.5	25	25.8	26	26.8	97	100		
16-20 years	25	44.6	9	16.1	7	12.5	10	17.9	5	8.9	56	100		
20 years and more	19	41.3	7	15.2	7	15.2	8	17.4	5	10.9	46	100		
Total	108	24.9	38	8.8	59	13.6	105	24.2	123	28.4	433	100		

\*p&lt;.01, \*\*p&lt;.001

In the research, it was found that the ratio of teachers using search engines is 55.6 % for foreign language teachers, 40 % for maths and science teachers, 34.2 % for fine arts teachers, 24.4 % for vocational and technical education teachers, 23.1 % for social sciences and 17.5 % for classroom teachers. There is a significant difference between teachers' use of search engines and field variable [ $\chi^2(sd=20, n=433)=42.50, p<.01$ ].

Of the teachers with tenure of 1-5 years, % 43 always use search engines, for 6-10 years it is % 33.3, for 11-15 years it is 26.8, for 16-20 years % 8.9 and for 20 years or more % 10.9. There is a significant difference between teachers with different tenure in using search engines [ $\chi^2(sd=16, n=433)=54.94, p<.001$ ].

**Table 9. Teachers' Views on "Erotic Web Sites"**

Variables (n=433)	Erotic Web Sites												Chi Square	
	Never		Rarely		Sometimes		Often		Always		Total	%	X <sup>2</sup>	p
Gender														
Female	178	95.7	5	2.7	1	0.5	1	0.5	1	0.5	186	100		
Male	223	90.3	20	8.1	3	1.2	0	0.0	1	0.4	247	100		
Field														
Classroom Teaching	111	92.5	6	5.0	3	2.5	0	0.0	0	0.0	120	100		
Social Sciences	100	92.6	5	4.6	1	0.9	1	0.9	1	0.9	108	100		
Maths-Science	88	92.6	7	7.4	0	0.0	0	0.0	0	0.0	95	100		
Vocational & Technical	42	93.3	3	6.7	0	0.0	0	0.0	0	0.0	45	100		
Fine Arts	33	86.8	4	10.5	0	0.0	0	0.0	1	2.6	38	100		
Foreign Language	27	100.0	0	0.0	0	0.0	0	0.0	0	0.0	27	100		
Faculty														
Education Faculty	311	92.6	20	6.0	2	0.6	1	0.3	2	0.6	336	100		
Other	90	92.8	5	5.2	2	2.1	0	0.0	0	0.0	97	100		
Tenure														
1-5 years	84	90.3	6	6.5	1	1.1	0	0.0	2	2.2	93	100		
6-10 years	131	92.9	9	6.4	1	0.7	0	0.0	0	0.0	141	100		
11-15 years	92	94.8	3	3.1	1	1.0	1	1.0	0	0.0	97	100		
16-20 years	50	89.3	6	10.7	0	0.0	0	0.0	0	0.0	56	100		
20 years and more	44	95.7	1	2.2	1	2.2	0	0.0	0	0.0	46	100		
Total	401	92.6	25	5.8	4	0.9	1	0.2	2	0.5	433	100		

The teachers in the research indicate that they visit erotic web sites with a ratio 0.5 % always, 0.2 % often, 0.9 % sometimes, while 5.8 % rarely and 92.6 % never visit erotic web sites.

**Table 10. Teachers' Views on "Chat & Friendship Web Sites"**

Variables (n=433)	Chat & Friendship Web Sites												Chi Square	
	Never		Rarely		Sometimes		Often		Always		Total	%	X <sup>2</sup>	p
Gender														
Female	158	84.9	16	8.6	7	3.8	4	2.2	1	0.5	186	100		
Male	198	80.2	36	14.6	8	3.2	2	0.8	3	1.2	247	100		
Field														
Classroom Teaching	99	82.5	14	11.7	4	3.3	2	1.7	1	0.8	120	100		
Social Sciences	88	81.5	13	12.0	3	2.8	3	2.8	1	0.9	108	100		
Maths-Science	77	81.1	11	11.6	5	5.3	1	1.1	1	1.1	95	100		
Vocational & Technical	39	86.7	5	11.1	1	2.2	0	0.0	0	0.0	45	100		
Fine Arts	30	78.9	5	13.2	2	5.3	0	0.0	1	2.6	38	100		
Foreign Language	23	85.2	4	14.8	0	0.0	0	0.0	0	0.0	27	100		
Faculty														
Education Faculty	277	82.4	40	11.9	12	3.6	4	1.2	3	0.9	336	100		
Other	79	81.4	12	12.4	3	3.1	2	2.1	1	1.0	97	100		
Tenure														
1-5 years	74	79.6	14	15.1	4	4.3	0	0.0	1	1.1	93	100		
6-10 years	112	79.4	21	14.9	5	3.5	2	1.4	1	0.7	141	100		
11-15 years	79	81.4	9	9.3	5	5.2	2	2.1	2	2.1	97	100		
16-20 years	48	85.7	6	10.7	1	1.8	1	1.8	0	0.0	56	100		
20 years and more	43	93.5	2	4.3	0	0.0	1	2.2	0	0.0	46	100		
Total	356	82.2	52	12.0	15	3.5	6	1.4	4	0.9	433	100		

From the table-10, it can be seen that of the teachers, 0.9 % always, 1.4 % often, and 3.5 % sometimes visit chat and friendship web sites, while 12 % rarely and 82.2 % never visit the web sites.

**Table 11. Teachers' Views on "To make reservation"**

Variables (n=433)	To make reservation												Chi Square	
	Never		Rarely		Sometimes		Often		Always		Total	%	X <sup>2</sup>	p
Gender														
Female	70	37.6	59	31.7	40	21.5	14	7.5	3	1.6	186	100	3.84	.427
Male	90	36.4	78	31.6	43	17.4	27	10.9	9	3.6	247	100		
Field														
Classroom Teaching	54	45.0	33	27.5	24	20.0	9	7.5	0	0.0	120	100		
Social Sciences	33	30.6	35	32.4	22	20.4	13	12.0	5	4.6	108	100		
Maths-Science	33	34.7	33	34.7	18	18.9	9	9.5	2	2.1	95	100		
Vocational & Technical	16	35.6	17	37.8	5	11.1	4	8.9	3	6.7	45	100		
Fine Arts	16	42.1	13	34.2	5	13.2	4	10.5	0	0.0	38	100		
Foreign Language	8	29.6	6	22.2	9	33.3	2	7.4	2	7.4	27	100		
Faculty														
Education Faculty	128	38.1	109	32.4	57	17.0	32	9.5	10	3.0	336	100	4.86	.301
Other	32	33.0	28	28.9	26	26.8	9	9.3	2	2.1	97	100		
Tenure														
1-5 years	31	33.3	27	29.0	20	21.5	13	14.0	2	2.2	93	100		
6-10 years	46	32.6	48	34.0	23	16.3	16	11.3	8	5.7	141	100		
11-15 years	36	37.1	31	32.0	22	22.7	7	7.2	1	1.0	97	100		
16-20 years	27	48.2	17	30.4	8	14.3	3	5.4	1	1.8	56	100		
20 years and more	20	43.5	14	30.4	10	21.7	2	4.3	0	0.0	46	100		
Total	160	37.0	137	31.6	83	19.2	41	9.5	12	2.8	433	100		

In the research, it was found that of the teachers, 2.8 % always, 9.5 % often, 19.2 % sometimes make reservation on the Internet, whereas 31.6 % rarely and 37 % never make reservation. There is no significant difference for the ratio of visiting web sites to make reservation in terms of gender and faculty variables ( $p > .05$ ).

**Table 12. Teachers' Views on "Religion & Moral Web Sites"**

Variables (n=433)	Religion & Moral Web Sites										Chi Square X <sup>2</sup>	p		
	Never		Rarely		Sometimes		Often		Always				Total	%
Gender														
Female	68	36.6	43	23.1	32	17.2	25	13.4	18	9.7	186	100	3.97	.409
Male	81	32.8	54	21.9	52	21.1	44	17.8	16	6.5	247	100		
Field														
Classroom Teaching	55	45.8	19	15.8	24	20.0	15	12.5	7	5.8	120	100	38.34	.008*
Social Sciences	36	33.3	23	21.3	17	15.7	17	15.7	15	13.9	108	100		
Maths-Science	25	26.3	32	33.7	16	16.8	13	13.7	9	9.5	95	100		
Vocational & Technical	12	26.7	8	17.8	13	28.9	12	26.7	0	0.0	45	100		
Fine Arts	14	36.8	11	28.9	7	18.4	5	13.2	1	2.6	38	100		
Foreign Language	7	25.9	4	14.8	7	25.9	7	25.9	2	7.4	27	100		
Faculty														
Education Faculty	123	36.6	73	21.7	62	18.5	55	16.4	23	6.8	336	100	5.21	.266
Other	26	26.8	24	24.7	22	22.7	14	14.4	11	11.3	97	100		
Tenure														
1-5 years	23	24.7	22	23.7	18	19.4	21	22.6	9	9.7	93	100	43.48	.000**
6-10 years	36	25.5	29	20.6	36	25.5	26	18.4	14	9.9	141	100		
11-15 years	32	33.0	24	24.7	22	22.7	11	11.3	8	8.2	97	100		
16-20 years	29	51.8	13	23.2	5	8.9	7	12.5	2	3.6	56	100		
20 years and more	29	63.0	9	19.6	3	6.5	4	8.7	1	2.2	46	100		
Total	149	34.4	97	22.4	84	19.4	69	15.9	34	7.9	433	100		

\* $p < .01$ , \*\* $p < .001$

If table-12 is read carefully, it can be seen that the ratio of the teachers visiting religious and moral web sites 13.9 % for social science teachers, while the ratio is 2.6 % for fine arts, 0 % for vocational and technical education, 5.8 % for classroom teaching, 7.4 % for foreign language and 9.5 % for math and science teachers. There is a significant difference in visiting religious and moral web sites in terms of field variable [ $\chi^2(sd=20, n=433)=38.84, p < .01$ ].

With tenure of 1-5 years, the teachers' ratio for always visiting religious and moral web sites is 9.7 %, for those with 6-10 years 9.9 %, for those with 11-15 years 8.2 %, while the same ratio decreases to 3.6 % for those with 16-20 years and 2.2 % for 20 years or more.

Among the teachers with different tenure, there is a significant difference in terms of the ratio of visiting religious and moral web sites [ $\chi^2(sd=16, n=433)=43.48, p < .001$ ].

**Table 13. Teachers' Views on "School Procedures"**

Variables (n=433)	School Procedures										Chi Square X <sup>2</sup>	p		
	Never		Rarely		Sometimes		Often		Always				Total	%
Gender														
Female	22	11.8	5	2.7	21	11.3	56	30.1	82	44.1	186	100	10.43	.034*
Male	36	14.6	20	8.1	36	14.6	74	30.0	81	32.8	247	100		
Field														
Classroom Teaching	15	12.5	6	5.0	14	11.7	35	29.2	50	41.7	120	100	13.69	.845
Social Sciences	18	16.7	6	5.6	17	15.7	31	28.7	36	33.3	108	100		
Maths-Science	12	12.6	7	7.4	13	13.7	31	32.6	32	33.7	95	100		
Vocational & Technical	4	8.9	4	8.9	5	11.1	15	33.3	17	37.8	45	100		
Fine Arts	7	18.4	2	5.3	2	5.3	12	31.6	15	39.5	38	100		
Foreign Language	2	7.4	0	0.0	6	22.2	6	22.2	13	48.1	27	100		
Faculty														
Education Faculty	46	13.7	22	6.5	46	13.7	105	31.3	117	34.8	336	100	5.89	.207
Other	12	12.4	3	3.1	11	11.3	25	25.8	46	47.4	97	100		
Tenure														
1-5 years	12	12.9	6	6.5	15	16.1	30	32.3	30	32.3	93	100	15.74	.471
6-10 years	16	11.3	8	5.7	19	13.5	34	24.1	64	45.4	141	100		
11-15 years	11	11.3	7	7.2	12	12.4	31	32.0	36	37.1	97	100		
16-20 years	11	19.6	3	5.4	3	5.4	22	39.3	17	30.4	56	100		
20 years and more	8	17.4	1	2.2	8	17.4	13	28.3	16	34.8	46	100		
Total	58	13.4	25	5.8	57	13.2	130	30.0	163	37.6	433	100		

\* $p < .05$

While 44.1 % of the female teachers always use the Internet for school procedures, it is 32.8 % for male teachers. According to table-13, there is a significant difference between male and female teachers in terms of using the Internet for school procedures [ $\chi^2(sd=4, n=433)=10.43, p < .05$ ]. There is no significant difference between school procedures and the variables like field, faculty and tenure ( $p > .05$ ).



**Table 14.** Teachers' Views on "Bank Procedures"

Variables (n=433)	Bank Procedures										Total N %	Chi Square X <sup>2</sup>	p	
	Never		Rarely		Sometimes		Often		Always					
	N	%	N	%	N	%	N	%	N	%	N	%		
<b>Gender</b>														
Female	59	31.7	51	27.4	38	20.4	21	11.3	17	9.1	186	100	3.42	.489
Male	71	28.7	57	23.1	52	21.1	41	16.6	26	10.5	247	100		
<b>Field</b>														
Classroom Teaching	40	33.3	33	27.5	22	18.3	16	13.3	9	7.5	120	100	10.76	.952
Social Sciences	32	29.6	26	24.1	22	20.4	15	13.9	13	12.0	108	100		
Maths-Science	26	27.4	23	24.2	21	22.1	14	14.7	11	11.6	95	100		
Vocational & Technical	9	20.0	10	22.2	10	22.2	9	20.0	7	15.6	45	100		
Fine Arts	13	34.2	9	23.7	10	26.3	4	10.5	2	5.3	38	100		
Foreign Language	10	37.0	7	25.9	5	18.5	4	14.8	1	3.7	27	100		
<b>Faculty</b>														
Education Faculty	102	30.4	79	23.5	69	20.5	51	15.2	35	10.4	336	100	2.46	.651
Other	28	28.9	29	29.9	21	21.6	11	11.3	8	8.2	97	100		
<b>Tenure</b>														
1-5 years	31	33.3	21	22.6	16	17.2	16	17.2	9	9.7	93	100	20.37	.204
6-10 years	39	27.7	35	24.8	27	19.1	22	15.6	18	12.8	141	100		
11-15 years	27	27.8	22	22.7	27	27.8	8	8.2	13	13.4	97	100		
16-20 years	18	32.1	14	25.0	15	26.8	8	14.3	1	1.8	56	100		
20 years and more	15	32.6	16	34.8	5	10.9	8	17.4	2	4.3	46	100		
Total	130	30.0	108	24.9	90	20.8	62	14.3	43	9.9	433	100		

Of the teachers, 9.9 % say always, 14.3 % often, % 20.8 sometimes use the Internet for bank procedures, 24.9 % rarely and 30 % never use the Internet for this purpose. There is no significant difference between using the Internet for banking procedures and the variables like gender, field, faculty and tenure ( $p > .05$ ).

**Table 15.** Teachers' Views on "E-mail & Communication Procedures"

Variables (n=433)	Email & Communication Procedures										Total N %	Chi Square X <sup>2</sup>	p	
	Never		Rarely		Sometimes		Often		Always					
	N	%	N	%	N	%	N	%	N	%	N	%		
<b>Gender</b>														
Female	42	22.6	16	8.6	26	14.0	41	22.0	61	32.8	186	100	1.06	.900
Male	55	22.3	18	7.3	39	15.8	61	24.7	74	30.0	247	100		
<b>Field</b>														
Classroom Teaching	37	30.8	14	11.7	22	18.3	25	20.8	22	18.3	120	100	30.88	.057
Social Sciences	27	25.0	6	5.6	17	15.7	25	23.1	33	30.6	108	100		
Maths-Science	13	13.7	5	5.3	9	9.5	29	30.5	39	41.1	95	100		
Vocational & Technical	8	17.8	4	8.9	9	20.0	8	17.8	16	35.6	45	100		
Fine Arts	8	21.1	3	7.9	5	13.2	7	18.4	15	39.5	38	100		
Foreign Language	4	14.8	2	7.4	3	11.1	8	29.6	10	37.0	27	100		
<b>Faculty</b>														
Education Faculty	77	22.9	29	8.6	47	14.0	85	25.3	98	29.2	336	100	6.25	.181
Other	20	20.6	5	5.2	18	18.6	17	17.5	37	38.1	97	100		
<b>Tenure</b>														
1-5 years	15	16.1	3	3.2	12	12.9	30	32.3	33	35.5	93	100	32.02	.010*
6-10 years	26	18.4	11	7.8	21	14.9	28	19.9	55	39.0	141	100		
11-15 years	20	20.6	10	10.3	18	18.6	23	23.7	26	26.8	97	100		
16-20 years	18	32.1	3	5.4	9	16.1	12	21.4	14	25.0	56	100		
20 years and more	18	39.1	7	15.2	5	10.9	9	19.6	7	15.2	46	100		
Total	97	22.4	34	7.9	65	15.0	102	23.6	135	31.2	433	100		

\* $p < .05$

Teachers with 1-5 years of tenure always 35.5 % use email and communication web sites on the net, 6-10 years 39 %, 11-15 years 26.8 %, 16-20 years 25 % and the ratio decreases to 15.2 % for teachers of 20 years or more. There is a significant difference between teachers with different tenure in terms of ratio of using email and communication web sites. [ $\chi^2(sd=16, n=433)=32.02, p < .05$ ]. There is no significant difference between the views of the teachers in terms of gender, field and faculty variables ( $p > .05$ ).

**Table 16. Teachers' Views on "Game Web Sites"**

Variables (n=433)	Never		Rarely		Sometimes		Often		Always		Total N %	Chi Square		
	N	%	N	%	N	%	N	%	N	%		X <sup>2</sup>	p	
<b>Game Web Sites</b>														
<b>Gender</b>														
Female	68	36.6	49	26.3	46	24.7	19	10.2	4	2.2	186	100	2.69	.610
Male	75	30.4	77	31.2	58	23.5	30	12.1	7	2.8	247	100		
<b>Field</b>														
Classroom Teaching	37	30.8	37	30.8	27	22.5	14	11.7	5	4.2	120	100		
Social Sciences	39	36.1	32	29.6	23	21.3	11	10.2	3	2.8	108	100		
Maths-Science	28	29.5	29	30.5	24	25.3	12	12.6	2	2.1	95	100		
Vocational & Technical	13	28.9	16	35.6	14	31.1	1	2.2	1	2.2	45	100		
Fine Arts	14	36.8	9	23.7	10	26.3	5	13.2	0	0.0	38	100		
Foreign Language	12	44.4	3	11.1	6	22.2	6	22.2	0	0.0	27	100		
<b>Faculty</b>														
Education Faculty	118	35.1	99	29.5	78	23.2	33	9.8	8	2.4	336	100	5.57	.233
Other	25	25.8	27	27.8	26	26.8	16	16.5	3	3.1	97	100		
<b>Tenure</b>														
1-5 years	33	35.5	18	19.4	29	31.2	11	11.8	2	2.2	93	100	18.72	.283
6-10 years	53	37.6	40	28.4	31	22.0	16	11.3	1	0.7	141	100		
11-15 years	23	23.7	35	36.1	25	25.8	11	11.3	3	3.1	97	100		
16-20 years	20	35.7	20	35.7	8	14.3	5	8.9	3	5.4	56	100		
20 years and more	14	30.4	13	28.3	11	23.9	6	13.0	2	4.3	46	100		
Total	143	33.0	126	29.1	104	24.0	49	11.3	11	2.5	433	100		

As can be seen from the table-16, of the teacher in the research, 2.5 % always, 11.3 % often, 24 % sometimes use the Internet to play games, while 29.1 % rarely and 33 % never use the Internet for this purpose. There is no significant difference in using the Internet for game purposes in terms of gender, faculty and tenure ( $p > .05$ ).

**Table 17. Teachers' Views on "Discussion Web Sites"**

Variables (n=433)	Never		Rarely		Sometimes		Often		Always		Total N %	Chi Square		
	N	%	N	%	N	%	N	%	N	%		X <sup>2</sup>	p	
<b>Discussion Web Sites</b>														
<b>Gender</b>														
Female	84	45.2	38	20.4	29	15.6	23	12.4	12	6.5	186	100	1.84	.765
Male	105	42.5	61	24.7	40	16.2	30	12.1	11	4.5	247	100		
<b>Field</b>														
Classroom Teaching	62	51.7	15	12.5	24	20.0	15	12.5	4	3.3	120	100	39.55	.006*
Social Sciences	55	50.9	23	21.3	9	8.3	18	16.7	3	2.8	108	100		
Maths-Science	28	29.5	35	36.8	18	18.9	6	6.3	8	8.4	95	100		
Vocational & Technical	18	40.0	10	22.2	8	17.8	7	15.6	2	4.4	45	100		
Fine Arts	16	42.1	9	23.7	5	13.2	5	13.2	3	7.9	38	100		
Foreign Language	10	37.0	7	25.9	5	18.5	2	7.4	3	11.1	27	100		
<b>Faculty</b>														
Education Faculty	151	44.9	75	22.3	48	14.3	45	13.4	17	5.1	336	100	5.13	.274
Other	38	39.2	24	24.7	21	21.6	8	8.2	6	6.2	97	100		
<b>Tenure</b>														
1-5 years	41	44.1	19	20.4	14	15.1	13	14.0	6	6.5	93	100	17.38	.361
6-10 years	52	36.9	34	24.1	28	19.9	15	10.6	12	8.5	141	100		
11-15 years	47	48.5	26	26.8	13	13.4	10	10.3	1	1.0	97	100		
16-20 years	29	51.8	13	23.2	6	10.7	7	12.5	1	1.8	56	100		
20 years and more	20	43.5	7	15.2	8	17.4	8	17.4	3	6.5	46	100		
Total	189	43.6	99	22.9	69	15.9	53	12.2	23	5.3	433	100		

\* $p < .01$

As can be seen in the table-17, the ratio of always visiting discussion web sites is 11.1 % for foreign language teachers, which is the highest ratio, 8.4 % for math and science, 7.9 % for fine arts, 4.4 % for vocational and technical education, 3.3 % for class teaching and 2.8 % for social sciences. There is a significant difference between the views of the teachers visiting discussion web sites in terms of faculty variable [ $\chi^2(sd=20, n=433)=39.55, p < .01$ ]. There is no significant difference between visiting discussion web sites and the variables like gender, faculty and tenure ( $p > .05$ ).

**Table 18. Teachers' Views on "Staying Online"**

	Frequency	Percent	Cumulative Percent
Never	26	6,0	6,0
Once a fortnight / month	29	6,7	12,7
Once a week	36	8,3	21,0
2 – 3 times a week	123	28,4	49,4
1-2 hours a day	161	37,2	86,6
3 – 4 hours a day	39	9,0	95,6
5-6 hours a day or more	19	4,4	100,0
Total	433	100,0	

As can be seen from the Table 18, 37,2 % of the teachers surf the Internet 1-2 hours daily, while 28,4 % state that they visit web sites 2-3 times a week.

**Table 19.** Mean of The Areas of Teachers' Internet Use

The Areas of Teachers' Internet Use	Mean
News and Newspaper Sites	4,04
School Procedures	3,73
Email-Communication	3,33
Search Engines	3,22
Academic Databases	2,71
Cinema & Film web sites	2,55
Bank Procedure	2,49
Religion & Moral Web sites	2,40
Forum Sites	2,34
Shopping Web Sites	2,26
Music & Fun Web Sites	2,22
Game Sites	2,21
Sport Web pages	2,19
Discussion Web Sites	2,13
To make Reservation	2,09
Chat & Friendship Sites	1,27
Erotic Web Sites	1,10

#### 4. CONCLUSION AND SUGGESTIONS

It is the teachers who are mainly responsible for educating the future generations of a nation. For this responsibility, they need to develop and update themselves constantly. So, they will be able to both get personal development and also be useful to the students by creating an effective learning and teaching process. It is possible to realize this task by being aware of ways to access to information and actively making use of it. To do this, one of the most effective means is the computer and especially the Internet. A teacher has an opportunity to reach this goal in parallel with his being not only computer but also Internet literate.

In this study, areas of teachers' Internet use were discussed. Teachers state that they use Internet for 1-2 hours on daily average; mostly visit news and newspaper and school procedures web sites, least visit erotic web sites. A previous research on school administrators' Internet use found similar results (Konan & Kis, 2010).

Significant differences were found between the views of the teachers on the frequency of their visiting "sport web sites", "music and fun web sites", cinema and film web sites", "school procedure" in terms of gender variable; "music and fun web sites", "forum web sites", "shopping web sites", "search engines", "religious and moral web sites", "discussion web sites" in terms of field variable; "music and fun web sites" in terms of faculty variable; "shopping web sites", "search engine web sites", "religion and moral web sites" and "email and communication procedures" in terms of tenure variable.

The main findings of the research indicate that teachers do not use the Internet effectively and efficiently in order to improve personally and professionally. This can be translated into a result showing that teachers do not make use of the Internet enough to make teaching and learning process effective in a digital environment where nearly any information can be got at any time, on anywhere and in desired detail. Also earlier researches support this conclusion (Mumcu & Usluel, 2010; Baslanti, 2006; Tutkun, 2011; Ozbisirci, 2006). One reason for this can be their computer literacy levels. According to research done by Konan (2010: 2571), teachers' computer literacy level was found as "medium level". It is clear that using Internet effectively and efficiently requires a high computer literacy level. By creating an opportunity to improve personally and professionally, the Internet, which contribute directly and indirectly to quality teaching and learning, needs to be used with appropriate aims and for enough time. For this aim, determining possible problems, getting to solution fast and motivating the teachers to use it effectively is necessary.

In the light of the research, the followings are the suggestions for researchers and practitioners:

1. According to the results of the research, the ratio of using "academic database" is % 22.4 in total for "always" and "often" alternatives. This ratio can be increased by the subscription of the ministry to the scientific databases. Thus, new opportunities can be created for professional development of teachers.
2. According to the results of the research, the ratio of visiting "forum web sites" is % 13.8 in total for "always" and "often" alternatives. In fact, forum web sites under the leadership of the ministry can be used as a platform to exchange experience and effective communication.
3. Researches can be done on the web sites which teachers desire to visit but have no chance to do.
4. Researches can be done to determine the reasons why teachers prefer to visit some web sites "always" and "often".
5. Researches can be done to determine the reasons why teachers do not prefer to visit some web sites which they never or rarely visit.
6. Researches can be done to determine the problems and solutions of teachers' Internet use.

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