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RELATIONSHIP OF STUDENTS' INTERNET USAGE AND ACADEMIC PERFORMANCE

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Abstract

This study was carried out to determine if the students' academic performance is affected by their Internet usage. The study was conducted among three hundred eighty six (386) undergraduate students within Mindanao State University – Iligan Institute of Technology. The researchers framed a structured interview and a questionnaire yearning to gather all the information needed. The data collected from the respondents pointed out that there was no significant relationship between the respondents' academic performance and their Internet usage. Findings of the study also reveal that there was no significant relationship between the respondents' academic performance and the place where they have accessed the Internet. Another finding shows that there was no significant relationship between the respondents' academic performance and their purposes in using the Internet such as for Gaming, Social Networking, News, and Entertainment. There was, however, a significant relationship between the respondents' academic performance and their usage of Internet for academic purposes. From the results, the researchers recommend that Educators may encourage students to use the Internet by giving them assignments, projects, and online quizzes.

Keywords: Internet, Internet Usage, Academic Performance

1. Introduction

Technological advancements influence how people live today. People keep on exploring things, looking for some solutions just to lessen the efforts that people need to accomplish their tasks. The Internet is an undeniable example for this shocking, yet pleasant evolution of science. The special thing that people know about the Internet is that it does not only support people in their works but also lessens the time spent in accomplishing certain tasks. The digital revolution is changing everything it touches, and the field of education is no exception. Until recently several large, all-purpose websites have assisted students and teachers in finding necessary information regarding their lessons.

According to the NMC Horizon Report: 2015 Higher Education Edition, as the Internet has brought the ability to learn almost anything in the palm of one's hand, there is an increasing interest in the kinds of self-directed, curiosity-based learning that has long been common in museums, science centers, and personal learning networks. With the proliferation of the Internet, mobile devices, and other technologies that are now pervasive in education, the traditional view of literacy as the ability to read and write has expanded to encompass understanding digital tools and information. This new category of competence is affecting how educational institutions address literacy issues in their curriculum objectives and teacher development programs. With free and low-cost, high-quality content

accessible via the Internet, both formal and informal online learning is becoming increasingly widespread, which some fear could dampen the appeal of traditional higher education degrees and institutions.

Nowadays, Internet cafés are common sights in most places. An Internet café or cybercafé is a place which provides Internet access to the public, usually for a fee. The Internet in the Philippines has been undergoing development since it was first made available in 1994. Nielsen's Inaugural Southeast Asia Digital Consumer Report stated 74% of those aged 15–19 years identify Internet cafés as their main point of Internet access. This rising number of Internet cafés in the Philippines especially in Iligan City really affects the habits and actions of the people especially the students. These Internet cafés give so much entertainment to students in providing Internet access to them. This Internet access helps students in different factors. It helps them in socializing with friends online. It also helps them in enjoying their lives in playing games and watching videos online. One thing is a little bit hard to understand about Internet, it has no clear impact on student's academic performance. The students today are so much advanced than the students before when it comes to technology. Most students in the 21st century are equipped with advanced learning tools. These tools include computers. Computers, whether with Internet or not, are supposed to help students in learning, but because of the rise of different applications online, this positive function of Internet may change.

The evolution of online games and the escalation of social media try to compete with the expansion of online learning tools. The relationship of students' Internet usage and academic performance is still really unclear, and so, it is very important to have further study on this matter. According to the United Nations report in 2013, of the world's 2.8 billion internet users, 1.3 billion are women and 1.5 billion are men. Almost all 99% of 16 to 24 year olds had used the Internet, compared with 37% of adults aged 75 years and over. 6.4 million Adults had never used the Internet, falling by 659,000 since 2013. According to Anil Kumar and Monika Parmar in 2009, out of 72 research scholars of Kurukshetra University in the disciplines of Science, 42 respondents always use the internet, 30 use the internet sometimes, and none of them said they never use the internet. Research related to Internet usage still need to be updated since computer technology advances rapidly and usage habits change accordingly.

2. Methodology

For this study, a total of three hundred eighty six (386) respondents were selected through random sampling technique. This study also employed a purposive sampling method where the invited study participants were asked to complete a survey questionnaire that measured their level and nature of Internet use and academic performance, and then collected their demographic data.

1.1. Target group

The target respondents of the study were the undergraduate students of Mindanao State University – Iligan Institute of Technology. A total of three hundred eighty six (386) respondents were selected through random sampling technique. These are the chosen respondents in order to determine the relationship between Internet usage and the academic performance of the students. Furthermore, some factors like gender of the respondents, purpose of using Internet, web application used, and the sites commonly observed was also included in the study.

1.2. Methods of Inquiry

The quantitative and qualitative research approach for this study employed a correlational design. It aimed to determine if a correlation exists between the students' Internet usage and their academic performance. This type of study involved determining if a relation exists between two or more variables, and to what degree, with an attempt to discover a connection. This approach was appropriate because the variables of Internet usage and academic performance are scale variables, and the study sought to understand the relationship between students' Internet usage and academic performance.

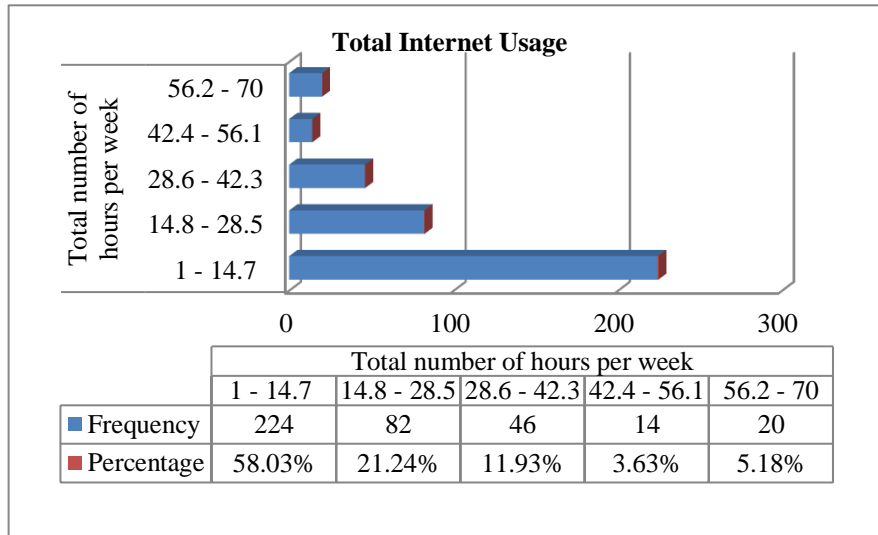
3. Research Findings

There are ninety nine (99) male respondents which comprise 25.65% of the total population, and two hundred eighty seven (287) female respondents which comprise 74.35%. Since the respondents were chosen randomly, it only implies that there are more female undergraduate students than male in the university where the study was conducted. Most of the respondents fall within the ages of 17 – 19 with a combined percentage of 72.9%. Of this, 27.4% are 17 years old, 24% are aged 18, and 21.5% are aged 19. This implies that the respondents' age fall within the expected age bracket of college students.

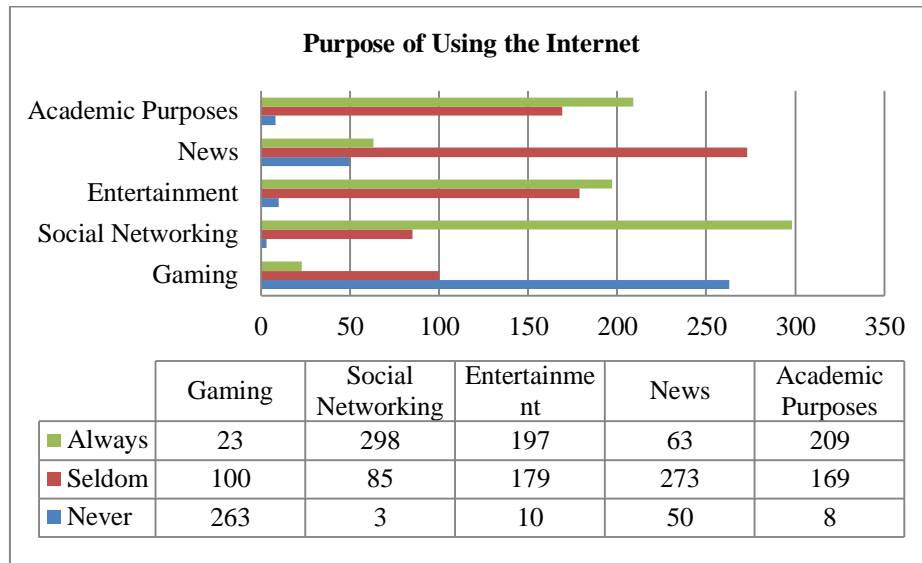
Of all the respondents, there are two hundred thirty three (233) respondents which comprised 60% who said they always used the Internet and one hundred thirty nine (139) which comprised 36% said they often used the Internet while only 14 respondents which comprised 4% seldom used the Internet as shown in. It is based on the total of 386 respondents. This finding implies that most people right now use the Internet as part of their daily activities. The Internet is a medium for them to communicate to their friends and disseminate the information to their colleagues.

In terms of number of hours used by the respondents, thirty three (33) respondents which comprise 9% used the Internet for less than one (1) hour, 36% which compose one hundred forty (140) respondents used the Internet for 1-2 hours and ninety one (91) respondents which comprise 24% used the Internet for 3-4 hours. Sixty eight (68) other respondents which comprise 18% used the Internet for 5-6 hours. There are also twenty four (24) respondents which comprise 6% who used the Internet for 7-8 hours, 3% compose often (10) respondents said they used the Internet for 9-10 hours and there are twenty respondents (20) which comprise 5% who used the Internet for more than 10 hours. Among the interviewed students on the number of hours in using the Internet, the respondents indicated that they browse a minimum of 1-2 hours every time they use the Internet and chat every single available opportunity.

To sum up, the researchers computed the Total Internet Usage of the respondents per week. Results showed that two hundred twenty four (224) which comprise 58.03% of the Respondents used the Internet for 1 – 14.7 hours per week. There are eighty two (82) which comprise 21.24% of the Respondents used the Internet for 14.8 – 28.5 hours per week. There are forty six (46) Respondents who used the Internet for 28.6 – 42.3 hours per week comprise 11.93%, fourteen (14) respondents used the Internet for 42.4 – 56.1 hours per week which comprise 3.63%, and twenty (20) which comprise 5.18% of those who used the Internet for 56.2 – 70 hours per week as shown in the figure below.



From the data gathered, Most of the respondents always used the Internet for Social Networking, entertainment, News, and Academic purposes. Respondents indicated that they browse the Internet for social networking and academic purpose came second as shown in the figure below (*see page 4*).



As a comparison between the places of Internet usage, two hundred thirty nine (239) of the respondents used the internet at home while two hundred twenty (220) of the respondents used the internet anywhere in school. One hundred (182) respondents used the internet in the internet café. There are one hundred twenty three (123) respondents used the internet in the library. The top seven websites commonly used by the respondents are facebook.com, google.com, instagram.com, twitter.com, wikipedia.com, yahoo.com, youtube.com.

Researchers also gathered the cumulative grade point average of the respondents. Result showed that there are 148 respondents which comprise 38.34% out of 386 got very good grades while minority of 2 respondents got satisfactory grades. Only 16 of the respondent got Excellent grades, 38.05% composing 147 respondents got Good grades, 59 respondents got Average grades, and 14 respondents got failed grades. The maximum cumulative grade of the respondents is 4.26471 and has a minimum cumulative grade of 1.21939. The cumulative grade of respondents has a mean of 2.111863. This implies that the data gathered is more reliable since the measure of dispersion is 0.445104 from the mean. This entails that the data gathered is a reliable one.

Most of the respondents indicated that they browse the Internet for social networking and academic purpose came second. Among the other purposes of using the Internet, only Academic Purposes has a significant effect on the CGPA of the Respondents. Purposes such as gaming, social networking, entertainment, and news do not affect the CGPA of the respondents as shown in the table below.

Purposes of using the Internet

Purpose	p-value	Remarks
Gaming	0.153	Not significant
Social Networking	0.192	Not significant
Entertainment	0.400	Not significant
News	0.160	Not significant
Academic Purposes	0.001	Significant

The study tells us that there is no statistically significant association between the CGPA of the respondents and where they access the Internet; that is, regardless of the place where they access the Internet, it does not affect his/her CGPA. The study also tells that there is no statistically significant relationship between the Respondents' CGPA and the frequency of Internet usage; that is, regardless of different usage in Internet, it does not affect his/her CGPA.

This is to conclude that the Internet is widely used by students in institutions of higher education to seek relevant information and materials to complete their assignments or projects. Besides that, most libraries in the Institute also subscribe to online journal databases, online books and other academic resources for students' usage.

4. Conclusion

With the findings and results obtained in this study, the conclusions are derived:

1. There is no statistically significant association between the CGPA of the respondents and where they access the Internet.
2. There is no significant relationship between the CGPA of the respondents when they are using the Internet for gaming purposes.
3. There is no significant connection between the CGPA of the Respondents when they used the Internet for Social Networking sites.
4. There is no statistically significant relationship of Respondents' CGPA when they used the Internet for Entertainment purposes.
5. There is no significant association of the CGPA of the Respondents when they surf the Internet for News.
6. Respondents' CGPA is affected when they channeled the Internet for online projects, making assignments and research.
7. There is no significant relationship between the students' Internet usage on their academic performance

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