

Attitude Towards Internet Use and Task Performance of Students

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Abstract: The World Wide Web or the Internet is an extremely important tool in the modern era developed in the last several decades in which quality and convenient information is available at a click button. The study is on quantitative approach descriptive analytical design; it aims to know the level of internet use towards student's academic performance. The respondents of this study were all Senior High School students. Result reveals that most students have a high degree of attitude towards internet and are most likely to engage and anticipate to internet. Students have a moderate level of task performance which means that students' responsibility towards their academic tasks are not high thus affecting their overall academic performance. In addition, there is no significant relationship between the students' degree of attitude towards internet use and the level of their task performance.

Keywords: Attitude towards Internet Use, Task Performance

1. Introduction

The World Wide Web or the Internet is an extremely important tool in the modern era developed in the last several decades in which quality and convenient information is available at a click button. Ambad, Kalimin, and Yusof (2017) stated that the evolution of the digital era affected almost every aspect of the modern life in which the internet becomes an essential tool for people and plays a significant role in our daily life; socially, economically, and even emotionally.

In the academic context, internet plays a big role among students in which, Kakkar, Ahuja, and Dahiya, (2014) stated that the internet provides a constant, ever-changing source of information and entertainment. However, it has created its own problems and Internet habits becomes one of them. They defined "Internet addiction" as an individual's inability to control the usage of internet. It is the overuse or excessive use of computer that may lead to interfere or change in one's regular daily life. Lastly, internet addiction is described as people becoming addicted not to the substance, but to work with computer or the feeling achieved during the work with the internet.

On one hand, Kubey, Lavin, and Barrows (2001) showed how the online blended learning helped increase student's proper use of social media. Researchers who have studied internet use by college students claim that a small percentage of students, roughly 5%, may suffer harmful effects, such as craving, sleep disturbance, depression, and even withdrawal symptoms in association with excessive time online. Studies of

general internet users suggest that some people may experience psychological problems such as social isolation, depression, loneliness, and time mismanagement related to their internet use.

Nowadays, students mostly hang on the internet to search for information, social networking, online shopping, online gaming, and others. Students have been observed to use the internet often times thus the attitude of the students towards the internet is alarming. Some students are found to use the internet mainly for entertainment purposes such as online games, social media and etc. Schools around the world are using the internet to enhance learning and teaching inside or outside the classroom. Using the internet wisely for the right purpose is beneficial to students; such as researching, expanding knowledge, and better understanding of the world. Thus, the researchers intend to know if there is a significant relationship with the internet habits of the Senior High School students of Jagobiao with their academic performance.

2. Review of Related Literature

Wegner, Holloway, and Garton (1999) stated that the use of technology and internet has helped opened new opportunities for education and provided an expansion to learning experiences over the popular conception of "classroom". Chou, Condon, and Belland (2005) said that the internet provided the students an opportunity to interact with new people and to make friends which enhances their psychological health. Jones, Yale, Millermaier, and Perez (2008) moreover, overall use of the internet has increased wherein most students have a positive opinion about the help and convenience the internet in their academics, wherein the satisfaction with it for academic interactions may be on the decline. Chen and Fu (2009) studied the internet use and academic achievement in relation to gender references. In the study, it was found out that male and female adolescents differ in kind of activities they mostly engage but both genders show a significant correlation to academic performance. The results reveal that positive effects on internet use on academic achievement apply to both girls and boys. Loan (2011) stated that some students do not use the internet because of the lack of access. Leung, and Lee (2012) stated that the internet use has a significant and positive correlation to students' academic performance.

Rahmi and Othman 2013 using social media improved students' academic performance by collaborative learning

among students they are as follows with interactivity with peers, teacher and engagement. Kakkar, Ahuja, and Dahiya (2014) the Internet is one of the most commonly accepted channel of information exchange and networking in which it is undergoing a rapid growth in development and size of the number of its users. Alam, Hasheem, Ahmed, Wel, Nor, and Omar (2014) It brings the world so close together today through its positive aspects such as conducting research, performing business transactions, accessing library journals, communicating with social relations, and etc. Phua and Wung (2015) stated that rather than alienating the space between the whole and university, teacher should understand that the present generation of students is exposing to internet use outside the classroom. Thus, they concluded that implementing the use of the internet would have a benefit to the students from making meaningful connection to their academic and personal uses.

Kim, Kim, Park, Kim, and Choi (2017) it has a great contribution to students in their education as it stated that using the internet might be a favorable source of socioeconomic help for students towards better academic performance and using the internet for entertainment or social networking may help the student from stress from school works. Shahib and Rusli (2017) the use of social media had a positive correlation in influence on students to improve their academic achievement, However Kakaraki, Tselios, and Katsanos, (2017) showed a negative significant correlation between internet use and academic performance. In contrary, Yebowaah (2018) stated that the availability of different internet use helps the students with their academic performance. The study revealed that those with access to internet access showed more improvement in academic performance than those without. Still, different uses with internet do not affect the students' academic performance. It suggests that students with access to internet use them in a way that it will help them academically.

Chou and Hsiao (2000) college students in Taiwan were found that individuals in profound and severe group of internet use spend almost triple the number of hours compared to the students with lower and average use of internet. Kubey, Lavin, and Barrows (2001) heavier use of internet might obstruct with the academic performance, conventional and social interaction, and exposure to desirable cultural experiences. Martin and Geri (2001) stated that the longer the average browsing sessions students engaged in during class the lower the final grades they tend to receive which suggests that longer browsing sessions during class tend to be a liability for students' academic performances. Kubey, Lavin, and Barrows (2001) showed that hefty use of the internet was shown to be highly correlated with poor academic performance wherein self-reported internet dependency and poor academic performance were both connected to the heavier use of any application, particularly with the much greater use internet applications.

Chou, Condon, and Belland (2005) determined the social effects of the internet addiction wherein the study revealed that students experience profound academic problems due to internet use, eventually resulting to poor grades, academic probation, and worse, an expulsion to the academy. Jiang (2013) stated that the students with higher degree of intensity

of internet use had more academic performance decrement. Kakkar, Ahuja, Dahiya (2014) described the Internet Addiction as an individual's inability to control the usage of internet. The excessive or uncontrolled use of the Internet may change or interfere the regular daily life which is defined as internet addiction. In the internet addiction, people become addicted not the substance, but to working with computer or to the feeling attained during the activities with the internet. Alam, Hashem, Ahmed, Wel, Nor, and Omar (2014) explored and identified six different impacts to young adults who indulge in internet excessively, they were having problems such as interpersonal, behavioral, physical, psychological, and work problems.

Ellore, Niranjana, and Brown (2014) the amount of time spent online have a significant impact on the student's academic performance as well as the amount of time spent on Internet. Hasnain, Nasreen, and Ijaz (2015) states that the more students spend time in social media the poor they perform in university at a low level of significance. Kuss and Fernandez (2016) the study concluded one negative impact of internet use, it is time-disruption, which affects their daily work, academic performance, work performance, and so on. But, internet use and gaming may serve as a method to escape real life problems, effectively resulting in negative consequences. Upadhyay and Guragin (2017) the use of internet by students is increasing and so is concerns that for some students, it was found out that main use of the Internet was for entertainment and to communicate with friends and family.

Some researchers have found no significant correlation between academic performance and internet use. Ahkter, (2013); Bijari, Jabadinia, Efranian, Abedini and Abassi (2013); Study results revealed that internet addiction has a negative relationship with the students' academic performance. Usman, Alavi, Shafeq, (2014); identified the relationship between internet use or addiction and academic performance among foreign undergraduate students in Malaysia wherein their study revealed that there is no significant relationship between internet use and academic achievement which justifies that the effects of internet to academic performance is not that critical. The study intends to know the students attitude towards the use if internet and its relationship on task performance. Siraj, Salam, and Tan (2015) In contrary, it was observed that students with higher academic performance has a higher time of internet use.

A. Design

The descriptive analytical design was used by the researchers in this quantitative study. Through this design, concrete concepts pertaining to the degree of attitude towards internet use and level of task performance of the Senior High students will be given clear understanding.

B. Environment

The study is conducted at Jagobiao National High School located at North Road Jagobiao, Mandaue City. The school had Senior High School Department which offers three strands in the academic track: the General Academic Strand (GAS), Humanities and Social Sciences (HUMSS), and the

Accountancy, Business, and Management (ABM). The school was chosen as the research environment since students are exposed to internet use.

C. Respondents

The respondents of this research are the Grade 11 and 12 students in the Senior High Department of Jagobiao National High School who are the main focus of the research. The total number of the respondents sums up to 173 individuals. The respondents were grab by sampling as they are appropriate to answer specific questions.

D. Instrument

The researchers modified a research instrument from Dr. Kimberly Young’s Internet Addiction Test as the first survey questionnaire in the gathering of the data. The first questionnaire intends to know the degree of the attitude of the Senior High School students towards internet use. Dr. Kimberly Young’s study measures the presence and severity of internet and technology addiction. The researchers also utilized a self-made survey questionnaire for the second instrument. The second instrument intends to know the level of the task performance of the Senior High School students.

E. Data Gathering Procedure

The researchers first asked permission to the advisers of the corresponding sections of the Senior High Department with the transmittal letter for the survey. A short orientation among students was conducted before the survey questionnaires were given regarding the research for them to know the purpose of the survey. Instructions were also given clearly to the respondents to avoid misunderstanding. The data were then collected, gathered, tabulated, and analyzed.

F. Treatment of the Data

The data was treated using the weighted mean and chi-square. It is a testing of the relationship between the categories, variables and its null hypothesis (Ho) which represents the relationship with the independent variables such as categorical variables in the population.

3. Results and Discussion

A. Presentation, analysis, and interpretation of the data

The researchers made an effort in presenting the data collected through a table. The data were collected, appropriately analyzed and keenly interpreted on the basis of the respondents’ answers.

Table 1
Degree of Attitude towards Internet Use

Indicators	Weighted Mean	Interpretation
1. I find myself staying on-line longer than I intended.	3.26	Sometimes
2. Others complain to me about the amount of time I spend on-line.	3.13	Sometimes
3. I lose sleep due to late-night log-ins.	3.24	Sometimes
4. I find myself saying “just a few more minutes” when online.	3.27	Sometimes

5. I try to cut down the amount of time I spend on-line and fail.	3.28	Sometimes
6. I neglect household chores to spend more time on-line.	2.95	Sometimes
7. My grades or school work suffers because of the amount of time I spend on-line.	3.01	Sometimes
8. My school performance or productivity suffer because of the Internet.	3.00	Sometimes
9. I check my email before something else that I need to do	3.15	Sometimes
10. I try to hide how long I’ve been on-line.	3.10	Sometimes
Overall Weighted Mean	3.14	Sometimes

Legend: Always (5.00-4.20); Often (4.20-3.41); Sometimes (2.61-3.40); Rarely (2.60-1.81); Never: (1.80-1.00) N=173

The table above shows the weighted mean of the students’ degree of internet habit and its interpretation. As shown in table, all indicators of the students’ attitude towards internet use are interpreted as Sometimes (2.61-3.40). This implies that the students’ use of internet is in moderation. The statement “I try to cut down the amount of time I spend on-line and fail.” has the highest weighted mean of 3.28 and interpreted as “sometime”. It indicates that most students often find themselves indulging in internet activities longer than they have intended even on attempts to cut down the amount of time they spend on the internet. The overall weighted mean is 3.14 which is translated as “sometimes”. This indicates that the students’ degree of attitude towards internet use is average. Upadhayay and Guragain (2017) stated that the use of internet by students is increasing and so are concerns of its effects towards their daily lives.

Table 2
Level of Task Performance

Indicators	Weighted Mean	Interpretation
1. I pass my outputs on time.	3.34	Sometimes
2. I do my homework and tasks rights after it was given to me.	3.34	Sometimes
3. I make sure to do my part when my teachers give us group activities.	3.57	Often
4. I like to do my tasks well.	3.60	Often
5. I can manage my time in school well.	3.45	Often
6. I don’t like to procrastinate on my outputs.	3.29	Sometimes
7. I participate in oral activities and discussions.	3.39	Sometimes
8. I read in advance about my lessons on every subject	3.42	Often
9. I make sure that I have no missed outputs or quizzes	3.65	Often
10. I do my best to make my academic performance better.	3.78	Often
Overall Weighted Mean	3.48	Often

Legend: Always (5.00-4.20); Often (4.20-3.41); Sometimes (2.61-3.40); Rarely (2.60-1.81); Never: (1.80-1.00) N=173

The table above shows the weighted mean of the students’ level of academic performance and its interpretation. The table shows that majority of the indicators are interpreted as “Often” (4.20-3.41) and the minority are interpreted as “Sometimes” (2.61-3.40). This implies that most students perform well on their task performance. The statement “I do my best to make my academic performance better.” has the highest weighted

mean of 3.78 and interpreted as “often”. This suggests that the students are exerting out effort to make their academic performance better. The over-all weighted mean is 3.48 which is translated as “often”. This indicates that the students often perform their tasks at school despite their use of the internet. In addition, Yebowah (2018) stated that the availability of the internet helps the student with their academic performance thus improving their grades at school.

Table 3
Contingency of student’s degree of Attitude Towards Internet Use

		Degree of Attitude Towards Internet Use					
Level of Task Performance	Range	1.0-1.8	1.81-2.60	2.61-3.40	3.41-4.20	4.21-5.00	TOTAL
	1.0-1.8	0	0	0	0	0	0
	1.81-2.60	0	5	6	3	0	14
	2.61-3.40	0	17	40	9	0	66
	3.41-4.20	4	21	24	30	3	82
	4.21-5.00	0	0	5	6	0	11
TOTAL		4	43	78	51	3	173

The table above shows the observed data of the student’s degree of attitude towards internet use and level of task performance. It yielded the computed value of 17 which is the grand total of the observed data. The highest value of the data is 40, it has range of 2.61-3.40 and it has a total value of 78. The lowest value of the data is 3, it has a range of 4.21-5.00 and it has a total value of 3. Therefore, the data above shows that the student’s degree of attitudes towards internet use, falls on the range 2.61-3.40 and the level of task performance falls on the range 2.61-3.40.

Table 4
Degree of Attitude towards Internet Use and Task Performance of Students

Factors	X ²	df	X ² (.05)	Decision	Interpretation
Degree of Attitude Towards Internet Use and Task Performance of Students	3.76	4	9.48	Failed to Reject Ho	Not Significant

The table above shows the value of computed chi-square of the degree of attitude towards internet use and the level of task performance of the students. It yielded a computed value of 3.76. Thus, it failed to reject the null hypothesis. This implies that the degree of attitude towards the Internet has no significant relationship to the students’ level of task performance. The results of a related study from Hayati, Alavi, Shafeq (2014) showed that there was no significant relationship between internet use and academic performance, Siraj, Salam, Hasen, and Ashiqin, (2015) another study revealed that there was also no significant relationship between academic performance and dependent and non-dependent internet users. Finally, Jibrin, Musa, and Shittu (2017) showed that Internet use is helpful and beneficial to students academically.

4. Conclusion

The result implies that the internet use of students has no significant relationship with their performance in school. Usman, Alavi, and Shafiq (2014) revealed that there is no significant relationship between internet use and student’s academic performance which justifies that the effects of internet use towards students is not that critical. In general, students who dwell on the internet use are not affected with this in terms of their task performance. Even they are found to be staying on line longer than intended.

5. Recommendation

Since the study fails to show a significant result, there are improvements that can be applied by the future researchers. The following are recommended:

1. Secondary schools should identify students that are experiencing internet related problems and adequate support. This could be done through the guidance and counseling unit or department as the case may be.
2. A school based program should be on training students to have a healthy min-set regarding on student’s internet use.
3. Parents must be attentive to their children’s behavior and condition regarding the negative effects of the internet to their daily lives. The teachers must also be aware of their students’ condition and behavior in the class and take constant provision of their students as to prevent them from internet addiction. The students are also recommended to discipline and limit themselves regarding the internet use and habits.
4. Teachers may conduct a seminar regarding the internet use of the students and its effects to their academic performance. It may also tackle different aspects of the effects of internet use such as the students’ physical health, mental health, behavioral health, social health, and etc.
5. Future researchers can explore other factors that may affect with the students’ task performance, they may widen the scope of the study and add other variables that relates to students’ attitude towards internet and level of task performance.

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