

The Influence of Internet Usage on the Academic Achievements of the Students in Pakistani Universities

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Abstract

The advent of the Internet has invaded every aspect of students' life in all college and university campuses throughout the nation and throughout the world. At the same time the use of the Internet in the academic arena has empowered students to sharpen and refine their skills and communication capabilities in their pursuit of successful strategies of success. Present study was conducted to know the effect of internet use on the academic achievement of the students. The study also focused to examine the gender differences among students on excess usage of internet. It has delimited the whole world and made a man able to access anywhere, anytime and in any field of life. Facilities are available at one's door step. Likewise, excessive use of Internet has become a problem today. This part of research contribution will analyze the reality and gap between the positive and negative impact and aspects of usage of Internet on education. For this purpose quantitative research was conducted. The respondents were the universities students of Rawalpindi and Islamabad city. Two (2) universities were selected from Rawalpindi and three (3) universities from Islamabad. Researcher used simple random sampling technique. Researcher conducted face to face structure interview based on interview schedule. The data obtained in this way were analyzed through Statistical Package for Social Sciences (SPSS). Most (60.4%) had positive effect of internet on academics performance, slightly less than one third (31.6%) had low GPA/poor results as an effect of Internet usage on academics performance.

Keywords: Internet effects, Academics Performance, Academics Achievements

Introduction

The Internet is a massive, computer-linked network system used globally to access and convey information, either by personal or business computer users; it is also used for communication, research, entertainment, education and business transactions. Today, the Internet can link all online computers so that people can use it to communicate throughout the world (Schneider, et al., 2006).

The Internet can be defined as an "international computer network of information" available to the public through modem links so the internet is a worldwide system of linked computers networks (Awais, et.al, n.d). Internet is one of the profound contemporary innovations in the world of information technology. It has narrowed down the vast world to a sophisticated 'global village' (McLuhan, 1964).

The Internet plays a profound role in the field of education. The academic community has undergone profound transformation during these years, assuming new dimensions influenced by

technology-driven applications. The Internet is a priceless source of information for students and a tool to enhance their productivity (Jones 2002).

The use of the Internet in the educational environment has enabled easy access to many resources, and information sharing has, therefore, significantly increased. Moreover, the prevalence of this sharing has brought additional benefits in that these resources can be used in any location and any time. Although the efficiency of this technology, it is evaluated with use of proportion of the desired results in student achievement does not exactly come out and is difficult to determine. Internet is becoming a widely accepted channel for information exchange and networking. It is experiencing tremendous growth and development in its size and numbers of users all over the world. The benefits of the internet have been widely researched and include keeping in touch with friends, making vacation plans, managing finances, assisting with educational needs etc. (Pardhasaradhi et al., 2015).

The barriers of communication are broken through Internet. The connection through net is easy without any limitation and barrier. And many facilities are available for the users without any obstacle. The Internet provides opportunity to use up-to-date research findings in different topics, Such as technology and science, art and music, finance and business. Thus it is important tool of learning in electronic eras. Student should have new skills for better use of Internet facilities, for evaluating the quality of found sources, in web designing information in using chatrooms or etc. Internet Competency (IC) is the ability of a person to use the Internet correctly. It is a mixture of skills and knowledge of using the Internet to improve their action. Learning is one of the essential factors in the advancement. Human beings gain his/her success in the light of leaning. There are many factors that affect the learning which one of them is individual IC (Azizi et al., 2013).

In recent years, the number of Internet users has increased worldwide. In 2011, 30.2% of the world's population was Internet users (2,095 million). Of those, 44% were in Asia, 22.7% were in Europe and 13% were in North America (Internet World Stats, 2011b).

Statistical research show us that global Internet users numbered 16 million in 1996, and increased to 500 million by 2011. For example, 90% of American teens use the Internet, up from seven in 2000 (PEW Internet and American Life Project., 2007).

It is found that undergraduate and graduate students were among the highest number of internet users in the U.S. with 95% of undergraduate students reporting internet usage and 93% of graduate students reporting internet usage out of 19-24 year olds of over 9,000 respondents (Smith et al., 2011).

Asia is currently the largest internet-using continent on the planet. According to recent internet statistics Asia accounted for the world's highest internet usage, garnering 44.8% of internet usage in the second quarter of 2012 with the rest accounting for 55.2% of internet traffic. In Southeast Asia, the numbers are large as well. In 2013 alone, there was an estimated 190 million internet users in Southeast Asia (Internet World Stats, 2013).

With the majority of online users in Southeast Asia under the age of 35 It would be safe to assume that this age group is the same age bracket where the majority of students (elementary-college) are in (Visconti, 2013).

Social network sites are the web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system (Boyd et., al, 2007).

General internet usage can be classified, although not limited to four main areas: 1) Entertainment i.e. streaming movies or music online; 2) Searching for information i.e. using a search engine to look up terms, meanings, or general information; 3) Communication, i.e. instant messaging services (IM), and 4) Buying and selling products i.e. buying tickets or selling items online (Joiner et al., 2012).

A high percentage of college students use Face book, its use may not be the only factor that influences student's academic performance. Other uses of the Internet like online streaming media usage potentially influence a student's academic performance. The proportion of time a college student spend online media (like entertainment, music, gaming etc.) for education compared to non-education could significantly determine the success of a student (Coyne et al., 2013).

In education, the internet assumes a crucial role in the areas of language study, research, resource center, retrieval and sharing of information (Bush, 2008). Internet usage in education deals mainly with the retrieval and sharing of data, research, and as a resource center for both teachers and students (Kumar et al., 2006).

Internet use, especially in education, has been investigated for some time, and many different studies, exist in literature about that subject. Internet usage trends of the university students and college student perceptions of the Internet and a traditional library were presented. This study showed that when university students have the opportunity to use internet resources, almost all of them prefer to use these, rather than classical libraries for their studies, but when the information source satisfaction in research needs is considered, the students' trends are in the direction of using both (Esposito et al., 1999).

In terms of the effects of internet use on academic achievement, several issues have been highlighted. They have pointed out that students were used the internet excessively were found to stay up late at night, which led them to feel tired at class the next day, or missed classes. Nonetheless, they found that this behavior does not necessarily impair the students' academic achievement, even though they may have detrimental effects on the learning processes (Kubey et al., 2001).

Most of the students use the Internet easily. Most of the students that have facility to use the Internet browse more for other purpose (socio-networking sites). The relationship between Internet browsing and students' achievement in Agricultural Science through positive is not significant (Adegoke, 2013).

There is no statistically significant correlation between Internet use and academics achievements (AA). Total Internet access was highly correlated to nonacademic related Internet browsing. Although not statistically significant, the consistent negative correlations between nonacademic Internet use with both self-regulation and achievement shows that the Internet is fascinating distraction to achievement which may related to lack of self-regulation (Yang et al., 2009).

Internet access appeared to have no effect on GPA. However, Internet usage did predict GPA obtained after one year of home access. This pattern continued through the end of the study, the researchers observing a correlation between home Internet access and higher grade points. They also correlated home access with higher standardized test scores in reading: More time online was associated with higher reading comprehension and total reading scores. They attributed these results to the text-heavy nature of Internet. Having access to the amount of information that the Internet provide help students complete homework and projects. Socializing tools help students study with their peers. Students already use this technology and if teachers starts to teach their students to use these tools to enhanced their education, then there will be a strong correlation between Internet access and GPA (Carvin, 2006).

Academic performance of 79% of the respondents has been improved by using the internet, while 13% believed otherwise, 8% made no response to that question. The study also revealed that

65% of the respondents were computer literate, while 29% were not, 6% of the respondents neglected the question. The study further revealed that 8% of the respondents believed that their GPA has been improved remarkably as a result of the internet, 6% agreed that their GPA has been declining, 28% responded that it aids them in preparing better for CA and semester examination while 22% were indifferent about the options and therefore did not respond (Ogedebe, 2012).

Significance of the study

In Pakistan students use Internet widely for different activities like education, entrainment, online gaming, social sites etc. Majority of the students in Pakistan's are involved in internet use as well as in Rawalpindi and Islamabad. Using of internet is usually performed by students, they involve in all kinds of Internet activities like education, entrainment, online gaming, social sites etc. The study will be focus on the perception, effects, impacts, problems and issues of Internet use faced by students during the internet use in areas of Pakistan. Similarly in Rawalpindi and Islamabad, students are also spending their most of time in Internet activities but the effect of internet use cannot consider deeply. No one considered the impact of Internet use in their academic performance. Very less efforts and rare studies has been done in this area in this regard. Keeping all above factors in view, the present study has been designed. It is hoped that the findings of the study will also help to the students, staff, teachers, researcher and future planners.

Materials and Methods

Population

The population represents the entire group of individuals or units which is focus in the research. The present research study has vast potential to achieve appropriate results. The present study was conducted in Rawalpindi and Islamabad cities to collect, the data. All the students of different departments of the selected universities of Rawalpindi and Islamabad were the study population.

Sample of the study

The present study was conducted in Rawalpindi and Islamabad cities to get the data. Five universities from Rawalpindi and Islamabad city were selected by employing simple random sampling technique. Two universities from Rawalpindi and three universities from Islamabad city were selected randomly and then fifty (50) students were selected from each university to collect the data by using simple random sampling technique. Thus a total 250 respondents were selected for the study from the five universities of Rawalpindi and Islamabad.

Instruments for data collection

A well-structured questionnaire was developed by the researcher in order to collect data in the light of research aims and objectives. The questionnaire was prepared with the help of relevant review which primarily in English.

Analysis of Data

After collecting data, collected data was entered in Microsoft Excel sheet in coded form. After coding, the data was transferred to Statistical Package for Social Sciences (SPSS) for further analysis. The percentages, means and standard deviation were worked out for discussion, interpretation, recommendations and drawing results and conclusions.

Results

According to data collected during the research the educational level of the respondents is varies from place to place as in **Table 1** it is mentioned that one third of the respondents (36.4%) of

the respondents have BS level of their education and one fifth (21.6%) and (18.4%) of the respondents have M.Sc. and MS level of education respectively and respondents having M.Sc (Hons.) and BBA are very low with the (3.2%) and (4.4%) respectively.

Table 1. Education Level of the Respondents (n = 250)

Education	F	%
BBA	11	4.4
BS	91	36.4
B.Sc	11	4.4
B.Sc (Hons.)	5	2.0
MBA	10	4.0
M. phil	14	5.6
MS	46	18.4
MSc	54	21.6
M.Sc (Hons.)	8	3.2

There are many fields according to the study as we know that the study in this fast age, have many specialization branches in every field. During the study the respondents have different field of education having different frequency as mentioned in the table 1, the maximum number (8.8%) of the respondents engaged with the economic subject and then IT and Mass communication (7.2%) and (7.6%) according to their interest but all the fields are also engaged with the internet the respondents which have very low number (0.4%) and (0.8%) are engaged with that soil science, extension and gender studies. However, business department have (8.4%) as mentioned in the Table 1.

Table 2. Department of the Student Respondents (n = 250)

Departments	F	%
Agri Engineering	3	1.2
Anthropology	1	.4
Biochemistry	5	2.0
Biology	3	1.2
Biotechnology	3	1.2
Botany	3	1.2
Business Management	21	8.4
Chemistry	5	2.0
Civil Engine	10	4.0
Computer Eng	10	4.0
CS	19	7.2
Economics	22	8.8
Education	19	7.6
Electrical E	5	2.0
English	10	4.0
Entomology	5	2.0
Extension	2	.8
FT	2	.8
Gender Studies	5	2.0

Departments	F	%
IR	11	4.4
IT	18	7.2
Mass Communication	19	7.6
Math	12	4.8
Nutrition	3	1.2
Physiology	10	4.0
Physics	5	2.0
Public Administration	5	2.0
Sociology	6	2.4
Soil Science	1	.4
Statistics	5	2.0
Zoology	3	1.2

According to the data collected during the study the respondents which are given for the information and data collection are equally taken from five universities having the one fifth part (20%) from one university. The universities from which the respondents are collected are AAUR, Foundation University, NUML, NUST and QAU as mentioned in the **Table 3**. These universities are in the areas of Rawalpindi and Islamabad.

Table 3. Universities of the students (n = 250)

Universities	F	%
AAUR	50	20.0
Foundation U	50	20.0
NUML	50	20.0
NUST	50	20.0
QAU	50	20.0

Data shown in **Table 4** was according to CGPA. Less than half (47.6%) of the respondents got CGPA 3 and others minute (2.8%) had up to 2.5. while average CGPA of the respondents was 3.34.

Table 4. CGPA of the students (n = 250)

CGPA	F	%	Mean	SD
Up to 2.5	7	2.8	3.34	0.38
2.51 to 3	37	14.8		
3.00	119	47.6		
4.00	87	34.8		

In the society, gender is the factor which affects the whole society, thinking and people perception about anything which is engaged with the life of human kind. The data which is collected as mentioned in the **Table 5**. It is clearly mentioned that large number of the respondents are male having (62.4%) and one third (37.6%) of the respondents are female.

Table 5. Gender of the students respondents (n = 250)

Gender	F	%
Female	94	37.6
Male	156	62.4

The maximum number of respondents about half of the total respondents (89.2%) and (94.8%) are using internet on the pc and laptops and respondents using tabs are low (47.6%) than other sources as mentioned is the **Table 6**.

Table 6. Source of internet (n = 250)

Sources	Yes		No	
	F	%	F	%
PC	223	89.2	27	10.8
Laptop	237	94.8	13	5.2
Tab	119	47.6	131	52.4
Cell Phone	206	82.4	44	17.6
Any other	-	-	-	-

In **Table 6** the data show that there are five sources which have been used by the respondents are different as PC is used by the respondents at lower level and laptop usage at satisfactory and medium level having (27.2%) and about tab the response is very low with (57.2%) and best level of the source which is used is laptop having top level (10.8%) others are clearly mentioned.

Table 7 describes the ranking order and weighted score of the sources which are used by the respondents. The pc have the best rank having rank 1st and then laptop however cell phone have the least order 4th according the data collected by the respondents during the study.

Table 7. Rating of Various Sources of internet on the basis of their use by the respondents (n = 280)

Sources	V. Low		Low		Medium		High		V. High	
	F	%	F	%	F	%	F	%	F	%
PC	65	26	106	42.4	44	17.6	13	5.2	22	8.8
Laptop	43	17.2	68	27.2	68	27.2	44	17.6	27	10.8
Tab	143	57.2	14	5.6	53	21.2	23	9.2	17	6.8
Cell Phone	100	40.0	10	4.0	46	18.4	44	17.6	50	20.0
Any other	-	-	-	-	-	-	-	-	-	-

Table 8. Ranked order and weighted score of sources of internet (n = 250)

Sources	Weighted Score	Mean	SD	Ranked Order
PC	497	2.18	1.318	1
Laptop	491	2.72	1.326	2
Tab	398	1.50	1.761	3
Cell Phone	458	2.03	1.761	4

Data in **Table 8** clarify that half of the respondents (48.4%) use internet and improve their preparation by the internet and (41.6%) have increased their CGPA due to engaging with the internet.

Table 9. Distribution of Respondents According To Internet Help in Their Academics (n =250)

Impact of internet use	F	%
CGPA has increased	104	41.6
CGPA has decreased	25	10.0
Better Preparation	121	48.4
None of the above	-	-

In **Table 9** shown the response about the opinion of respondents to the usage of internet in the academics that more than half of the respondents (58.4%) give their average opinion to use of internet. However, (37.2%) of the respondents give strong opinion to use internet during the academics.

Table 10. Opinion of Respondents about Internet Usage in Academics (n = 250)

Opinion	F	%
Not at all	-	-
Low	11	4.4
Average	146	58.4
High	93	37.2

Table 10 shows the impact of the usage of the internet during the studies and the response as data shows that maximum numbers (60.4%) of the respondents which are students give positive response and (28.4%) give negative response about the impact of internet on the academics and only 11.6% of the respondents give no response about that.

Table 11. Frequency Distribution According To Internet Impact on Academic Achievements (n = 250)

Impact	F	%
Positive	151	60.4
Negative	70	28.0
Nil	29	11.6
Any other specify	-	-

The data presented in **Table 11** shows that minute (2.8%) of the students had very low effect of internet use as a result of low GPA/poor result. While less (10.4%) had average effect on reduces learning capabilities. Other less (14.8%) of the respondents had very high effect on loss of motivation.

Table 12. Ranking of Various Attribute of Academics Affected by the Internet Usage (n = 250)

Attributes	Weighted score	Mean	SD	Ranked Order
Loss of motivation	436	1.74	2.061	1 st
Reduces learning capabilities	405	1.62	1.862	2 nd
Less understanding of course	277	1.11	1.626	3 rd
Low GPA/ poor result	237	.95	1.550	4 th

In **Table 12** loss of motivation was at top ranked order due to its highest weighted score (436) while low GPA was at 4th ranked order as bottom due to its lowest weighted score (237).

Table 13. Rating of Various Attribute of Academics Affected By the Internet Usage

Attribute	V. Low		Low		Medium		High		V. High	
	F	%	F	%	F	%	F	%	F	%
Low GPA/ poor result	7	2.8	23	9.2	24	9.6	13	5.2	12	4.8
Less understanding of course	29	11.6	13	5.2	23	9.2	22	8.8	13	5.2
Loss of motivation					37	14.8	35	14.0	37	14.8
Reduces learning capabilities	12	4.8	13	5.2	26	10.4	56	22.4	13	5.2

Table 14: Rating of Impact of Internet Usage According To Response

Internet usage will	S. Disagree		Disagree		Neutral		Agree		S. Agree	
	F	%	F	%	F	%	F	%	F	%
enable me to accomplish tasks more quickly	18	7.2	53	21.2	54	21.6	66	26.4	59	23.6
increase my educational productivity			51	20.4	32	12.8	130	52.0	37	14.8
increase my chance of getting better grades			32	12.8	86	34.4	97	38.8	35	14.0
useful in researching information			18	7.2	75	30.0	77	30.8	80	32.0
useful in reading, writing, listening skills			51	20.4	73	29.2	74	29.6	52	20.8
helpful in your academics outcomes	31	12.4	47	18.8	83	33.2	66	26.4	23	9.2
helpful in your assignments			34	13.6	43	17.2	73	29.2	100	40.0
helpful in presentation			14	5.6	105	42.0	40	16.0	91	36.4

Table 15: Ranking Of Impact of Internet Usage According To Response

Internet usage will	Weighted score	Mean	SD	Ranked Order
helpful in your assignments	989	3.96	1.058	1 st
useful in researching information	969	3.88	.947	2 nd
helpful in presentation	958	3.83	.992	3 rd
increase my educational productivity	903	3.61	.972	4 th
increase my chance of getting better grades	885	3.54	.887	5 th
useful in reading, writing, listening skills	877	3.51	1.038	6 th
enable me to accomplish tasks more quickly	845	3.38	1.253	7 th
helpful in your academics outcomes	753	3.01	1.149	8 th

Discussion

A quality research is always required a careful analysis and interpretation of data. Aim of this part is to present complete analysis of data with its interpretation. To achieve this aim the data which was generated on the base of responses was analyzed and presented in tabular format. The main concern of this study is to investigate the diversity, accessibility and reliability of the internet resources used by the inexperienced university students and impacts of internet on academic performance during literature review. This research study describes the effect of internet usage on the academic achievement of the students of Pakistani universities, internet usage pattern and its related activities are the majors' factors which effect on the academic achievements. This study shows that respondents used internet more and stay online for more time which increases the quality of the study. They used internet for educational and social use as well as recreational.

Sushma et al., (2014) stated that initial use of internet patterns impacts the academic performance of the students. The research concludes that, use of internet plays a significant role on the academic performance of the students. But different internet use pattern like learning, information and entertainment use also has effect on the academic achievements. These elements also largely contribute to the academic performance. While findings of research study were similar with that and most of the respondents used internet as learning. Some used as information and entertainment which affect the academic performance of the students. Due to this use low CGPA and poor results were the impacts of internet. This suggests that the more students spend time on internet, the more their GPA is affected. Furthermore, students who tend to participate less in class are more engaged in using internet. If cybercafés are provided with wireless access points, it is to become possible for users to browse within the environments and thus enhance access to information needed especially to enhance academic performance. However there are other factors that can have a significant impact on academic performance of students.

Conclusions

It is concluded from the results and discussion that Internet is one the important technology of our time. It has its positive effect as well as negative impact on student's academic performance. This study has demonstrated that the students are aware of the internet usage and had access to it. Findings also indicated that they are influenced to a great extent by the internet negatively because attention is focused on chatting, music and others while their academic activities are neglected and left to suffer. Also, this study discovered that the use of internet is uncontrollable among students, which is the leading cause of poor academic performance among students.

Recommendations

- Awareness programs should be put in places to sensitize students of the advantages derived from the use of the internet.
- The students should encourage to follow the positive aspects of internet usage in order to obtain positive information regarding academics performance.
- The government should be responsible for developing and activating a community awareness program about safe Internet use and its impacts and related support services to minimize effects among people, especially students.

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