ADVANTAGES OF INTERNET USAGE AMONG FINAL YEAR DIPLOMA NURSING STUDENTS AT BESTARI UNIVERSITY COLLEGE, SETIU, TERENGGANU

Shamilah Binti Abdul Kudus, Chan Siok Gim*

Open University Malaysia, Kelantan

*Corresponding Author Email: siokgimchan@yahoo.com

ABSTRACT

Internet use has become very popular in education in recent years because it contains vast quantities of information that likely has a great impact on the student's academic achievement. This study employed the survey method to explore individual students' differences in Internet usage, impact on their general learning and improved English language skills. This is within the context of total time spent online during weekdays and weekends among 100 final year nursing students at Bestari University College, Setiu, Terengganu. The study also examined the relationship between Internet usage domains, Internet usage and socioeconomic status. Lastly the study ascertains the effect of Internet use on their academic performance. Results indicated that students used the Internet mainly because they perceived the Internet to be useful to their job tasks, secondarily it is enjoyable and lastly it had an impact on their general learning especially their English language skills. Findings demonstrated that while usefulness was consistently perceived higher among the older students for all usage domains, the younger students perceived more on enjoyment. The results revealed no significant gender differences in all four aspects of internet usage. Findings implied that both genders had equal rate of computer utility and possessed almost comparable knowledge about Internet usage and its potentials. In fact, Internet usage neither depends on students' place of residence nor socioeconomic status. However Internet usage when perceived for learning purposes was closely associated to academic achievements.

Keywords : Internet Usage, academic achievement, English language skills

INTRODUCTION

In Malaysia, the Internet service started since 1992 through the Internet service provider 'Jaring' (Ministry of Education 1997). There were a few researches done on Internet usage on students' academic achievement but no research have been done on the Internet usage among nursing students. This study focused on the role of gender on internet usage patterns among final year Diploma in Nursing students at Bestari University College, Setiu, Terengganu. Internet usage is measured by total time spent online during weekdays and weekends within the context of perceived usefulness, perceived enjoyment, impact on general learning and improved English language skills. This study also intends to determine Internet usage in terms of individual differences and relationship between Internet usage and students' factors. The findings of this study will help provide an insightful understanding of Internet usage among final year nursing students to academicians, teachers and students.

General Objectives

The general objectives of the study are to examine Internet usage patterns among final year Diploma in Nursing students at Bestari University College, Setiu, Terengganu within the context of perceived usefulness, perceived enjoyment, impact on general learning and improved English language skills. This study also examined the students' differences and relationship between Internet usage and individual student factors.

Specific Objectives

(a) To determine the extent of Internet usage among the final year nursing students.

(b) To determine the effectiveness of Internet usage among these students.

(c) To identify factors that influences Internet usage among the students.

(d) To examine relationships between these factors and Internet usage.

Literature Review

Hu *et al.*, (2011) also acknowledged the difficulty in accurately measuring students' Internet use for academic purposes, separately from social networking and other hedonistic activities. In their paper, they considered factors associated with Internet usage such as efficiency, information overload and usage experience. They concluded that there were differences among perceptions among genders, with males generally having higher perceptions of experience and usefulness than females regarding Internet usage.

Study on perceived usefulness by (Yusoff, *et al.*, 2009) on usage of e-library among 201 students from eleven faculties (Faculty of Administrative Science and Policy Studies, Faculty of Information Technology and Quantitative Science, Faculty of Architecture, Planning and Surveying, Faculty of Mechanical Engineering, Faculty of Applied Sciences, Faculty of Hotel and Tourism Management, Faculty of Business Management, Faculty of Civil Engineering, Faculty of Art and Design, and Faculty of Accountancy) at University Technology MARA, Selangor, Malaysia using the Technology Acceptance Model indicated that there was a significant relationship between perceived usefulness and perceived ease of use with perceived usefulness and the actual usage of the e-library. It is also recommended that future research explore the factors associated with the possible mediation effect of

usefulness upon ease of use.

A recent study by Suki & Suki (2011) investigated the relationship between perceived usefulness, perceived ease of use, perceived enjoyment, attitude and subscribers' intention towards using 3G mobile services by gender on 150 respondents. The finding revealed that perceived usefulness was found as a key factor that influenced subscribers' intention to use 3G mobile services compared to perceived enjoyment.

Gialamas, Nikolopoulou and Koutromanos (2012) investigated student teachers' perceptions about the impact of Internet usage on their learning and future jobs on 448 student teachers from the Early Childhood and Primary Education Departments at the National University of Athens, in Greece. The findings showed that the majority of the sample (63%) had more than three years of experience in using the Internet, while for 84% of the sample the frequency of using it ranged between several hours per week and more than an hour daily. Moreover, most of the students believe that Internet use in university study makes learning more interesting and effective, and that possessing Internet skills will assist their future job prospects. This study has shown that the more the years of digital experience it resulted in less perceived complexity and the higher the frequency of Internet usage, the more positive were students' perceptions regarding Internet's impact on their learning and future jobs.

Recent study by Higgins, Xiao & Katsipataki (2012) on the impact of digital technology regarding the learning process of school age learners between 5 to 8 year olds in the United Kingdom for internationally using a synthesis of the evidence from meta-analysis summarized that the technology was a valuable tool to support teaching, learning and research. It is beneficial if only the teaching and learning activities were effectively aligned with what to be learned. Thus, technology was best used as a supplement to normal teaching rather than as a replacement for it. This finding suggested that some caution in the way in which technology was adopted or embedded in schools.

Traditional Learning English method was slow and expensive process but Internet communication tools helped students to personalize their learning through diversity of online authentic English teaching in literacy such as reading, writing, speaking and listening skills faster and easier. Besides, learning English

through the web as a new trend in education in schools, colleges and universities make students willing to learn the language as they are equipped with well-designed, easy to learn, easy to use tools forming good support apart from the normal teaching process. But this procedure does not act as replacement of lectures due to its use of diverse tool features, for instance, chat, bulletin board, relevant and they being tied into the specific course structure and content. The latest trends in e-learning include mobile learning such as iPod, cell phones and iPhone, blogs, emails, online quizzes and tests, instant messenger, and Internet telephone Skype (Khan, 2005).

Email is a communication tool which is being used in English language learning. For students, email is an excellent way to communicate with their instructors because of its usefulness and easiness. Web-based learning is another area in which e-mail is being used. Similarly, the teacher can assign a debate topic and ask the students to begin to discuss it via email. This activity will help them to improve writing skills and vocabulary. Another latest trends in web based leaning is blogs. Blogs are well suited to serve as online personal journals for students, particularly since they normally enable them to uploading and linking of files. English language learners could use a personal blog linked to a course as an electronic portfolio to show development over time. Pinkman (2005) indicated that blogging becomes communicative and interactive when participants assume multiple roles in the writing process, as writers who write and post, as readers or reviewers who respond to other writers' posts, and as writer-readers who returning to their own posts, react to criticism of their own posts on condition students should type only in English because it is very important for their developments in terms of writing and vocabulary. Readers in turn can comment on what they read, although blogs can be placed in secured environments as well.

These findings were consistent with that of Amjah (2014) who investigated teachers' strategies on how to attract students' interest in learning English as a second language for year 4 students in a few primary schools in Brunei Darussalam. The results revealed that majority of teachers employed the Internet as English resources in developing students' interest towards English language and they agreed that it had positive impact on

students' academic performances. Another study parallel with these findings was done by (Jamalifar & Chalak, 2014) on 100 bachelor students at Esfahan University of Technology, Iran. The results showed that 93% of the participants agreed Internet is a good tool to learn English language vocabulary and grammar indirectly and this makes the learning task more engaging, enthusiastic and extended. Similarly, a study by Sarica & Cavus, (2009) on new trends on Leaning English in school agreed with the above statement. They stated that Internet applications such as blogs, e-mails, instant messenger, online quizzes and tests provided integrated interactive environment for teachers and students to enjoy and learn. In addition, the potential applications of it to English language learning and teaching needed to be further explored as language skills can be developed effectively by using this application.

These findings were also coherent with a study by Al-Bahrani & Hokroh, (2013) who examined the relationship between the use of the Internet and students' ability to learn English on 100 female students in the Canadian Language Center (CLC) in Qatif, Saudi Arabia. The findings showed that 96% of the students agreed that the Internet has contributed to their English language learning process. Based on the above findings, it can conclude that indeed Internet was regarded as motivational tool for students to learn the language and help them to improve English Language skills as well as academic performances.

Many researchers have evaluated the impact of Internet usage on university students' academic performance. A vast majority of people agreed Internet improves their grades of academic performance. This result was similar to that of Universiti Sains Malaysia (USM) students' positive perception about the quality of learning through the Internet (Muniandy, 2010). Study by Rhoades et al., (2007) found that students perceived Internet as good, easy to understand, beneficial, believable, credible, and accurate tool. Besides, a study by Asan and Koca (2006) determined that students perceived Internet as a universal digital library and fastest way to gain knowledge. The students use the Internet to obtain course-related information, communications and finishing assignments. The faculty itself also invested a lot of resources for learning purposes. Besides, a study by Tomos et al., (2013) used

a questionnaire to study the relationship between Internet usage, technology satisfaction, student performance and technology resistance among students in a higher education institution in Wales, United Kingdom found positive correlation between Internet usage and academic performance.

These findings were in line with a study by Siraj *et al*., (2015) who explored the impact of Internet use on the academic performance among 186 year 4 of medical student of session 2011-2012 in University Kebangsaan Malaysia, Malaysia. They found that a positive correlation between CGPA and duration of Internet use and higher CGPA was observed among the users who used Internet more than six hours in both weekdays and weekends. This study concludes that high Internet usage brings better academic result as students get the opportunity to enter to the information world. Similar reports were revealed in the study done by Young (2006) where students with higher average academic grades tended to spend more time using the Internet than others. Recent study in Malaysia by Lauran *et al*., (2013) reported that 98.3% students' have access to website for search of information and assignment as it is faster and easier. Similarly, Kumar and Kaur (2006) have found that 72.2% students used the Internet for education purpose while 50.8% for research. These findings were coherence with a study by Asdaque, Khan and Rizvi (2010) who investigated the effect of use of Internet on the academic performance, social life and outdoor activity on one hundred Bachelor of Science students in a public University in Pakistan. They reported that students who used Internet for downloading assignment and books or journal have higher Cumulative Grade Points Average (CGPA) as compared to those who used Internet for other than assignment or downloading software or songs. In this era of Information Technology (IT) world, Internet actually helps students to achieve their academic performance.

Internet usage for academic purposes contributes towards the benefits of the students, however, excessive Internet use for social interaction or entertainment was found to be detrimental for students' academic performance and social well-being which includes impaired academic performance, health problems, personal relationship problems and social dysfunction. However, Niculovic *et al*., (2012) stated that excessive Internet usage among students is correlated with lack of self-control, weak academic performance and impaired social life. Besides, studies have shown that an increase in virtual interaction decreases the amount of face-to-face interaction between people and this in turn may lead to social isolation and depression.

METHODOLOGY

This study used the survey method to investigate individual students' differences in Internet practice stressing on the impact on general learning and also for the improvement of English language skills. This is within the framework of total time spent online during weekdays and weekends among 100 final year nursing students at Bestari University College, Setiu, Terengganu. The study also examined the relationship between Internet usage domains, Internet usage and socioeconomic status. Lastly the study ascertains the effect of Internet use on their academic performance.

Respondents of this study were the final year nursing students at Bestari University College, Setiu, Terengganu with hundred students involved in this research. The demographic data of the respondents collected included gender, age, semester, educational level, CGPA, place of residence, socioeconomic status and time spent online. Socioeconomic status were measured based on parents' educational level and family income.

RESULTS

Results pointed out that students used the Internet mainly because they professed that the Internet to be useful for their job tasks, secondarily it is entertaining and lastly it had an impact on their general learning especially their English language skills.

Table 1: Demographic Data of Respondents

Gender	Frequency	Percent
Male	9	9.0
Female	91	91.0
Age (Year)	Frequency	Percent
18 - 23	10	10.0
24 - 29	90	90.0
Semester	Frequency	Percent
Five	48	48.0
Six	52	52.0

Educational Level	Frequency	Percent
SPM	96	96.0
STPM	4	4.0
CGPA	Frequency	Percent
0.00 - 2.00	7	7.0
2.00 - 3.00	62	62.0
3.00 - 4.00	31	31.0
Place of Residence	Frequency	Percent
Urban	40	40.0
Rural	60	60.0
Father's Educational Level	Frequency	Percent
No formal education	20	20.0
Primary education	39	39.0
Secondary education	28	28.0
Tertiary education	13	13.0
Mother's Educational Level	Frequency	Percent
No formal education	13	13.0
Primary education	51	51.0
Secondary education	26	26.0
Tertiary education	10	10.0
Family Income	Frequency	Percent
Less than RM1000	14	14.0
RM1001-RM2000	38	38.0
RM2001-RM3000	34	34.0
RM3001-RM4000	11	11.0
More than RM4000	3	3.0
Socioeconomic Status	Frequency	Percent
Low	36	36.0
Moderate	44	44.0
High	20	20.0

It was observed that majority of the final year nursing students was female with a total of 91 students or 91% from the overall sample. In contrast, male students formed the minority with a total of nine students or 9% of the overall sample. The minimum and maximum age of respondents was 18 years old and 29 years old respectively. The range of age varied from 18 years old to 23 years old and 24 years old to 29 years old. The majority of the respondents were in the age group 24 to 29 years old with a total of 90 students. On the other hand, the minority age group was 18 to 23 years old with a total of 10 students. This group constituted 10% of the sample. The nursing students were divided into two groups based on their semester of their final year of study. They are Semester Five and Semester Six. The majority of students who took part in this study were from Semester Six with a total of 52 students or 52% from the sample. The rest of the students who took part in this study were from Semester Five with a total of 48 students or 48 percent from the sample.

The educational level of students was classified into two groups. They are Sijil Pelajaran Malaysia (SPM) and Sijil Tinggi Pelajaran Malaysia (STPM) holders. Most of the students were SPM holders with a total of 96 students or 96% of the sample. The rest of the students were STPM holders with a total of four students or 4 percent of the sample.

The highest percentage of CGPA group was observed in 2.00 to 3.00 with 62% of overall sample and was achieved by 62 students. Half of that was CGPA group 3.00 to 4.00 with 31% of overall sample. It was achieved by 31 students. The lowest percentage was observed for CGPA group 0.00 to 2.00 with 7% of overall sample and was achieved by seven students. Place of residence of respondents were grouped as urban and rural. Majority of the students came from rural areas with a total of 60 students (60%) from the overall sample. The rest of students came from urban areas with a total of 40 students or 40 percent from the overall sample.

The socioeconomic status of respondents was measured based on parents' educational level and monthly family income. Then, it was classified into three categories such as low, moderate and high. Four group of parents' educational level were identified, that is no formal education, primary education, secondary education and tertiary education. The highest frequency for parents' educational level was for primary education. It was also the highest frequency for both father and mother's educational level with a total of 39 people or 39% of the overall sample and 51 students or 51% of the overall sample respectively. The majority of the students came from a family who had monthly family income ranging from RM 1001 to RM 2000. Socioeconomic status for each respondent

was measured based on parents' educational level and monthly family income. The majority of the students were from moderate socioeconomic status with a total of 44 students or 44% of the overall sample. On contrast, the minority of the students were from high socioeconomic status with a total of 20 students or 20% of the overall sample. The rest of the students were from low socioeconomic status with a total of 36 students or 36 percent of the overall sample.

Internet Usage

Collecting data of Internet usage among the final year nursing students was achieved by employing a well establish instrument developed by Cheung and Huang's Internet usage in university education: an empirical investigation from a student's perspective (2005). Individual time spent online by respondents was measured based on duration spent online by hour per day and frequency spent online by day per week.

Table 2: Internet Usage by Respondents

Duration Online (Hour/Day)	Frequency	Percent
2-3 Hours per day	41	41.0
3-4 Hours per day	59	59.0
Frequency Online (Day / Week)	Frequency	Percent
1-2 Days per week	11	11.0
2-3 Days per week	15	15.0
3-4 Days per week	20	20.0
4-7 Days per week	54	54.0
Time Spent Online	Frequency	Percent
Low	73	73.0
High	27	27.0

Duration spent online by respondents showed that the majority of the students who spent time online between 3 hours to 4 hours daily were 59 students with 59% of the overall sample. In contrast, the students who spent times online between 2 hours to 3 hours daily were 41 students with 41% of the overall sample. Most frequently students spent between 4 days to 7 days per week online was seen among 54 students and it equal to 54% of the overall sample. On the other end, students spent between daily 2 days per week online among 11 students and it equals to 11% of the overall sample. The rest of the students who spent between 3 days to 4 days per week and 2 days to 3 days per week

online were 20 students and 15 students respectively. This value was equivalent to 20% and 15% of the overall sample respectively. The majority of the students had low time spent online with a total of 73 students or 73% of the overall sample. In contrast, only total of 27 students or 27% of the overall sample had higher time spent online.

Correlation Analysis

Four Internet usage domains were correlated among themselves in order to examine their relationships. Table 3 depicts the correlation coefficients between the four domains of Internet usage.

Table 3: Correlation between Internet usage domains

	Perceived Enjoyment	Perceived Usefulness	Improve English Language	Impact on General Learning
Perceived Enjoyment	1	0.897	0.828	0.866
Perceived Usefulness		1	0.822	0.840
Improve English Language			1	0.826
Impact on General Learning				1

A Pearson's correlation analyses showed that the four domains of Internet usage had a very strong, positive correlation with each other.

Correlation between Internet Usage Domains and CGPA and Time spent online

The relationships between students' CGPA and time spent online were examined according to their Internet usage domains.

Table 4: Correlation between Internet Usage Domains and CGPA

	Cumulative Grade Points Average (CGPA)	Time Spent Online
Perceived Enjoyment	0.036	0.131
Perceived Usefulness	0.043	0.034
Improve English Language	0.083	0.101
Impact on General Learning	0.062	0.122

Pearson's correlation analyses showed that the Internet usage domains had a very weak, positive correlation with students' CGPA. Similarly the four dimensions of Internet usage domains had a very weak, positive correlation with time spent online.

Correlation between Time Spent Online and Socioeconomic Status

The correlation between time spent online and socioeconomic status gives a very weak, negative correlation r value of -0.175.

Internet Usage Domains Differences according to demographic data

Internet usage domains differences were examined according to the sample profile.

Table 5: Internet Usage Domains Differences

	Gender	N	Mean	Std. Deviation	*t* value	*p* value
Perceived Enjoyment	Male	9	25.22	8.77	-1.28	0.156
	Female	91	28.42	6.95		
Perceived Usefulness	Male	9	29.55	7.89	-1.03	0.225
	Female	91	31.68	5.63		
Improved English Language	Male	9	20.88	6.03	-1.05	0.061
	Female	91	22.52	4.25		
Impact on General Learning	Male	9	22.00	7.29	-1.41	0.173
	Female	91	24.86	5.64		
	Age	**N**	**Mean**	**Std. Deviation**	***t* value**	***p* value**
Perceived Enjoyment	18 - 23 years	10	27.80	7.19	-0.158	0.458
	24 - 29 years	90	28.17	7.17		
Perceived Usefulness	18 - 23 years	10	31.60	6.20	0.062	0.715
	24 - 29 years	90	31.47	5.85		
Improve English Language	18 - 23 years	10	22.80	4.51	0.315	0.912
	24 - 29 years	90	22.33	4.44		
Impact on General Learning	18 - 23 years	10	26.40	3.37	1.024	0.075
	24 - 29years	90	24.41	6.01		
	Semester	**N**	**Mean**	**Std. Deviation**	***t* value**	***p* value**
Perceived Enjoyment	Five	48	27.52	6.99	-0.832	0.964
	Six	52	28.71	7.29		
Perceived Usefulness	Five	48	30.72	6.07	-1.251	0.726
	Six	52	32.19	5.61		
Improved English Language	Five	48	21.47	4.28	-1.982	0.782
	Six	52	23.21	4.43		
Impact on General Learning	Five	48	23.79	5.43	-1.355	0.387
	Six	52	25.36	6.12		
	Educational level	**N**	**Mean**	**Std. Deviation**	***t* value**	***p* value**
Perceived Enjoyment	SPM	96	27.93	7.21	-1.396	0.047*
	STPM	4	33.00	1.41		
Perceived Usefulness	SPM	96	31.34	5.90	-1.226	0.235
	STPM	4	35.00	3.16		
Improve English Language	SPM	96	22.28	4.47	-1.093	0.226
	STPM	4	24.75	2.21		
Impact on General Learning	SPM	96	24.55	5.91	-0.485	0.293
	STPM	4	26.00	3.16		

	CGPA	N	Mean	Std. Deviation	F value	*p* value
Perceived Enjoyment	0.00 - 2.00	7	24.2857	8.90158	1.321	0.272
	2.00 - 3.00	62	28.7742	6.97870		
	3.00 - 4.00	31	27.7419	6.99508		
Perceived Usefulness	0.00 - 2.00	7	28.1429	6.76827	1.445	0.241
	2.00 - 3.00	62	32.0161	5.96847		
	3.00 - 4.00	31	31.1935	5.32553		
Improve English Language	0.00 - 2.00	7	19.4286	5.19157	1.751	0.179
	2.00 - 3.00	62	22.7097	4.21701		
	3.00 - 4.00	31	22.3871	4.58023		
Impact on General Learning	0.00 - 2.00	7	20.5714	8.24332		
	2.00 - 3.00	62	25.1935	5.54220	2.065	0.132
	3.00 - 4.00	31	24.3548	5.60683		
	Place of Residence	N	Mean	Std. Deviation	*t* value	*p* value
Perceived Enjoyment	Urban	40	29.1750	6.44856	1.186	0.098
	Rural	60	27.4500	7.54068		
Perceived Usefulness	Urban	40	32.4000	5.39610	1.272	0.194
	Rural	60	30.8833	6.11498		
Improve English Language	Urban	40	23.0750	4.07234	1.285	0.271
	Rural	60	21.9167	4.62965		
Impact on General Learning	Urban	40	25.3250	5.41786	1.002	0.265
	Rural	60	24.1333	6.08267		
Socioeconomic status		N	Mean	Std. Deviation	F value	*p* value
Perceived Enjoyment	Low	36	29.0278	7.03658	0.473	0.624
	Moderate	44	27.8182	7.55837		
	High	20	27.2500	6.52828		
Perceived Usefulness	Low	36	31.4167	5.61821	0.024	0.976
	Moderate	44	31.4318	6.43536		
	High	20	31.7500	5.17967		
Improve English Language	Low	36	22.6667	4.21562	0.128	0.880
	Moderate	44	22.1591	4.73455		
	High	20	22.3500	4.30758		
Impact on General Learning	Low	36	24.5556	6.09189	0.377	0.687
	Moderate	44	25.0682	5.62551		
	High	20	23.7000	5.96569		

DISCUSSION

There is no significant difference between Internet usage domains and gender. However, mean values obtained by females is consistently higher than the males for each Internet usage domains. There is no significant difference in Internet usage for all domains between age groups. Students come from two main age groups; the younger ones in the range of age of 18 to 23 years old and the older ones in the range of age 24 to 29 years. The mean values for improved English language and impact on general learning is higher for the younger students. In contrast, the mean values for perceived enjoyment and perceived usefulness are higher among the older students. There is no significant difference for time spent online between age groups. Final year nursing students were divided into two groups; semester five and semester six. There is no significant difference in Internet usage between them for all domains. The mean values for all Internet usage domains were consistently higher for the final year students in semester six and consistently lower for final year students in semester five. Significant difference for

Internet usage domains between groups based on educational level exists only for perceived enjoyment. The STPM group mean value of 33.00 was significantly greater than the SPM group mean value of 27.93 at the 95 percent level. However, no significant differences existed for other Internet usage domains between the two educational levels. It is observed that the mean values obtained by STPM holders were consistently higher than SPM holders for all Internet usage domains.

There is no significant difference in Internet usage for all domains based on their CGPA groupings. However, a certain pattern has emerged from the data analysis. It is observed that for each Internet usage domain, the highest mean coincide with the intermediate CGPA group which is 2.00 to 3.00. Internet usage of students from the rural areas was compared to those from the urban areas for all domains. There is no significant difference in Internet usage for all domains between places of residence. However, students who came from urban areas consistently scored higher mean for all Internet usage domains. Socioeconomic status is measured by parents' educational level and family's monthly income. There is no significant difference in Internet usage for all

domains between different statuses. The comparing mean values showed that enjoyment, usefulness and improved English language were found among students with low socioeconomic status. On the contrary, effect on the general learning was found among students with moderate socioeconomic status. Furthermore, students with high socioeconomic status consistently scored lowest for all Internet usage domains.

CONCLUSION

Students used the Internet because they perceived the Internet to be useful to their job tasks, it is enjoyable and it had an impact on their general learning and English language skills. Older students are more concerned with its usefulness while the younger students are more interested on the enjoyment aspect. There were no significant gender differences in all four domains of internet usage; both genders had equal access to computers and possessed comparable knowledge about its usage and potentials. Internet usage neither depends on their place of residence nor socioeconomic status. However Internet usage when perceived for learning purposes was closely related to academic achievements.

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