

Internet Use of Students and Their Academic Performance

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Abstract

The internet is vital for the learning outcomes of students. It allows them to access vast information that will help them in their academic activities. Moreover, it gives them a channel where they can enjoy and learn at the same time. With its fun features such as online games and browsing of social media, it allows students to destress and relax during stressful times. Therefore, it is crucial to determine the influence of internet to the academic performance of the students. This study aimed to determine the relationship between internet use and academic performance, whether students use the internet for academic purposes or personal purposes. This study employed descriptive quantitative method and used survey method on data gathering in order to capture the essential data that will help the researchers determine the purpose of this study. The researchers distributed survey questionnaires and it was participated by 31 third-year students from Bachelor of Business Administration. The findings of the study indicated that internet use, whether for academic or personal purposes, has no significant relationship in students' academic performance. Student's exposure to the internet is effective in supporting the increase of their academic success. In the same manner, allowing students to use the internet for personal purposes do not affect their academic performance. Hence, using the internet for leisure gives them an avenue to enjoy while learning. The researchers recommended that it is necessary for School Administration to provide or improve school internet facilities. Also, Teachers and parents should monitor student's internet use in school and at home, ensuring that they focus more on academic activities.

KEY WORDS: *Internet Use, Academic Performance, Academic Purposes of Internet Use, Personal Purposes of Internet Use*

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Chapter 1

Internet Use of Students and Their Academic Performance

The internet is vital in the development of information technology. Today, the internet became an essential tool for the knowledge-based modern society. It allows users to manage information, information search, communication, research, and learning. Through the internet, a boundless world is realized. The internet made it easier for people to access the latest information.

In addition, internet use has become fundamental to the world, especially to students. It helps them broaden their academic knowledge. It assists them in research and assignments through access to the information world. It also takes them to seamless communication with their academic community and makes them interact openly with peers without hesitation and fear.

Moreover, the internet is a beneficial tool in this modern era of the Information Technology. It is not only for business purposes but also for the academics. It helps students in enhancing their skills and capabilities. It also supports them with information for their studies. Students use the internet as a hub for research in their various fields of study. It is useful to students, they use it to consult for assignments, presentations, research works, and examinations. The internet also serves as a valuable tool for lecturers. It helps them to prepare lesson plans. It leads them to numerous sites, which are dedicated for educational materials.

Mahdi (2019) stated that in the current changing digital age, universities, and colleges are adapting the use of technology in their systems. College institutions focus

on high-tech mechanisms to enhance students' lives. Almasi et al. (2017) stated that various studies suggested that there has been an increased use of social networking among students to perform academic activities such as assignments, learning, and research. The internet is presently used as a source of teaching and learning materials. It is a new channel for academic resources that contains a vast amount of information. The internet varies a great deal regarding its content, aim, target group, and reliability.

However, in some instances, the internet is primarily used for personal purposes rather than for academics. According to Upadhyay & Guragain (2017), students use the internet exclusively for communication with friends and family but not for academic activities. The study by Silver et al. (2019) found that online platforms such as Facebook, Twitter, Instagram, TikTok, and other applications offer more than personal benefits.

Moreover, Castellacci and Tveito (2018) stated that the internet had introduced new activities and services that offer new kinds of social interactions, like online dating called Tinder. These dating apps use location data to find other individuals through user's preferences and facilitate social interactions. It also introduced other social interactions through interactive gameplay that relies on augmented reality such as mobile gaming like Pokemon Go. The internet also enables unprecedented access to information about other users in personal networks through social networking sites. The internet offers the purchase of goods and services online, such as Uber, Trip Advisor, and Online Banking which are less time-consuming. However, these activities increased the risks of scams and theft.

Furthermore, the studies of Kakaraki et al. (2017) and Iyitoglu & Celikoz (2017) found that internet addiction is more prevalent among university students. The possible explanations include free and unlimited internet access, lack of parental control during university life, desire for companionship, and to avoid stress at school. The fear is that students will become so addicted to the internet that they will forget to balance their academic and non-academic lives. The main point should be that the internet is used to benefit their primary occupation as students.

The internet has great benefits for users in terms of academics. However, it also has drawbacks, such as wasting time, engaging in anti-social conduct, and generating relationship issues. Problematic internet use particularly, mobile gaming or browsing social media platforms can lead to absenteeism, academic failure, and difficulty in interpersonal connections with other students. Khanam et al. (2020) specified that the internet has detrimental impact on the fulfillment of course assignments due to the inaccuracy of information published on social media or a lack of time management in the workplace. In addition to this, according to Alamri (2019), the widespread usage of social media sites has sparked concerns about their impact on students' academic achievement and learning in general.

The researchers observed how the students depend on the internet in doing their school activities. On the other hand, many students were immersed in using the internet more on online leisure activities, such as mobile gaming and browsing social media platforms. Thus, this present study investigated the relationship of internet use, whether for academic or personal purposes, in the academic performance of Bachelor

of Science in Business Administration (BSBA) Third-Year students at Southern de Oro Philippines College, First Semester of School Year 2022-2023.

Theoretical Framework

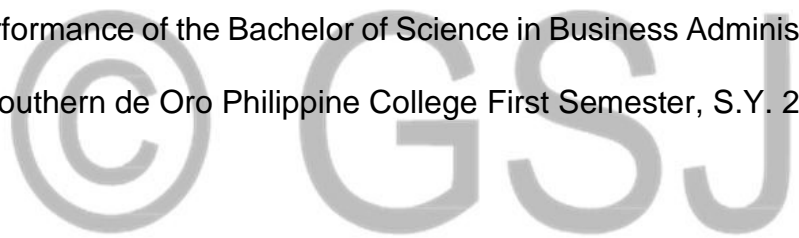
This study was anchored to the Social Cognitive Theory of Bandura 1986: The Social Cognitive Theory of Bandura 1986 explains that human behavior results from dynamic relations between personal, behavioral, and environmental factors. People's thoughts and feelings are the major components of personal factors. Behavioral factors include health-related information and skills referred to as behavioral capability and skills in regulating and taking action. This theory is also a direct response to behaviorism. This theory explains that people can acquire knowledge by just observing other's skills, beliefs, strategies, rules, and attitudes. They learn about the utility and suitability of behaviors by observing other people's behavior and act based on what they believe will be the outcome.

Social Cognitive Theory provides a comprehensive theoretical framework for understanding the determinants and mechanisms of human behavior. To relate it to this study, students who are addicted to Internet can be influenced by the characters they see online, and to some extent, the students may end up following the character's actions in online games and on social media platforms. In other words, their minds may lead them to violent acts due to imitating the character.

The study of Berte et al. (2019) anchored to Bandura's context of social-cognitive theory, self-efficacy is an individual's belief that someone possesses the skills necessary to perform a task or attain an objective. Self-efficacy affects the role people generally

assume socially. In the face of a particular task, self-efficacy determines how much effort were made, how long they withstand obstacles and frustrations. It also determined the level of resistance they demonstrate in the face of difficulties, emotional stress, and the level of depression encountered when dealing with environmental demands.

In the present scenario, the researchers observed that students are indulged on the internet. They are drowned to the satisfaction they get online particularly on mobile games and on social media. Students use the internet without respect as to when it will be used on personal purposes in order to avoid academic distraction. These practices might lead to poor academic grades. Thus, this present study will determine the relationship between internet use, whether for academic or personal purposes, and the academic performance of the Bachelor of Science in Business Administration Third-year students at Southern de Oro Philippine College First Semester, S.Y. 2022-2023.



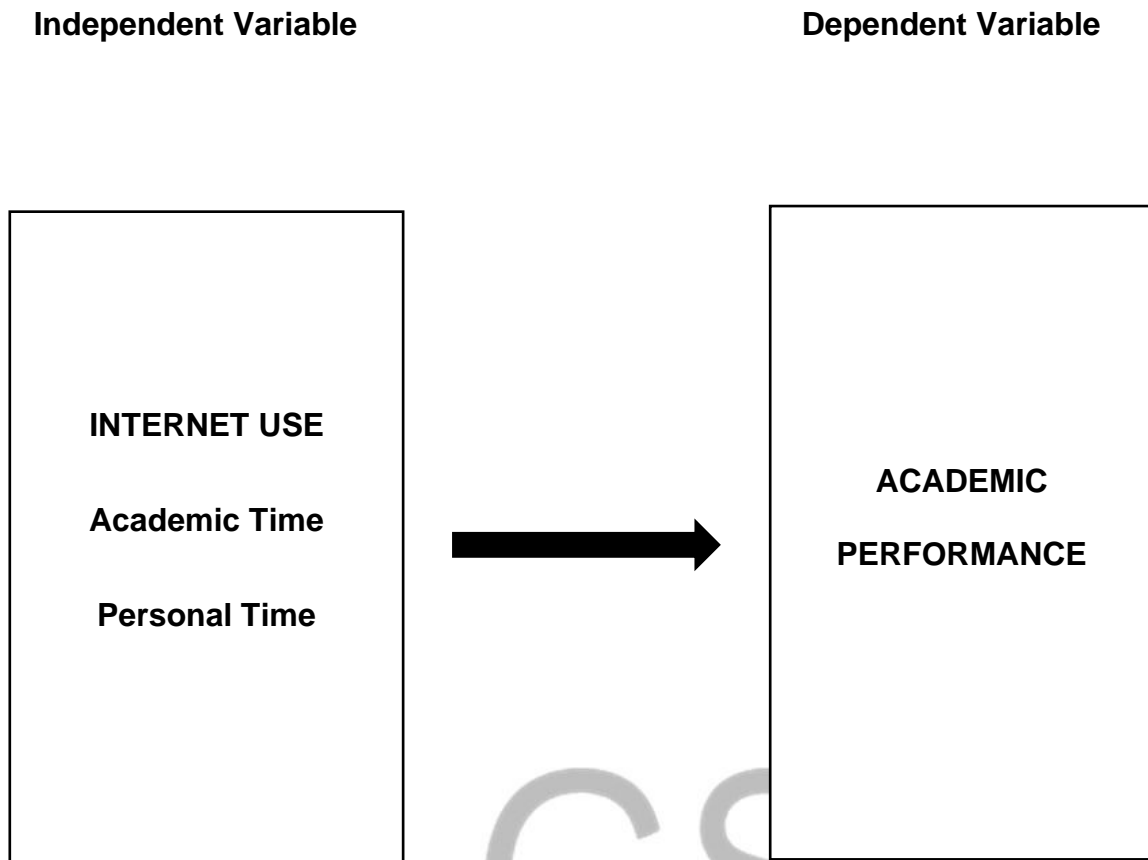


Figure 1

Schematic Diagram showing the Independent Variables and Dependent Variables of the Study

Statement of the Problem

This study investigated the relationship between internet use and the academic performance of Business Administration Third-Year students at Southern Philippines College, First Semester of School Year 2022-2023. Specifically, it sought to answer the following questions:

1. What is the level of internet use among Third Year BSBA students:
 - 1.1 Academic Purpose;
 - 1.2 Personal Purpose?
2. What is the Academic Performance of Third-Year BSBA students in the First Semester of School Year, 2022-2023?
3. Is there a significant relationship between internet use and the academic performance of Third-Year BSBA students?

Hypothesis

Problems 1 and 2 are hypothesis-free. Problem 3 was tested at a .05 level of significance stated as:

Ho1: There is no significant relationship between internet use and the academic performance of Third-Year BSBA students.

Significance of the study

This study investigated the relationship between internet use and the academic performance of the Bachelor of Science in Business Administration Third-year students of Southern Philippines College in the First Semester for School Year 2022-2023. The findings of this study will redound to the benefit of the following:

School and Administrators. It will help the school and administrators in addressing the issues with regards to internet use. The administrators may draw a balance intervention between the positive and negative effects of internet use to the academic performance of the students.

Teachers. This study will give the teachers a hint of issues of why students got poor academic performance and will direct them to further evaluate, critique, and supervise students' activities especially in accessing the internet.

Parents. This study will be beneficial for their involvement. Through this research, they can develop intervention strategies that will minimize the use of internet to unnecessary matters.

Students. This study will bring awareness among students about how the internet, whether for academic or personal purposes, affects their academic performance.

Future Researchers. This study will be a significant contribution to future researchers because it will serve as their guide in doing their research with modified variables.

Scope and Limitation of the Study

This study focused on Internet Use and the Academic Performance of the Bachelor of Science in Business Administration Third Year students of Southern de Oro Philippines College, School Year 2022-2023, which will represent the population. The researchers noticed that this specific population had students who were reliant to

the internet in doing their school activities. Also, it is evident that most of the students were immersed on using the internet for personal purposes specifically mobile gaming and social media browsing. The researchers sought to determine how would internet use influence the academic performance of this particular population. Thence, the researchers investigated the relationship between internet use, whether for academic or personal purposes, and academic performance.

Definition of Terms

For a clearer understanding of the different terminologies used in the study, the following terms are defined operationally:

Academic Performance. This term refers to the measurement of student achievement across various academic subjects. Teachers and education officials typically measure achievement using classroom performance, graduation rates, and results from standardized tests.

Academic Purpose. This term refers to the amount of time students spend on the internet for active, successful, and productive engagement in learning-relevant academic content. It is the portion of instructional time that students spend directly involved in learning activities. The more academic learning time a student accumulates, the more the student is learning.

Internet. This term refers to a global communications system connecting millions of other small networks. Therefore, the internet is often referred to as a network of networks. It allows computer users to communicate with each other over long distances and across computer platforms.

Performance. This term refers to a movement or kind of conduct that includes relatively little interest in the elements or too small subjects that are not significant. It is defined as the action or process of carrying out or accomplishing an action, task, or function.

Personal Purpose. This term refers to using the Internet for non-academic or non-work-related activities, either goal-driven or not.

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Chapter 2

Literature Review

This chapter presents the relevant literature and studies, national and international that the researchers considered in strengthening the claim and importance of the present study.

Internet Use

Nowland et al. (2018) stated that internet use is rapidly increasing worldwide. Professionals now have a big chance to stay up to speed with the exponential increase of knowledge, allowing them to become lifelong learners.

Moreover, the internet aided research and other student academic problems by providing massive data sources on various topics. There is no need to visit many physical libraries to browse books which obtain limited information. With a single click, it provides a variety of resources.

While the internet allowed for a faster communication, it also had negative consequences. Entienza (2021) stated that it affects the students in terms of behavior and mental health. High amount of time was found used on social media, games, and pornography. This practice will undoubtedly affect the academic performance of the students.

In addition, Chang et al. (2019) explained that internet use shows positive and negative effects on university students' academic performance. The internet does not only act as an entertainment tool. It was considered an essential professional resource

for work, communication, and education. It gives everyone instant access to an endless supply of knowledge. Yebowaah & Adjoa (2018) stated in a study in Wa, Municipality of Ghana that many senior high school students consider the library as a conducive place for learning and a practical space to search for information. However, the students prefer to use the internet rather than go to the library since it conveniently provides more available materials. Hako et al. (2021) and Narh-Kert et al. (2022) indicated that learners at SHS use the internet for several activities. It includes mapping, downloading materials, viewing online lectures, playing online games, and making purchases online for academic work.

Nuncio (2019) stated that young Filipinos have seen the internet as advantageous in many ways. It benefits them through assisting them in finding information, and serving as a learning tool for their study and school tasks. It is seen as a practical, quick, and powerful tool to interact with family members, friends, classmates, and nearly anyone online. It provides individuals with a new sense of self, which is often impacted by the convergence of opinions about anything in their immediate environment and the world.

Academic Purpose

The internet has reshaped tertiary education to improve academic learning (Apuke & Iyendo, 2017). According to Apuke & Iyendo (2018) in a study conducted in three selected universities in North-Eastern Nigeria, students believed that internet use enabled them to perform advanced research, tackle several homework. It also enhances the scope of reading and learning, promotes self-learning, encourages and enhances

peer learning, and improves student's examination preparation. Alamri et al. (2019) explained that incorporating social media as a formal platform into university academic assignments would benefit students. Students can benefit from social networks built exclusively for education such as Edmodo. It provides broad access to resources, reduces barriers to group interaction, and supports collaborative learning activities. In addition, it encourages learners' self-learning, increases engagement and motivation, improves learners' engagement with peers and their teachers. Moreover, it supports active and social learning. Furthermore, in order to support research, teaching, and communication, according to Hossain & Rahman (2017), internet access should be stable for both students and teachers. Students heavily rely on the internet to supplement their academic work.

Acut et. al (2016) stated in a study conducted on undergraduate students at Mindanao State University- Iligan Institute of Technology. The researchers recommend that educators may encourage students to use the internet by giving them assignments, projects, and online quizzes. Moreover, Rahman (2020) stated that students who use the internet for academic purposes could gain more knowledge and enhance their cumulative grade point average.

Personal Purpose

According to Verecio (2018), the internet has been used for unlimited access to entertainment, watching videos and movies, listening to music, and even online gaming, social interaction, information seeking, and economic motives. Islam et al. (2018) stated

that problematic internet use has a negative impact in student's academic performance if they immerse themselves in non-academic activities online.

Also, Renuka & Gurunathan (2017) found that students have good knowledge regarding the use of computers and the internet. However, they show interest more in personal use than academic activities. They use the internet more on communicating than searching for information. Ahmadi & Zeinali (2018) stated that social networking addiction has a negative impact on academic achievement. It causes academic procrastination, reduces quality sleep, and increases academic stress. Jamaludin et. al. (2018) also found in a study in health-related university that students use the internet not only for their academics but also for socialization and entertainment purposes.

Academic Performance

Academic performance is the result of which students have attained short or long-term educational goals. It is measured by continuously assessing their grade point average (GPA) (Tadese et al., 2022). Shabibi & Rusli (2017) stated that internet use was found necessary in influencing student's academic achievement. If students use online media without wasting time on things that are not beneficial, they will increase academic achievement. According to the study of Senthil (2018), many students have replaced their textbooks, reference books, and daily newspapers with online editions. This indicates that internet usage has a marginal impact on students' academic performance.

Allowing continuous internet use among students has a significant positive effect on student's academic performance (Maqableh et. al., 2021). The internet supports students

in searching information related to their modules and assignment. In addition, internet use can help students work together as groups to connect and collaborate online. Nowadays, universities integrate online learning with traditional teaching methods to create more interactive student-centered learning (Naqshbandi et. al., 2017). Emeka & Nyeche (2016) emphasized the importance of internet services to students' academic achievement. The academic success will be accomplished by exposing students to current and relevant material in their various fields of study. According to the findings, internet use for academic purposes and academic accomplishment are closely proportional.

In a study conducted by Agatep & Edaño, (2018) in AMA Computer Colleges in Region 3, it is feared that college students are prone to internet's addictive potential. According to the report, students were close to fail in most of their disciplines, including the major ones. Also, Espineda & Villaflores (2019) stated that internet use for recreational-oriented purpose has a good effect on academic performance.

According to researchers Duke & Montag (2017), problematic use is associated to decreased productivity and poor academic achievement. Overuse of the internet is causing complications to the academics. It causes lack of concentration during studies because of inadequate sleep and poor mental concentration (Upadhyay & Guragain, 2017). Furthermore, Truzoli et al. (2020) suggested that excessive internet use is found to have harm academic motivation, learning productivity, and psychosocial status. These factors have negative effects on the academic performance of students.

Chapter 3

Methodology

Design

The study used the descriptive survey method of research to investigate internet use and the academic performance of Bachelor of Science in Business Administration Third-year students of Southern de Oro Philippines College. Descriptive statistics gathered quantifiable information used for statistical reference on the target audience through data analysis. In selecting the data, the instrument was a questionnaire which provides a quantitative method of data gathering, such as evidence or information expressed in numerical terms. As for the academic performance, it was taken from the students' General Weighted Average (GWA) during the First semester of, School Year 2022-2023.

Setting

Southern de Oro Philippines College is located at Julio Pacana Street, Cagayan de Oro City. The school is founded in 1981 upon the proposal of Engr. Apolinar Y. Garcia and Atty. Claudio M. Aguilar. Their idea was to develop the natural conjugal properties of the late Don Benito R. Garcia and Donya Raymunda Yabut Garcia and wish to contribute toward the welfare that will benefit the youth through education.

The school's mission is to commit itself to developing global professionals through lifelong knowledge, skills, and attitude. Along with its vision to become a

Center of Excellence in producing global professionals who are deeply rooted in faith, nationalism, and humanitarianism.

The school has seven departments: the College of Education, the College of Information Technology, the College of Criminology, the College of Hospitality & Tourism Management, the College of Business Administration, the College of Arts and Sciences, and the Maritime Education. It also offers Graduate Studies, Short Courses, Basic Education, and Senior High School.

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Figure 2

Map of the Research Setting

Respondents and Sampling Procedure

The study's respondents were selected based on the convenience sampling method. It is conducted in the least interference to the participants. The respondents are selected Bachelor of Science in Business Administration Third-year students at Southern de Oro Philippine College, School Year 2022-2023. The researchers chose this specific population for the reason that most of the students in this department use the internet. The researchers would like to know how the students utilize the internet, whether they use it more for academic purposes or for personal purposes. It is also convenient for the researchers that someone from the department can assist them throughout the procedure. The target respondents of this study were more than 30 participants, and there were 31 students participated in the sampling process.

Instrument

The researchers self-made the instrument subject for validation with the use of Cronbach Alpha which contains the students' internet use, and comprises the use according to academic and personal purposes.

The questionnaire is tried out for validation with the approval of the Dean of College of Teacher Education. The researchers selected the respondents who are not part of the population but have similar characteristics to the actual respondents, and will not participate in the actual study. The validation ensures that the instrument is simple, meaningful, easily administered, and adequate in collecting the needed data. Eventually, the revision is made before the actual distribution of the instrument.

Validity and Reliability

The self- made instrument undergone validity and reliability test through Cronbach's Alpha. Due to Covid restrictions, the Pilot testing was done through online. The researchers distributed the questionnaires online to twenty respondents through Google form. The result of the self-made instrument was valid and passed the reliability test with a Cronbach's Alpha score of **0.713** above the reliable score, **0.5** Cronbach's Alpha.

Data Gathering Procedure

Before the data gathering, a letter of request was presented to the Dean of the College of Teacher Education, asking permission to allow the researcher to conduct the study and administer the research instruments to the respondents. Once permitted, a formal letter was sent to the Vice-President of the school for final approval. The consent form also respects the right of the participant to withdraw such participation during the course of the study. The identity of the respondents of this study will remain confidential. An appointment was then arranged with the department concerned to conduct the study.

Considering the present pandemic, the researchers intended the transaction personally. In administering the instruments, the researchers ensured that the necessary health protocols as mandated by the Inter-Agency Task Force (IATF) is observed. The researchers explained the direction of each item thoroughly in order for the respondents to understand the statements stated in the instrument.

Categorization of Variable

The following categories are created to facilitate the analysis and interpretation of the data gathered:

Internet Use for Academic Purpose

Scale	Range	Description	Interpretation
4	3.25 – 4.00	At All Times	Very High
3	2.00 – 3.24	Most of the Time	High
2	1.75 – 2.49	Sometimes	Low
1	1.00 – 1.74	Never	Very Low

Internet Use for Personal Purpose

Scale	Range	Description	Interpretation
4	3.25 – 4.00	At All Times	Very High
3	2.00 – 3.24	Most of the Time	High
2	1.75 – 2.49	Sometimes	Low
1	1.00 – 1.74	Never	Very Low

Scoring Guide:

Academic Performance

1.0 – 1.3	Outstanding
1.4 – 1.7	Very Satisfactory
1.8 – 2.1	Satisfactory
2.2 – 2.5	Fairly Satisfactory
2.6 – 3.0	Passing Mark

Statistical Treatment

The collected data is tabulated, examined, and interpreted using descriptive statistics to determine the internet use of the Bachelor of Science in Business Administration third-year students as to the academic purpose and personal purpose, standard deviation will be employed.

Moreover, to identify the correlational relationship between internet use, whether for academic or personal purposes, and academic performance, the researchers used Pearson Product Moment Correlation. To determine whether to accept or reject the null hypothesis, T-test is applied with a significance level of 0.05.



Chapter 4

Presentation, Analysis, and Interpretation of Data

This chapter contains a detailed presentation and discussion of data analysis and the results of this study. The data is presented in the order of how it is written in Chapter 1.

Problem 1. What is the level of internet use among Third Year BSBA students for Academic Purpose and Personal Purpose?

In order to determine the level of internet use for academic and personal purpose responses, as presented in Tables 1 and 2, the percentage, mean distribution, and standard deviation were computed.

Table 1 shows the frequency, percentage, mean distribution, and standard deviation of the internet use for academic purposes responses. It has an Overall Mean of 3.61 with SD=0.07, which is described as *All the time* and interpreted as *Very High*. With this result, respondents' high internet use for academic purposes indicates respondents focused in using internet for things that will help increase their academic success. This result is consistent with the study of Torres-Diaz (2016) emphasized that students who tend to use the internet more on educational materials are less likely to fail exams. Students who perform interactive activities with peers and teachers with balanced use of internet tools have more excellent academic performance.

The indicator, *I use the internet to create documents and class presentations*, has the highest Mean of 3.71 with SD= 0.58 which is described as

All the time and interpreted as *Very High*. This suggests that students use the internet to create documents which is applied in the present situation. This result is connected to the study of Pokhrel and Chhetri (2021) that states that students highly used Word, PDF, and Excel files, audio, and videos in their online education during COVID-19.

Table 1

Frequency, Percentage, Mean Distribution, and Standard Deviation of the Internet Use for Academic Purpose Responses

Use of Internet	Frequency of internet use for Academic Purpose (N=31)				Mean	SD	Description	Interpretation
Use the internet as means of downloading and sending data.	21 (68%)	7 (23%)	3 (10%)	1 (0%)	58	67	All the time	Very High
Use the internet to create documents and class presentations (Word, MS Excel, MS PowerPoint).	24 (77%)	5 (16%)	2 (6%)	1 (0%)	71	58	All the time	Very High
Use the internet to download editing for school activities	23 (74%)	4 (13%)	4 (13%)	1 (0%)	61	71	All the time	Very High
Use the internet to store school data (Drive, Cloud, Google Drive).	17 (55%)	11 (35%)	3 (10%)	1 (0%)	45	67	All the time	Very High
Use the internet to communicate with classmates and teachers about activity queries.	23 (74%)	7 (23%)	1 (3%)	1 (0%)	71	52	All the time	Very High
Overall					61	67	All the time	Very High

In addition, Sodhar et al. (2020) found in a study in engineering universities in Pakistan that during the pandemic lockdown, universities instituted the use of different tools such as MS Office 360, YouTube channel, Recorded PowerPoint presentations, laptop screen recorder, and X-recorder for mobile screen.

Moreover, the Indicator, *I use the internet to communicate with classmates and teachers about school activity queries*, has a mean of 3.71 with SD=0.52, which is described as *All the time* and interpreted *Very high*. This indicates that students will have an avenue to openly inquire the things about their school activities.

Consonance to this result, the study of Nuncio (2019) stated that the internet was a quick and powerful tool for people to interact with family members, friends, classmates, and nearly anyone online. Amez & Baert (2020) stated that social networking sites and communication applications contribute in quick sharing of relevant information. Moloi (2020) also stated that during the pandemic, an online education system was introduced and many online tools are instituted to reduce the impact of the pandemic on education. Moreover, Chan et al. (2020) stated during a study at SEGi University in Malaysia that internet messaging applications positively affect students. It can improve their problem-solving skills, and they can communicate freely, particularly timid students that are cautious in face-to-face communication.

Furthermore, the Indicator, *I use the Internet to store data (One Drive, Cloud, Google Drive)*, has the lowest Mean of 3.45 with SD= 0.58. However, this result is described as *All the time* and interpreted as *Very high*. This result suggests

that students back up important documents in the cloud for safety purposes. In addition, students can increase their learning outcomes by revisiting the saved files when needed. This result is consistent to the study of Elmurzaevich (2022), which claims that cloud technologies allow more comprehensive methods for teaching. It is found as the modern way in accelerating and optimizing the learning process. Alharbi et al. (2020) recommended in a study that college students should have cloud storage skills. It is essential for universities to encourage the educational use of cloud storage services because it gives them freedom of access.

Table 2 shows the frequency, percentage, mean distribution, and standard deviation of internet use for personal purposes responses. It has an Overall Mean of 3.24 with $SD=0.28$, which is described as *Most of the time* and interpreted as *High*. This result indicates that respondents also spent time using the internet for leisure-related activities. Other than academic, students can also use the internet for fun purposes. It can be a channel for students to enjoy but with moderation in order to avoid academic distraction.

The result agrees with the study of Feng et al. (2019), which states that imbalanced time and more focus in online entertainment activities can potentially lead to academic distraction. In addition to this, Giunchiglia et al. (2018) stated that more time spent on internet surfing than studying, affects academic achievement negatively. In addition, the study by Ngonso (2019) stated that youths nowadays spend hours surfing the net, engaging in chatting and socializing on different social networking sites.

Table 2

Frequency, Percentage, Mean Distribution, and Standard Deviation of Internet for Personal Purposes Responses

Use of Internet Personal Purposes Indicators	Frequency of internet use (N=31)				Mean	SD	Description	Interpretation
	All the time (%)	Most of the time (%)	Some times (%)	Rarely (%)				
Use the internet to chat with friends and family (Messenger).	81(81%)	19(19%)	0(0%)	0(0%)	3.71	0.52	All the time	Very High
Use the internet to watch videos (YouTube, Netflix).	58(58%)	29(29%)	10(10%)	3(3%)	3.42	0.80	Most of the time	High
Use the internet to listen music (Spotify).	45(45%)	23(23%)	26(26%)	6(6%)	3.06	0.99	Most of the time	High
Use the internet to upload videos online.	45(45%)	23(23%)	23(23%)	10(10%)	3.03	0.94	Most of the time	High
Use the internet to play online games.	26(26%)	23(23%)	23(23%)	13(13%)	2.90	0.97	Most of the time	High
Overall					3.24	0.28	Most of the time	High

Moreover, Renuka & Gurunathan (2017) revealed that students have good knowledge about computers and the internet, however, they show more interest in using the internet for personal purposes than in academics. The students used the Internet more for communication than searching for information.

The indicator, *I use the internet to chat with friends and family*, has a Mean of 3.71 with SD=0.52, which is described as *All the time* and interpreted *Very high*. This result is consistent with the study of Upadhyay & Guragain (2017), which found that students use the internet mainly to communicate with friends and family. Effiong et al. (2021) also found in a study on Educational Technology

Undergraduate Students in University of Calabar, Nigeria, that there is a high degree of Facebook Messenger usage among lecturers and students for personal and social interactions and use it for longer hours.

Furthermore, the Indicator “I use the internet to play games” got the lowest mean of 2.90 with $SD=1.07$. However, it indicates the usage is “High.” This result aligns with the study of Cornillez (2023). The study revealed that among 134 engineering students at Eastern Visayas State University, majority of the students play mobile games due of boredom. Also, it is found that mobile gaming has a significant relationship with student’s academic performance, whether in school or at home. In addition, the study of Militante et al. (2022) at Mount Carmel School of Maria Aurora found that playing mobile games has a small detrimental influence on academic performance. It does not mean that students will certainly neglect their studies when playing mobile games. The researchers specified that it is necessary to place a clear boundary between their mobile gaming habits and academics and that students will stick to their limitations.

Problem 2. What is the Academic Performance of Third Year BSBA students in the First Semester of School Year 2022-2023?

In order to determine the scale, average, and percentage of academic performance of Third Year BSBA students in the First Semester of School Year 2022-2023, the researchers applied descriptive statistics. The average and percentage were computed. The researchers computed the General Weighted Average (GWA) and adopted the school’s scoring guide for the scaling.

Table 3 shows the average scale and percentage of academic performance of Third-Year BSBA Students in the First Semester of School Year 2022-2023. Out of 31 participants, 81% has a *Very Satisfactory* performance equivalent to 25 respondents. The average grade obtained is 1.6. Five out of 31 respondents, 6% of the total population, have *Satisfactory* performance with an average grade of 1.9.

Table 3

Average Scale and Percentage of Academic Performance of Third Year BSBA Students in the First Semester of School Year 2022-2023

Scale	N=31	Academic Grade (Average)	Percentage
Outstanding	1	1.4	3%
Very Satisfactory	25	1.6	81%
Satisfactory	5	1.9	16%
Fairly Satisfactory	0	0	0%
Passing Mark	0	0	0%

Only one participant has an *Outstanding* performance with an average grade of 1.4, and no respondents obtained *Fairly Satisfactory* and *Passing Mark*. This result indicates that the academic performance of most third year BSBA students is *Very Satisfactory* averaging between the academic grade of 1.4-1.7. This result is interpreted as *High*, and computed based to the school’s scoring guide.

The result found in Table 3 is an indication that students were most likely concentrate in online activities that increase academic success. This result is

related to the study of Shabibi & Rusli (2017), which found that internet use is vital in influencing students' academic achievement. If students use online media without wasting time on things that are not beneficial, they will increase their academic achievement. Maqableh et al. (2021) revealed that students using internet tools to support their study might improve their academic performance. On the other hand, students who use Internet extensively on unrelated websites might reduce their academic success.

Moreover, Senthil (2018) stated that many students had replaced their textbooks, reference books, and daily newspapers with online editions. It indicates that internet usage has significant impact on student's academic performance. According to Rahman (2020), students who use the internet for academic purposes can gain more knowledge and enhance their cumulative grade point average.

Problem 3. Is there a significant relationship between internet use and the academic performance of Third-Year BSBA students?

In order to determine the relationship between internet use and the academic performance of Third-Year BSBA students, Pearson Moment Correlation is used. To determine whether to accept or reject the null hypothesis, T-test is used with a significance level of .05.

Table 4

Internet use	Academic Grade	r value	p value	Interpretation
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Academic	Academic Grade	0.136	0.466	Not significant
Personal	Academic Grade	-0.146	0.433	Not significant

Correlation of Internet Use and Academic Performance

Correlational level of .05

Table 4 shows the correlation of internet use and academic performance. The result shows that internet use for academic purposes has insignificant relationship to the academic performance with $r = .136$, $p = 0.466 > 0.05$. It is related to the study of Halim et al. (2021) in physics subjects of class XI students of State Senior High School 6 Banda Aceh stating that there is no significant relationship between internet use as learning resource and student learning outcomes.

On the other hand, the result shows that internet use for personal purposes has insignificant relationship to academic performance $r = -.146$, $p = 0.433 > 0.05$. The result agrees with the study of Acut et al. (2016) conducted on undergraduate students at Mindanao State University-Iligan Institute of Technology. The researchers found no significant relationship between the student's academic performance and their internet usage, whether the students use it for entertainment purposes.

Based on the result, it is found that internet use has no significant relationship with the academic performance, whether students use the internet for academic or personal purposes. This indicates that regardless how the students utilize the internet, it will not affect their academic performance. Whether the students look for academic materials or play online games and browse social

media, it does not affect their learning outcomes. This result was supported by the study of Amponsah et al. (2022). Its respondents are selected from senior high schools in Cape Coast Metropolis, Ghana. The study found that different internet use, such as browsing social media or search for library content, does not affect their academic results. As a result, the study recommends to the stakeholders that the provision of Internet facilities is necessary because it will enhance the student's academic performance.

In addition, Yebowaah & Adjoa (2018) found during a study in Wa Municipality of Ghana participated by 314 senior high school students. It is concluded that students' access to the internet has a positive result on their academic performance. She also added that using the internet for different purposes does not influence their academic achievement. Thus, this result indicates that the academic performance of Business Administration students is high regardless of using the internet for academic or personal purposes.

Chapter 5

Summary, Findings, Conclusions, and Recommendations

This chapter concludes this study. The summary of the research was presented. The findings of the study are discussed and interpreted. The conclusions and recommendations were based on the purpose, research problem, and the results of the data analysis of the study.

Summary

The purpose of this study was to determine the level of Internet use as to; Academic Purposes, Personal Purposes, and the relationship of Internet use to student's academic performance based on the General Weighted Average. A high degree of literature review is done to solidify this study. It was necessary to understand internet usage and its influence on academic performance. Thus, this study is anchored to the Social Cognitive Theory of Bandura (1986), which explains the underlying perception of the students in using the internet, most preferably in their academic activities and personal engagements.

Moreover, this study used the descriptive survey method. The instrument used to gather data was self-made and was tested and validated through the reliability test Cronbach's Alpha. The study's respondents were the third-year students of Bachelor of Science in Business Administration. The study was participated by 31 students for the School Year 2022-2023. In treating the data, mean, percentage, and standard deviation were used to determine the level of internet use, whether for academic or personal purposes and the student's

academic performance. Pearson Moment Correlation was employed to determine the significant relationship between the independent and dependent variable.

Findings

Based on the data gathered and the data analyses, the findings are as follows:

1. The findings revealed that respondents' use the internet for academic purposes *All the time*.
2. Respondents engage themselves to online activities that will help increase their academic success.
3. Respondents use internet for personal purposes *Most of the time*.
4. Other than academic activities, respondents also spend time on the internet for leisure and to have fun.
5. The findings also revealed that majority of BSBA third-year students had *Very Satisfactory* academic performance with a General Weighted Average of 1.6.
6. Internet use, whether for academic purposes or personal purposes, has no significant relationship to the academic performance of the students.

Conclusions

According to the opinions of the respondents and the findings of this research:

1. Student's exposure to the internet is effective in supporting the increase of their academic success.
2. Allowing students to use the internet for personal purposes does not affect their academic performance.
3. Using the internet for leisure gives them an avenue to enjoy while learning.
4. Although using the internet for personal purposes draw concerns as it can cause academic distraction, based on the findings it does not influence student's academic performance.

Recommendations

The internet is a platform used by millions, especially students. Thus, this study recommends based on the study's objectives, analysis, and findings. The researchers recommend this following:

1. School Administration may provide or improve school internet facilities. Having access to strong internet connection will help students achieve academic success.
2. Students may use the internet more on academic-related activities that will boost their learning outcomes. It is also important to control internet use for personal purposes and focus on things that are more necessary in increasing their academic performance.
3. Teachers may give students online activities that will give progress on the learning outcomes of the students. Teachers may closely monitor internet use among students ensuring that they concentrate more on academics.

4. Parents may closely supervise the students' internet use at home so they will not concentrate on leisure-related activities. High amount of time spent on browsing social media and playing games will distract them from attending matters that will help improve their academic performance. If necessary, parents may apply proper intervention to avoid problematic use.
5. The present study only focused on the relationship between internet use and academic performance. Thus, future researchers should investigate "The teachers'/ parents' involvement on the internet use of the students to improve academic success."



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