THE INFLUENCES OF INTERNET USAGE AND ACADEMIC PERFORMANCE OF UNDERGRADUATE STUDENTS AT OMDURMAN ISLAMIC UNIVERSITY

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ENGLISH LANGUAGE AND LITERATURE

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THESIS APPROVAL PAGE

I certify that in my opinion the Hisham Mohammed Ibrahim MOHAMMED titled"THE INFLUENCES OF İNTERNET USAGE AND ACADEMİC PERFORMANCE OF UNDERGRADUATE STUDENTS AT OMDURMAN ISLAMİC UNİVERSİTY" is fulya dequate in scope and in quality as a thesis for the degree of Master of Arts English Literature.

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I, Hisham Mohammed affirm that the thesis below, named"Internet Usage and Academic Performance of Undergraduate Students at Omdurman Islamic University," is my original work and has beencompleted in partialfulfillment of the requirements for the degree of Master (MA) in the Department of English Language and Literature at Karabuk University.

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FOREWORD

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ABSTRACT

The internet, recognized as the most sought-after information and communication technology, has triggered a revolutionary transformation in the global information landscape. It fosters seamless connectivity within academic communities, granting students entry into an extensive information realm, thereby aiding them in expanding their knowledge, completing assignments, and conducting research. Despite the manifold advantages linked to internet use, there is a growing apprehension about the potential risks of its excessive utilization. Studies indicate that when students spend an excessive amount of time on the internet, their academic performance tends to suffer. This investigation aimed to scrutinize the connection between students' internet usage patterns and their academic performance at Omdurman Islamic University.

The research endeavored to scrutinize the nuanced intricacies surrounding the nexus between internet accessibility and utilization vis-à-vis the scholastic performance of undergraduate scholars. Employing a sophisticated correlational research paradigm, a cohort of 120 participants, encompassing both genders, meticulously responded to an exhaustive 58-item questionnaire. Employing advanced correlational statistical methodologies, the amassed data underwent meticulous analysis to unravel the participants' intricate perspectives on the deployment of the internet and its repercussions on their academic pursuits.

The outcomes, distilled through the computation of averages and standard deviations for each questionnaire item, illuminated the participants' discernment of the internet as an invaluable instrument for academic endeavors. Evident were elevated averages for items germane to the exploitation of online reservoirs for erudition and investigative pursuits. Nevertheless, discerning observations were articulated concerning plausible diversions and deleterious ramifications on attendance and attentiveness during didactic sessions. Succinctly put, the findings proffer an indication that, while internet engagement can potentially augment academic achievements through the facilitation of pertinent information, judicious and circumspect utilization is imperative to mitigate potential concomitant detriments.

Keywords: Undergradute Students, Internet Usage, Influnec in Academic Performance.

ÖZ

İnternet, en çok aranan bilgi ve iletişim teknolojisi olarak kabul edilir ve küresel bilgi peyzajında devrim niteliğinde bir dönüşüme yol açmıştır. İnternet, akademik topluluklar içinde sorunsuz bağlantı sağlayarak öğrencilere geniş bir bilgi alanına giriş imkanı tanır, bu da onlara bilgilerini genişletme, ödevleri tamamlama ve araştırma yapma konusunda yardımcı olur. İnternet kullanımına bağlı çok sayıda avantaja rağmen, aşırı kullanımının potansiyel riskleri konusunda artan bir endişe bulunmaktadır. Çalışmalar, öğrencilerin internet üzerinde aşırı zaman harcadıklarında akademik performanslarının olumsuz etkilendiğini göstermektedir. Bu araştırma, öğrencilerin internet kullanım alışkanlıkları ile akademik performansları arasındaki bağlantıyı Omdurman İslam Üniversitesi'nde incelemeyi amaçladı.

Araştırma, lisans öğrencilerinin internet erişimi ve kullanımı ile akademik performansları arasındaki ilişkinin nüanslı karmaşıklıklarını incelemeyi amaçladı. Gelişmiş bir korelasyonel araştırma paradigması kullanılarak, her iki cinsiyeti de içeren 120 katılımcıdan oluşan bir grup, özenle hazırlanmış 58 madde içeren bir anketi yanıtladı. Toplanan veriler, katılımcıların internetin kullanımı ve akademik çabalarındaki yansımaları konusundaki karmaşık perspektiflerini çözümlemek için ileri korelasyonel istatistiksel metodolojiler kullanılarak titiz bir analizden geçti.

Araştırmanın sonuçları, her bir anket maddesi için ortalama ve standart sapmaların hesaplanmasıyla elde edilen, katılımcıların interneti akademik çabalar için değerli bir araç olarak algıladıklarını ortaya koydu. Çevrimiçi kaynakların kullanımı ve araştırma amaçları için ilgili öğeler için yüksek ortalıklar belirgin bir şekilde ortaya çıktı. Bununla birlikte, dikkat çekici gözlemler, derslik oturumları sırasında olası sapmalara ve dikkatsizliklere dair ifade edildi. Kısacası, bulgular, internet etkileşiminin uygun bilgi sağlama yoluyla akademik başarıları potansiyel olarak artırabileceğini gösterse de, muhafazakar ve dikkatli kullanımın potansiyel eşlik eden zararları hafifletmek için önemli olduğuna işaret etmektedir.

Anahtar Kelimeler: Lisans Öğrencileri, İnternet Kullanımı, Akademik Performans Üzerindeki Etki.

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ABBREVIATIONS

ICT	:	İnformation Communication Technology
E-Commerce	:	This Relates to Commerce Using Electronic Resources and Means
E-Banking	:	This Relates to the Electronic System Of Banking, Which is Done in Developed Countries of the World.
E-Business	:	This Relates to a Business Transaction that is Done Through Electronic Means. an Example is the İnternet Buying and Selling With Credit and Masters Cards.
E-Learning	:	This Refers to Using Electronic Technology and Materials in the Academic System for Learning and Teaching.
WWW	:	World Wide Web.
GPA	:	Grade Point Average
SCT	:	Social Cognitive Theory

1. CHAPTER ONE:INTRODUCTION

1.1. Introduction

Chapter 1: Introduction, Research Problem, Study Objectives, and Research Questions. Commencing with an introduction, this chapter delves into the research problem, articulates the study's objectives, and outlines the specific research questions. It also explores the significance of the study, with the intention of offering comprehensive insights to both learners and institutions. Furthermore, the chapter encompasses discussions on the study's scope and details the methodology employed for data collection.

1.2. Background of theStudy

Barry M. Leiner (1997) delineated that the Internet constitutes an extensive computer network comprising numerous individual computers that serve as mutual servers. The genesis of the Internet can be traced back to the Cold War era's interest in establishing a resilient network capable of functioning even if certain components were destroyed, ensuring data delivery with the assistance of surviving components. Specific segments of the Internet were devised to operate as a transmission line, resilient to nuclear attacks that might destroy some servers.

During its initial phases, the Internet had a restricted number of sites, making it relatively straightforward to monitor available resources. However, as more companies and institutions joined the Internet, its dynamics underwent considerable changes (Barry M. Leiner, 1997). Consequently, the Internet holds the potential to evolve into a vast realm for creating and disseminating data, signifying a pivotal technological advancement of the late twentieth century. In contrast to publications, characterized by specific fixedness and particularity, writings published on the internet exhibit a notably flexible quality.

The widespread use of the Internet in daily life profoundly influences people's thoughts and behaviors, particularly impacting various societal aspects, including academia. Students across colleges and universities now routinely employ the Internet

to access knowledge. The Internet, rather than a singular network, constitutes a compilation of interconnected networks globally (Lesame, Mbatha & Sindane, 2012). The integration of online resources has transformed the landscape of learning and teaching in higher education institutions (Torres-Diaz, 2016).

As a relatively recent source for academic materials, the Internet contains vast amounts of data differing significantly in quality, purpose, organization, and reliability. Users must be cognizant of the diverse data sources on the Internet and informed about the prerequisites for accessing informational material (Chapman, 2002). Soegoto and Tjokroadiponto (2018) substantiated this proposition in their investigation, accentuating the exigency of recognizing the Internet's ramifications on the scholastic triumph of learners. In addition to conferring access to erudite materials, the Internet proffers an opulence of information spanning an extensive array of subjects, applications, target audiences, source credibility, and sundry pivotal considerations. Consequently, denizens of the Internet realm must exercise circumspection regarding the copious data ubiquitously available online, acquiring erudition pertaining to the evaluative criteria for discerning informational veracity. The burgeon of the communications industry has ushered in Internet platforms, specialized electronic networks, websites, electronic mail, software, and global repositories of information into the domiciles and scholastic sanctums of denizens, affording myriad denizens across the globe the opportunity to partake in processes germane to the genesis and transmission of information.

The Internet avails myriad prospects for the erudite community, functioning as an implement for disseminating information and as a crucible for collaborative endeavors amidst computational adherents, irrespective of geographical remoteness or corporeal circumscriptions (Barry M. Leiner, 1997). It has obviated erstwhile hindrances impeding scholarly pursuits, encompassing constraints of erudition, economic exigencies, and geographical encumbrances that were antecedent to the advent of typographic media (Kuma & Kaur, 2006). This autonomy bequeathed by the Internet has indubitably impacted the research acumen and efficacy of academia, buttressing savants across diverse disciplines by keeping them abreast of evolutions transpiring within their respective domains (Ogedebe, 2012).

Internet technology functions as the central framework for virtual archives, online banking, electronic commerce, electronic learning, , earning it the moniker of a "sea of information." This characterization reflects its role in extending beyond the boundaries of traditional libraries or bookstores, covering a diverse array of subjects (Jagboro, 2003). The Internet holds a wealth of information surpassing that found in any other information library, with researchers utilizing its accessibility in college instruction for communication and teamwork on projects (Ivwighreghweta & Igere, 2014). In contemporary society, the Internet has become a crucial tool for education and research, revolutionizing the way information is created and shared, particularly within academic institutions (Kumar & Kaur, 2006). One of its most notable advantages is the nearly boundless quantity of information accessible to billions of individuals globally.

Education and research communities have been greatly impacted by the Internet's use as a means of exchange, data the database, and investigation platform. Its expansive size and growing complexity position it as a constant and valuable reference tool. In the present era, the Internet plays a vital role in information management, search, communication, research, and learning, emerging as an indispensable tool for the knowledge-based society. By eliminating geographical, educational, and economic constraints that once limited scholarly activities since the era of print media, the Internet has transformed the landscape of academic pursuits (Kuma & Kaur, 2006).

Defining the Internet precisely proves challenging due to its multifaceted nature. Some regard it as a distributed computer network that connects millions of machines from different businesses, whereas others describe it as a place where different types of data and offerings can be kept in a the computer's files or documents. Consumers view the Internet as a thriving, worldwide community that connects billions of items to the web. data storage, and multifunctional capabilities. The Internet also integrates various communication systems, including emails and internet platforms, resulting in a vast and interconnected network.

Globally, universities and institutions are actively embracing digital technologies, especially the Internet, to facilitate learning and research. Digital tools offer diverse learning opportunities, with the integration of information and communication technologies (ICT) revolutionizing the educational landscape. The

Internet fosters global cooperation, communication, and collaborative learning, influencing academic collaboration and growth (Kinaanath, 2013; Hasan Khan, and Clement, 2012).

For students, researchers, and academics, the Internet has evolved into an invaluable resource, providing avenues for collaboration, information sharing, and access to an extensive knowledge repository. Its substantial impact on education includes enabling interactive learning, global collaboration, and enhanced access to up-to-date information. The proliferation of online libraries, e-books, e-journals, and various digital materials contributes to the ongoing transformation of education, allowing individuals worldwide to access the latest and most reliable resources for their research and studies.

In conclusion, the Internet has become an indispensable tool for education and research, offering vast opportunities for collaboration, information exchange, and learning. While it delivers numerous benefits, addressing challenges such as information overload, reliability issues, and potential negative impacts on academic performance due to excessive use is crucial. The ongoing evolution of the Internet and its integration into educational practices underscore the importance of responsible and effective use to maximize its positive impact on the academic community.

1.3. Research Problem

The Internet operates as a device network that spans Information and Communication Technology (ICT) and computer systems, centrally managed from a unified screen, facilitating the global distribution and transfer of information. Employing the Internet presents numerous advantages for students and the wider public. Its importance for learners stems from its ability to simplify tasks, enhance efficiency, and boost efficacy and productivity in educational administration. The widespread availability of the Internet allows students easy access to data and information. Ojedokun (2009) underscores that, given the current advancements in information technology, responsible learners no longer rely solely on their instructors; instead, they turn to the Internet to verify and authenticate knowledge gained in lectures.

The Internet has many positive effects on both society and learning, yet there are drawbacks to its accessibility and use for students. These downsides encompass online misuse, obsessive behaviors, addiction, neglect of academic responsibilities, delays in lectures, absenteeism from lessons, and incomplete assignments, among other issues. Internet usage has been associated with missed classes, academic setbacks, and non-attendance at universities and schools. This study endeavors to evaluate the availability and utilization of the Internet concerning its impact on students' academic performance.

Amidst economic upheavals, intricate global political scenarios, the depreciation of currency, and the rapid metamorphosis observed in the digital services domain, educational institutions face challenges in furnishing contemporaneous books and easily accessible journals. As a corollary, a growing contingent of students in Sudan leans substantially on the Internet to satiate their academic needs. Those students endowed with Internet connectivity might witness a waning enthusiasm for library visits, channeling a greater focus towards the Internet, enticed by its multifaceted merits. Hence, the research endeavors to ascertain whether students' scholastic accomplishments register an upswing owing to their engagement with web-based services.

1.4. Objectiveof theStudy

The purpose of this study is to look into the impact of undergraduate individuals' internet usage on their academic achievement at Omdurman Islamic University. The purpose of the study is to determine how internet use and academic achievement are related., placing a particular emphasis on understanding how undergraduate students employ the internet for academic pursuits. The primary objectives of the study encompass:

1. Examine how often and how long Omdurman Islamic University undergraduates use the web, particularly during activities related to academics.
2. Evaluate the academic performance of undergraduate students at Omdurman Islamic University, considering variables such as GPA scores and overall academic achievements.

3. Examine the relationship between internet usage patterns and undergraduate students' academic achievements in order to assess the possible impact of internet usage on academic performance..

4. In order to improve the educational experience at Omdurman Islamic University, provide advice to students, instructors, and the university itself about how to encourage undergraduate students to use the online in an efficient and responsible manner.

1.5. ResearchQuestions

1. Are students subject to adverse consequences resulting from prolonged internet use, such as procrastination, disturbances in sleep patterns, or difficulties in maintaining concentration?

2. How does the extent of internet usage correlate with the academic accomplishments of undergraduate students at Omdurman Islamic University in Sudan?

3. What measures can Omdurman Islamic University implement to assist students in managing a equilibrium between their internet utilization and academic achievements?

1.6. Significanceof theStudy

The study's outcomes will bring significant advantages to both learners and institutions:

For Students: Study participants will gain insights into the positive and negative aspects of internet usage in their learning, understanding its impact on academic performance. The findings will enhance students' awareness of how internet habits affect their educational outcomes, aiding them in successfully completing assignments.

For Educators: Acknowledging the potential drawbacks of excessive internet usage, educators can leverage the internet as a valuable teaching tool. They might contemplate incorporating internet-centric educational activities like virtual research or interactive discussion forums into the academic curriculum, aiming to amplify student

engagement and bolster academic achievements. Educators also bear the responsibility of furnishing students with counsel on the adept management of their internet utilization, intending to mitigate possible disruptions.

For the University: The establishment can leverage the research's discoveries to formulate apt protocols for internet usage. Allocating additional resources to online platforms, guided by the outcomes of the study, holds the potential to enrich the academic performance of students and yield more favorable overall results. Furthermore, the investigation may aid the institution in comprehending the plausible repercussions of technology on the scholarly accomplishments of students. In summation, the research findings offer crucial insights, empowering the institution to provide enhanced support for its students in attaining academic success by equipping them with the requisite tools for academic advancement.

1.7. The Scopeof the Study

This thesis explores the effects of Internet use on the educational outcomes of 120 students who are presently enrolled at Sudan's Omdurman Islamic University. Examining the complex relationship between Internet usage frequency and duration and academic achievement is the main goal. , with a specific focus on understanding the nuances of students' online activities. The research will encompass a diverse group of undergraduate students spanning various faculties within the university.

With a quantitative research design, the study's main data gathering instrument will be a survey questionnaire.. The survey aims to comprehensively evaluate different facets of students' Internet usage patterns, encompassing frequency, duration, and the specific nature of online activities they engage in. Moreover, the study will take into account various academic performance indicators such as grades, attendance records, and class participation.

The collected data will be carefully examined using statistical techniques such as regression analysis and correlation analysis to reveal the complex relationship involving Internet use and academic achievement. The investigation will also look into any moderating factors that might have an impact on this link.

To ensure a cross-section that is well-represented, the number of participants in the research will be limited to 120 undergraduate students at Omdurman Islamic University who will be selected at randomly.

The anticipated research results will provide priceless insights into the complex relationship between access to the internet and learning outcomes within Omdurman Islamic University students. These insights are anticipated to play a pivotal role in shaping university policies and strategies geared towards fostering the academic success of students. Furthermore, the broader implications of the study may extend beyond Omdurman Islamic University, resonating with other academic institutions in Sudan and across borders.

1.8. Data Collection

The investigator utilized a closed-ended questionnaire to examine how students improve their performance through Internet usage at Omdurman Islamic University. May (2011) highlighted the cost-effectiveness of questionnaire surveys in comparison to in-person interviews for information gathering. Additionally, Goddard and Melville (2012) recognized the challenge of creating a well-structured questionnaire, emphasizing the importance of careful planning for objective result analysis.

A total of 58 questionnaires were distributed to Omdurman Islamic University students, and the researcher applied statistical methods, including correlation and regression analysis, to analyze the collected quantitative data.

2. CHAPTER TWO:LITERATURE REVIEW

2.1. Introduction

We explore the theoretical and conceptual frameworks, the literature study, and the core concepts of the Internet in the current section. Additionally, we investigate the relationship between students' academic achievement and their use of the internet. The motivations behind employing the Internet and its benefits for education are also covered in this chapter. It also emphasizes the use of the internet when turning in homework from students and the negative effects of surfing the web on academic performance.

2.2. The Theoretical Framework

According to Bloom (1968), there exists a correlation between a student's understanding of a subject and the time invested in mastering the content required for a specific grade. It is important to distinguish this correlation from assessing how well a student comprehends material within a set timeframe. Bloom suggested that students are more likely to excel academically if they allocate an adequate amount of time to study a subject to meet the necessary standards. On the contrary, this approach can also be applied to characterize students who may not have dedicated sufficient time to self-education. In other words, the effectiveness of academic performance is closely tied to the amount of time students invest in thoroughly grasping and mastering the material, highlighting the significance of time management and dedication to learning outcomes.Level of Education=Time NeededTime Spent.

In this particular context, the pivotal factor influencing a student's academic achievement and the depth of their learning is the level of effort they invest in their studies. This implies that the extent to which students succeed in their educational endeavors is directly influenced by the time and effort they dedicate to assignments, tests, and various other academic activities. The concept underscores the idea that the quantity of time spent on educational pursuits is indicative of an individual's commitment and determination in the realm of education. Furthermore, the theory posits that the more time a student invests in focused and purposeful studying, the

greater the potential for academic success. This principle forms the bedrock of the theory's significance in this study, emphasizing the direct link between time investment, effort exerted, and overall academic performance.

According to Bloom, student commitment is characterized by the active and serious time a student is willing to dedicate to their studies. Bloom emphasizes that academic success is expected when students effectively manage their time outside of class, suggesting that conscientious time management is a key determinant of academic performance. The theory posits that variations in academic outcomes among students are anticipated to be minimal when there is a consistent commitment to study time. The core assertion of this theory revolves around the significant impact of study time on students' academic achievement. In essence, the more time students invest in dedicated and focused study, the higher the likelihood of achieving academic success. This theory underscores the notion that the quantity and quality of time dedicated to learning outside of formal instruction are critical factors influencing the educational outcomes of students. Therefore, the central tenet of the theory emphasizes the pivotal role of study time in shaping students' academic achievements.

The theoretical underpinning of the current research relies on the concept of social cognition (SCT) as articulated by Bandura in 1986. This theoretical framework illuminates the intricate connections among behavior, environment, and personal variables, elucidating how these elements collectively shape human actions. Social cognition theory posits that a multitude of factors, including social norms, physical surroundings, and various external elements, intertwine with internal factors such as emotions and thoughts to exert influence on individual behavior.

In essence, social cognition theory provides a comprehensive understanding of the dynamic interplay between external and internal factors in shaping human behavior. It recognizes that individuals are not solely products of their internal cognitive processes but are significantly influenced by the social context in which they operate. This theory suggests that behaviors are not isolated occurrences but are intricately connected to the social and environmental cues surrounding individuals.

In the context of this research, the utilization of the social cognition framework implies an acknowledgment of the multifaceted influences that contribute to how individuals act within a given social or environmental setting. By considering the

impact of social norms, physical environments, and internal factors, such as thoughts and emotions, the study aims to gain a deeper insight into the nuanced dynamics that shape behavior and decision-making processes.

In the context of the current investigation at Omdurman Islamic University, the relationship between internet use and postgraduate academic success is elucidated through the lens of Social Cognitive Theory (SCT). According to SCT, several factors come into play, influencing both internet usage patterns and academic achievements among postgraduate students.

Firstly, individual variables play a crucial role. These encompass the unique ideas and emotions that shape how individuals utilize online resources and perform academically. For instance, students who possess a belief in their proficiency in both educational pursuits and navigating the web are likely to leverage online resources effectively for learning purposes, consequently achieving higher academic scores.

External influences constitute another set of factors according to SCT. These external elements encompass societal norms, geographical locations, and other contextual factors that impact learning outcomes and access to the internet. For instance, students are more likely to effectively utilize online resources for research and achieve better academic scores if they have access to reliable internet materials, such as e-books and reputable websites. This highlights the reciprocal relationship between the availability of quality online resources and academic success.

Finally, the behavioral aspect, as per SCT, refers to the actual internet usage patterns of students and how it influences their academic performance. For example, students who demonstrate a higher frequency of internet use for academic purposes are likely to exhibit superior academic achievements. This emphasizes the importance of understanding the direct correlation between internet behavior and academic success among postgraduate students at Omdurman Islamic University.

In essence, SCT serves as a valuable theoretical framework for comprehending the intricate interplay of individual variables, external influences, and behavior in shaping the relationship between internet use and postgraduate academic success in the specific context of the present investigation.

2.3. Conceptual Framework

The primary focus of this study is to explore the potential correlation between college students' internet usage and their academic performance. The framework serves as a guiding map, outlining key ideas and the interconnected elements within the study.

2.3.1. Internet Usage:

Definition: Refers to the extent to which students engage with the internet for academic purposes, encompassing activities such as research, online learning, communication, and recreational use.

Significance: This aspect of the framework recognizes the multifaceted nature of internet usage, acknowledging that students may utilize online resources for various reasons.

2.3.2. Academic Performance:

Definition: Encompasses the overall academic achievements of students, typically measured by grades, GPA, and other indicators of academic success. - Significance: Academic performance serves as a key outcome variable, allowing for an assessment of how internet usage correlates with students' success in their classes.

2.3.3. Demographic Factors:

Definition: Involves personal details about students, including gender, age, grade level, and field of study.   - Significance: Recognizes the potential influence of individual characteristics on both internet usage patterns and academic performance. Demographic factors are considered as variables that may shape how students engage with online resources.

2.3.4. Institutional Factors:

Definition: Encompasses aspects related to the college environment, such as available technology, internet accessibility, and support for online learning.

Significance: Acknowledges the role of the college setup in influencing the relationship between internet usage and academic performance. Institutional factors are considered as variables that may impact the connection between online activities and academic success.

The framework posits that there is a connection between internet usage and academic performance, and it emphasizes that personal and institutional factors can influence this relationship. It suggests that students who extensively use the internet for academic purposes may exhibit better performance in their classes. Importantly, this connection may vary based on individual details and the specific setup of the college.

This comprehensive framework serves as a valuable guide for planning the study, informing data collection strategies, and shaping the analysis process. It ensures that the study addresses crucial aspects, produces meaningful results, and provides insights that are both coherent and applicable.

2.4. Concept of the Internet

The Internet, an extensive network connecting computers worldwide, has revolutionized the way people access information and communicate globally. Its fundamental function is to facilitate quick information retrieval and message transmission. Among its widespread users are students who increasingly rely on the Internet as a valuable tool for learning. The continuous improvement in technology and the growing global connectivity have contributed significantly to the widespread adoption of the Internet.

The transformative impact of the Internet has effectively shrunk the world, turning it into a global village. This has been instrumental in enhancing the exchange and sharing of knowledge on a scale never seen before. The Internet has not only become an indispensable resource for individuals but has also found significant application in educational institutions such as schools and universities.

As a dynamic and versatile platform, the Internet plays a pivotal role in the educational landscape. Its accessibility and vast repository of information make it an invaluable tool for research, collaboration, and learning. The integration of the Internet into educational settings further underscores its significance as a medium for disseminating knowledge and facilitating academic pursuits.

The Internet serves as a powerful and interconnected network that has become integral to daily life, particularly in the realm of education. Its ability to transcend geographical boundaries and provide a wealth of information has transformed it into a cornerstone for learning and knowledge-sharing in our globally connected World.

People use the Internet for different things, like sending emails and looking at websites. Many students spend time online, and studies show it can affect how they grow socially and academically. People also use the Internet for social purposes, like connecting on websites such as Facebook.

The World Wide Web, often referred to as the Internet, serves as a dynamic global network that seamlessly connects millions of computers, facilitating the swift exchange and transfer of data. This interconnected system has witnessed unprecedented growth, particularly in recent years, owing to significant technological advancements and the increasing trend of globalization (Adediran & Kehinde, 2014). As the world becomes more interconnected, the Internet has evolved beyond a mere tool for communication and information-sharing; it has become an indispensable force in promoting the rapid dissemination of information on a global scale.

The transformative impact of technological advances, coupled with the accelerating pace of globalization, has led to a surge in web surfing activities. Individuals from diverse corners of the world can now access and share information effortlessly, breaking down geographical barriers and fostering a sense of connectivity. The Internet, once primarily a means of communication, has now become a powerful vehicle for the global exchange of knowledge and ideas.

In this era of connectivity, the Internet has swiftly transitioned into a vital learning tool within the educational landscape, particularly in universities. The accessibility and wealth of information available online have revolutionized traditional learning methods. Students and educators alike are increasingly turning to the Internet as a valuable resource for research, collaboration, and the acquisition of knowledge. Its

role as a medium for learning has expanded beyond geographical constraints, enabling a more inclusive and diverse approach to education.

The World Wide Web stands as a testament to the power of connectivity and technological progress. Its role as a global network has not only reshaped the way individuals communicate and share information but has also positioned itself as a transformative force in education. As universities embrace the digital age, the Internet continues to play a central role in fostering a more connected and knowledge-driven society.

In the contemporary educational landscape, a notable trend is emerging as many colleges opt for a less technological approach to education (Denny-Brown & Thomas, 2013). However, the evolving nature of technology, as highlighted by Ruzgar (2005), indicates a fast-paced transformation not only in people's communication methods but also in the approaches to education. This transformative process is expanding learning opportunities and reshaping the traditional educational paradigm.

The shift towards a less technological approach in some colleges may be influenced by various factors, such as pedagogical preferences, institutional policies, or specific educational philosophies. Nevertheless, Ruzgar's observation emphasizes the broader impact of technological innovations on education. As technology continues to advance, it introduces new possibilities and methodologies that extend beyond conventional teaching techniques.

The modifications in communication techniques brought about by technological innovations have a parallel effect on educational approaches. These changes are not confined to the integration of technology into the classroom; they also encompass a more comprehensive transformation in instructional strategies and learning methodologies. The result is an educational landscape that is increasingly dynamic, adaptable, and inclusive.

In essence, the evolving role of technology in education, as noted by Ruzgar, suggests a paradigm shift that transcends mere communication methods. The technological advancements are contributing to a broader redefinition of educational practices, ultimately expanding the horizons of learning opportunities. While some institutions may choose a less technological approach, the overall trajectory of

educational innovation reflects a continuous and transformative integration of technology into the educational process.

Since its inception, the Internet has wielded a profound influence on the daily lives of millions worldwide. Over time, its impact has transcended individual activities to become an integral component in the realm of education, leaving a lasting impression on both students and teachers. As noted by Viegas (2013), the Internet is progressively emerging as a crucial tool in education, significantly altering the dynamics of the learning environment.

According to Viegas, the Internet's potential in education extends beyond conventional methods, serving as a valuable resource to supplement lectures. It achieves this by motivating students to explore specific websites, thereby enhancing their understanding of particular topics. This approach not only reflects the growing importance of the Internet in education but also underscores its role in fostering a more dynamic and interactive educational atmosphere.

The Internet's expanding significance in education is characterized by its ability to facilitate a richer and more engaging learning experience. By encouraging students to explore online resources, educators can leverage the diverse and readily accessible content available on the Internet to augment traditional teaching methods. This integration transforms the educational landscape, promoting a more participatory and interactive approach that aligns with the evolving needs of modern learners.

The Internet's impact on education is substantial and evolving. Its ability to supplement lectures and encourage interactive learning experiences signifies a paradigm shift in educational practices. As technology continues to advance, the Internet is poised to play an increasingly pivotal role in shaping the future of education, providing new avenues for knowledge acquisition and engagement. The Internet can also be an acceptable substitute to standard lectures in class, particularly in the case of online courses. In such cases, teachers can post course materials to websites or record video lectures for distribution through online platforms. Soegoto and Tjokroadiponto (2018) underline that today's learners automatically integrate internet access into their educational experiences, implying that education should transcend institutional borders. This reinforces the idea that using online tools

and technology can improve the process of education by creating a more flexible and inclusive approach to learning.

The Internet, a vast global network interconnecting computers across the world, serves as a transformative force, acting as a conduit that eliminates information constraints specific to individual users. A multitude of individuals turn to the Internet for learning purposes, drawn by its myriad benefits that significantly reduce the exertion required for acquiring knowledge. Notably, the Internet is hailed as a powerful tool that enhances productivity and efficiency, as emphasized by Puspita and Rohedi in 2018.

The effectiveness of the Internet is rooted in its user-friendly features and straightforward usability. Its design and accessibility contribute to a seamless experience, making it a versatile platform for a diverse range of users. The term "Internet" encompasses the entire global computer network that interlinks all other networks, comprising various devices such as mobile devices, switches, cellphones, hubs, routers, and more.

In practical terms, the Internet's impact extends far beyond mere connectivity. Its user-friendly nature and straightforward operation make it an invaluable resource for individuals seeking information, education, and various other purposes. The versatility of the Internet, connecting a multitude of devices and facilitating communication and data exchange, underlines its integral role in modern society.

The Internet stands as a powerful and accessible global network, offering unparalleled benefits in terms of information access, learning opportunities, and overall efficiency. Its user-friendly design and extensive connectivity underscore its significance in contemporary life, making it an indispensable tool for individuals across the globe.

In conjunction with the system, the Internet has evolved into a global network interconnecting computers across the world. In recent years, online activities like sending and receiving emails and browsing the web have witnessed a surge in popularity. This trend not only emphasizes the Internet's role as a vast information resource but also highlights its transformation into a dynamic platform for various interactive and collaborative endeavors, solidifying its status as an indispensable component of modern life.

The Internet's growth into an international network reflects its capacity to transcend geographical boundaries, enabling seamless communication and information exchange on a global scale. The widespread adoption of online activities, such as email communication and web browsing, points to the ubiquity of the Internet in people's daily lives.

Moreover, the Internet has transcended its initial function as a repository of information and has evolved into a multifaceted platform that fosters interactive and collaborative activities. The ability to engage in real-time communication, share resources, and collaborate across borders has turned the Internet into a hub for innovation, creativity, and global connectivity.

The Internet's evolution into an international network and the increasing popularity of online activities underscore its integral role in shaping contemporary society. As a versatile and dynamic platform, the Internet not only serves as a vast repository of information but also facilitates a myriad of interactive and collaborative endeavors, making it an essential and transformative component of modern life. The Internet is an invaluable source of knowledge for learners, offering rapid access to a wide range of educational sources of data and catalogs (Leeder & Shah, 2016). Undoubtedly, online tools have a huge impact in the classroom, functioning as a means of collaboration that permits data collection to meet a wide range of student concerns. The use of internet-based assets in educational contexts has grown significantly in recent years, as indicated by research published by Arkorful and Abaidoo (2014) and Bagarukayo and Kalema (2015). The growing use of the Internet in education emphasizes its evolving significance as a vital component of the learning process. The Internet is like a tool that helps people access different kinds of materials and communicate with each other. It's made up of billions of networks connected globally, using different kinds of connections. People can access a lot of information and services through the Internet, including websites and email.

Several research studies have consistently demonstrated that the amount of time students spend online plays a crucial role in shaping both their academic and social development (Acheaw & Larson, 2015). The emergence and widespread use of social-purpose websites have significantly altered the landscape of individual engagement, creating new avenues for social interaction and communication. This surge in online

activity can be largely attributed to the popularity of social networks like Facebook, which played a pivotal role in fostering the growth of social networking from 2004 to 2006.

As of 2015, Facebook boasted a membership of more than 500 million users, a number that continues to grow rapidly, underscoring its enduring influence in the realm of online social platforms. According to Hong and Jo (2017), approximately 85% of students engage with the platform on a daily basis, illustrating the substantial impact of online social platforms on the lives of students. This level of engagement not only reflects the pervasiveness of social networking but also highlights its profound influence on students' social lives and communication patterns.

The significance of these findings extends beyond mere statistics, indicating a paradigm shift in how students navigate and engage with the digital landscape. The omnipresence of online social platforms has become a defining aspect of students' lives, shaping their social interactions, communication styles, and even their overall social well-being. As the popularity of such platforms continues to grow, researchers and educators alike are prompted to explore the intricate dynamics between online engagement, academic performance, and social development for a more comprehensive understanding of the evolving digital landscape in which students find themselves.

Kumar and Kaur (2006) and Igun (2005) underscored the significance of Internet connectivity for colleges and their undergraduate learners in the context of a rapidly evolving landscape marked by knowledge globalization and the proliferation of the digital expressway. In their research, they emphasized the indispensable role of the Internet as a potent tool serving various learning and academic objectives. This includes aiding students in activities such as information retrieval, communication, and the dissemination of research findings.

As highlighted by Ogunsola (2004), the Internet has instigated substantial transformations in how individuals access and utilize information across various settings, spanning industries, educational institutions, and homes. Ogunsola further notes that the Internet and its associated technologies continue to exert a significant impact on information exchange, particularly within academic circles. This

underscores the revolutionary role of the Internet in reshaping the landscape for information access and transmission, cutting across diverse domains.

The research findings presented by Kumar and Kaur, as well as Igun, align with Ogunsola's observations, collectively portraying the Internet as a catalyst for profound changes in the educational and informational spheres. The transformative power of the Internet is evident not only in its role as a facilitator of learning but also in its broader impact on knowledge dissemination and exchange. This attests to the Internet's revolutionary influence in reshaping the dynamics of information access and transmission, contributing to the evolution of diverse domains in the modern era. Getting online can be done in different ways, and more people can use the Internet anywhere because of smartphones and other devices. It has made the world smaller, and email allows quick communication globally. The Internet has a big impact on education. It helps students find information, communicate, and share research. Many universities use the Internet for teaching and research. The Internet has changed how people get information, similar to how the printing press did in the past. It has become a crucial tool for many areas like education, agriculture, finance, and more.

According to Nwafor and Ezejiofor (2004), referencing Sadler (1993), the Internet represents a complex interplay of interconnected systems that are united by a larger overarching network. The advent of the Internet and the establishment of the World Wide Web in 1989 marked a pivotal moment in history, akin to the transformative impact Gutenberg's printing machine had in the 15th century. This development ushered in a new era of information dissemination, enabling rapid and precise broadcasting to a vast and diverse audience.

The emergence of the Internet has brought about a fundamental shift in the landscape of interaction and the sharing of information. This technological growth has not only revolutionized how we communicate but has also significantly influenced the way information is transmitted globally. The Internet serves as a powerful catalyst, shaping the interconnected world we inhabit and redefining the dynamics of communication and information exchange on a global scale.

The analogy to Gutenberg's printing machine highlights the magnitude of the Internet's impact, emphasizing its role as a transformative force in the dissemination of knowledge. The ability to swiftly and accurately broadcast information to a diverse

audience has far-reaching implications, contributing to the democratization of information and fostering a more interconnected and informed society. In essence, the Internet stands as a modern equivalent to historical breakthroughs that have reshaped the way humanity accesses and shares information.

Folley reported in 2001 that 84.6% of the world's population has a connection to the Internet. People, especially those from countries with greater wealth, are increasingly signing up for internet access. Notably, academic settings have the highest rates of connectedness, particularly in Africa and other nations that are developing, as underlined by Jagboro (2003). This demonstrates the Internet's ubiquitous influence in educational environments, demonstrating that the educational industry continues to contribute significantly to the expanding global number of internet users. The Internet's rising accessibility indicates that it is becoming a critical tool for worldwide communication, information transmission, and academic endeavors.

The Internet has exerted a profound influence on numerous colleges, enabling scholars to make significant contributions to academia. The advent of Internet connectivity has revolutionized the way scholars engage with academic discourse, providing them the opportunity to publish and access national journals from the comfort of their own homes. This technological breakthrough has democratized the academic process, facilitating a more inclusive and diverse participation, where scholars from various backgrounds can actively contribute and share their research findings.

The democratization of academic processes through Internet connectivity has played a pivotal role in expanding the reach and impact of scholarly work. This breakthrough has not only streamlined the academic publishing process, making it more efficient, but has also broadened the scope of scholarly interaction. The Internet serves as a powerful knowledge distribution tool, enabling a wider audience to engage with academic content and fostering a more accessible and collaborative learning environment.

The Internet's function as a knowledge distribution tool goes beyond merely expediting the dissemination of scholarly work. It has redefined the dynamics of academic engagement, breaking down geographical barriers and encouraging a more collaborative and cooperative approach to learning. Scholars can now actively

participate in a global academic community, sharing their insights and discoveries with a broader audience, thereby contributing to the enrichment and democratization of the academic landscape.

The Internet's primary strength is its effective communication, which enables the easy sharing of knowledge for the benefit of all parties concerned. According to Shitta (2002), the Internet functions as a dynamic system of interaction, basically changing the world into a tightly connected village where people from all over may quickly and easily engage with other individuals to exchange knowledge and ideas. Shitta adds that numerous areas, such as educational institutions, agricultural management systems, financing, commerce, medical care, security, amusement, governance, establishing, and building, can benefit from the Internet's advantages.

In conclusion, the Internet stands as an expansive global network that interconnects computers worldwide, serving as a conduit for seamless information sharing among individuals. Its importance transcends basic connectivity, assuming a pivotal role in fundamental aspects of modern life, encompassing learning, communication, and a diverse array of activities. The Internet has evolved into an indispensable tool, contributing to the creation of an interconnected world where information is readily accessible and exchangeable.

The influence of the Internet extends across multiple spheres, shaping the way we acquire knowledge, communicate with one another, and engage in a myriad of activities within today's technologically driven society. It has become an integral part of our daily lives, revolutionizing the dynamics of education, business, and social interactions. The Internet's role in fostering connectivity and accessibility has transformed traditional paradigms, facilitating a more collaborative and interconnected global community. As we navigate the digital age, the Internet remains a central force in shaping the present and future landscape of information sharing and connectivity on a global scale.Internet Usage and Student's Academic Performance

Geri & Grace-Martin (2001) discovered that students who use the internet a lot usually do well in their studies. This means that behaviors such as spending time on websites can tell us how students will do in their schoolwork. Factors like how much time students spend online during each session can also give us an idea of how successful they might be. However, having internet access for a year didn't affect the

final grades of students. The positive impact of using the internet on academic performance lasted throughout the study. Other research also says there's a positive link between the time students spend online and their grades. Geri & Grace-Martin (2001) said that the internet's design, which has a lot of text, has recently helped studies in a good way. Doing homework and schoolwork becomes easier because the internet has a lot of information and chances for students to get involved. Also, the internet's social and communication features make it easier for students to study together. Griffiths (1996) found that the quality of time spent online is more important than how much time students spend when we talk about their internet activity and how effective it is. But, if students spend a lot of time on the internet without proper control, the disadvantages might be more than the advantages. Some studies show a connection between how much time students spend online and their grades. Kolek & Saunders (2008) studied the connection between students' time online and their grades, but they didn't find enough proof to say that heavy internet use leads to bad grades. Other survey studies also found similar results, saying that students' internet addiction can hurt how well they do in school. Karpinski & Duberstein (2009) found a negative connection between students' time online and their results. Additionally, Paul, Bakeer & Cochran (2012) showed that students who spend a lot of time on non-school things on the internet, like casually browsing or using social networks, usually find it hard to focus on their studies because of the time spent online.

2.5. MotivationsforUsing the Internet

Lavin, Kubey, and Barrows (2001) observed that individuals who extensively use the Internet often do so to establish connections with others, prompting researchers to delve into the underlying motivations for this behavior. Lam, Peng, Mai, and Ing (2009) discovered that those who spend an excessive amount of time online are driven by a desire to feel more in control of their lives and to enhance personal development. This underscores the importance of investigating the reasons behind excessive internet usage.

Kaye and Johnson (2004) straightforwardly asserted that people use the Internet for personal reasons, such as expressing feelings, engaging in social interactions with friends, and various activities like watching videos or learning. LaRose, Lin, and

Eastin (2003) noted that while many studies have explored how the reasons people go online impact their dependency on the internet, few have delved deeply into the diverse causes of internet addiction and their interconnectedness. Some argue that adopting a more intentional and mindful approach to internet usage, such as seeking information or controlling usage, could mitigate potential negative outcomes.

Song, LaRose, Eastin, and Lin (2004) strongly emphasized that the frequency with which someone uses the internet for leisure or escapism is directly correlated with an increased likelihood of unintended and potentially adverse effects. This highlights the need for a nuanced understanding of the diverse motivations behind internet usage and the potential consequences associated with different patterns of online behavior. By comprehensively exploring these factors, researchers and practitioners can develop more effective strategies to address internet addiction and promote healthy online habits.

2.6. Benefits of Internet UsageforAcademic

Rainie & Packel (2001) conducted research that revealed a generally positive perception among students regarding the Internet's impact on their education. The majority of college students hold favorable views of the Internet, utilizing it for both academic and personal interests and feeling comfortable with its communication tools. They see the Internet as a beneficial tool for both academic pursuits and social interaction, with many attributing improvements in their education to its usage. Students frequently use the Internet to supplement their research, providing increased flexibility in the teaching and learning process for both educators and learners.

Fatoki (2004) highlighted the initiation of Internet usage in Nigeria in 1995, emphasizing its subsequent integration by businesses and educational institutions to enhance their objectives. Jagboro (2003) underscored students' heavy reliance on the Internet for research purposes. Lubans (1999) argued that Internet use is positively correlated with enhanced academic performance among students. The accessibility of facts, references, sources, and materials on the Internet plays a crucial role in this correlation. The user-friendly, interesting, and enjoyable nature of the Internet exposes students to a diverse range of resources, fostering a culture of reading and studying.

Beyond its ease of use, the Internet serves as a platform for obtaining additional information on daily events and the latest ideas. This multifaceted role of the Internet not only enhances the academic experience but also contributes to the development of a culture of continuous learning and exploration among students. The positive impact of the Internet on education is evident in its ability to provide resources, support research, and create an engaging and interactive learning environment.

2.7. Internet Usage and Students Assignment Submission

On how the nature of internet usage, whether educational or non-educational, influences academic achievement. They emphasize the need for further investigation into the specific activities students engage in online and how these activities impact their educational outcomes.

Students utilize the Internet for a diverse range of purposes, categorizing activities into either educational or non-educational domains due to the widespread accessibility of the Internet. For instance, social networking websites are commonly used by students (Jacobsen & Forste, 2011). According to Kubey, Lavin, and Barrows (2001), using the Internet for learning involves expanding knowledge within subjects of study. This may include utilizing tools like homework drafting directors, monitoring media, and downloading videos related to college courses.

The educational impact of the Internet extends to its role as a teaching tool employed by educators. However, when individuals use the Internet for non-educational purposes, it is typically for entertainment. Examples of non-academic Internet use include watching movies, playing video games, streaming TV shows online, or listening to music.

Moreover, certain studies, such as those by Anand (2007) and Fox, Rosen, & Crawford (2009), argue that evidence from both earlier times and the present suggests an unfavorable relationship between children's academic achievement or progress and spending a significant amount of time online. While much research focuses on the overall time spent on the Internet, Jacobsen & Forste (2011) highlight the limited exploration, especially concerning how the nature of internet usage, whether educational or non-educational, influences academic achievement. They underscore

the importance of delving deeper into the specific online activities students engage in and understanding how these activities impact their educational outcomes.

2.8. Effect of Time Spend on the Internet on Student's Academic Performances

Throughout history, technological advancements have transformed the way people engage with media. Initially, prolonged hours were dedicated to television, but the current era witnesses a shift toward the Internet, offering a diverse range of activities. The recent surge in internet usage underscores this transition, with the Internet wielding substantial influence in contemporary society, shaping various aspects of our lives.

According to the findings of a study by Misra, Patterson, Lundmark, Kiesler, & Scherlis (1995), there isn't a statistically significant connection between students' use of the World Wide Web and their academic performance. However, the increasing ubiquity of the Internet has established social norms requiring people to use it to remain informed about world events. Chen & Peng (2008) acknowledge that while certain studies suggest a link between excessive online activity and academic underperformance, proponents of internet use argue for its numerous positive outcomes.

Researchers have highlighted the adverse effects of prolonged internet use on individuals' lives, leading to issues such as procrastination, a decline in everyday activities, anxiety, sleep disturbances, dismissal, dropout from academic settings, and social isolation. Among students, the primary concerns revolve around academic challenges and dismissal (Anderson, 2009).

Chen & Peng (2010) report that undergraduates engage in an average of 17 hours each week online, involving activities from networking on social media to gaming, email browsing, and both educational and leisure research. Their findings indicate that people with less internet time generally perform better academically. The Internet serves various purposes, from recreational activities to serious projects like study and research. However, some students prioritize online games over their studies, significantly impacting their academic performance. For instance, a student admitted

that spending too much time on Facebook impairs his ability to concentrate on schoolwork.

Mutz, Roberts & van Vuuren (1993) argue that teenagers may face challenges in time management, potentially resulting in academic underachievement due to excessive internet use for recreational purposes. The constant availability of captivating visuals and audio-visual effects on the Internet may divert teenagers from their studies. Similar to watching television, using the internet can cause students to become disengaged or neglectful of their learning, which can have a detrimental effect on their grades (Shin, 2004; Shejwal & Purayidathil, 2006).

College students were among the first users of the Internet, experiencing a sharp rise in use in higher education institutions. They were among the initial ones to deal with problems brought on by overuse of the internet (Beida, 2008). In contrast to previous generations, current learners gain access to computers from a young age, according to research by Jones (2002). Ongoing debates and research surround the potential for students to become irresponsibly absorbed by the Internet.

2.9. Empirical on Internet UsageandStudent'sAcademicPerformance

In a study conducted by Cox (2000), the impact of online social networks on the thoughts and behaviors of British university students was examined. The research involved surveying 433 college students randomly selected. The majority of college students in contemporary times are active users of social networking. The participants in this study were aged between 15 and 24 years old.

Ojedokun (2001) conducted a study to explore the potential connection between students' internet-related issues and their academic success. The research involved questioning 706 students in Boston-area schools, with a random selection of 301 boys and 405 girls. The study revealed that many students reported feelings of disconnection and exhibited signs of denial, isolation, and a search for freedom.

In a study conducted by Whyte (2008), the relationship between students' internet usage behaviors and their academic performance was investigated. The study revealed a negative correlation between the amount of time students spent online and

their academic success. The findings suggested that excessive internet usage was associated with poorer academic outcomes.

Anderson (2009) conducted research that discovered students who extensively used the internet faced challenges such as difficulty concentrating, disrupted sleep patterns, and feelings of loneliness. This highlights the potential negative impact of excessive internet usage on students' overall well-being and academic performance.

In a 2009 investigation conducted by Ojedokun on the usage of social networks among students at a Middle Eastern institution, the study found that 80 percent of learners utilized platforms such as Instagram, Facebook, WhatsApp, Imo, and other social media platforms. The research involved a random selection of 1,530 participants, including 774 girls and 753 boys.

The findings of the study suggested a potential association between frequent internet usage, particularly on social media platforms, and academic performance. It implied that students who extensively use the internet, especially engaging in social networking activities, might face challenges or not perform at their best academically. Chen & Tzeng's study (2010) checked what college students do online, both overall and by gender. Male students who use the internet a lot did worse when they looked for a lot of information and chatted, feeling more isolated, sick, and anxious than students who didn't chat and play games a lot. Female students who used the internet a lot for information and chatting did better, but overall, they felt less happy and satisfied than students who didn't use it much.

Kirschner and Karpinski (2010) conducted a study to investigate the impact of the amount of time students spend on social media on their learning outcomes. The research revealed that students who devoted excessive time to social media exhibited poorer academic performance. the findings indicated a negative correlation between extended periods spent on social media platforms and students' educational achievements. This suggests that an excessive focus on social media activities may have adverse effects on students' ability to concentrate on their academic responsibilities, potentially leading to reduced academic success.

In a 2010 survey conducted by Chen, Lambert, and Guidry among undergraduates in Canada, data was collected regarding their internet usage habits. The results revealed that 41% of females and 34% of males in the sixth through tenth grade

reported watching a maximum of two hours of TV every day. However, in terms of internet usage, only 18% of girls and 14% of boys spent two hours or less online each day.

This data indicates a disparity in the time allocated to traditional television viewing compared to internet usage among the surveyed students. It suggests a trend towards more substantial internet engagement, potentially reflecting the evolving media consumption habits of the younger generation during that period.

Reynol, Merson & Salter (2010) conducted a study examining the impact of frequent Facebook usage on students' academic success. The findings indicated a correlation between heavy Facebook usage and lower academic performance among students. The study suggested that students who extensively engage with Facebook may face challenges in maintaining high academic achievements.

This insight highlights a potential link between social media habits, particularly Facebook use, and academic outcomes. The study implies that excessive time spent on social media platforms may contribute to distractions or other factors that could negatively influence students' educational performance.

Ahmed & Qazi's study (2011) investigated the impact of students' confidence in keeping up with academic demands on their grades. The study revealed that the majority of students expressed confidence in their ability to keep pace with their classmates. However, a minority of students reported feeling less assured about their capacity to stay on par with their peers.

This study underscores the significance of students' self-perceived competence and confidence in managing academic challenges. The findings suggest that students who feel less confident about keeping up with their coursework may experience differences in their academic performance compared to their more confident counterparts. Confidence in academic abilities can play a role in shaping students' overall success and outcomes in their educational endeavors.

Cull's study (2011) delved into the impact of students' internet usage on learning across various subjects such as psychology, sociology, and computer science. The research meticulously examined the reading habits of new college students. The

study uncovered that using the internet had a negative effect on students' ability to engage in self-directed learning.

The findings suggest that the increased reliance on the internet may hinder students' independent learning practices, possibly due to distractions or challenges in maintaining focus while navigating online resources. This highlights the importance of understanding how technology, specifically internet usage, can influence students' learning strategies and academic outcomes in different subject areas. The study sheds light on the need to balance the benefits and potential drawbacks of internet use in the context of higher education.

Ogedebe's study (2012) focused on 350 students at a university in Maiduguri, Nigeria, examining their internet usage patterns and exploring the impact on their academic success. The research delved into the dynamics of students' online activities and sought to understand how these activities contributed to both positive and negative outcomes in terms of their academic performance. The study recognized the prevalent use of online resources among students and acknowledged the dual nature of this phenomenon. While online resources can offer valuable educational support, facilitating learning and research, there may also be potential challenges or distractions associated with excessive internet use. This research underscores the need to assess the nuanced relationship between students' internet use and their academic achievements, considering the diverse ways in which online resources can influence learning experiences. It contributes valuable insights into the complex interplay between technology utilization and academic success within the specific context of Nigerian higher education.

Paul, Baker, and Cochran (2012) explored how being part of online groups affects students' school success. According to the results, students being part of social networks has a big effect on their school success. Rosen, Carrier, & Cheever (2013) studied how using Facebook affects students wanting to study on their own. The study found that students can study and talk in a digital setting.

3. CHAPTER THREE:RESEARCH METHODOLOGY

3.1. Introduction

The current section covers the approach to research, the methods required to achieve the study's goals, and the challenges such as populations to be studied and research design types. The study's size of sample, research instruments, data collecting and technique, and data gathering methodology.

3.2. Research Methodology

The researcher employed a method of gathering information that revolves around numbers and statistics. They utilized a technique to quantify and represent the findings numerically. The data collection involved a series of questions and various survey methods. Through the utilization of quantitative techniques and statistical analysis, the investigator can closely examine the association, discern causal links, and gauge the degree that the components under investigation influence student achievement.

In analyzing the gathered information, the researcher employed a numerical approach that aims to address questions such as 'how much' and 'how many' according to the survey. to look at the potential effects of internet use on university students' performance, the researcher administered a set of questions. Opting for questions as a data collection method is a cost-effective alternative to individual interviews (May, 2011). The researcher distributed 58 sets of questions to students at Omdurman Islamic University.

3.3. Research Design

The impact of the Internet on college students is the subject of this study. A survey will be used by the researcher to gather data and ask questions of the pupils. Their goal is to efficiently measure the data they gather. They conducted a survey study in order to gather information about actual circumstances, accepted customs,

people's viewpoints, and other pertinent topics. The investigator collects data using a quantitative approach.

3.4. The Population of the Study

Any group of individuals that share certain characteristics that are significant to them is referred to as a population by researchers. essentially, it's a group members that have at least one distinguishing trait that marks people apart from rest s (Best andKahn, 2006). The 120 students enrolled at Omdurman Islamic University comprise the study's demographic.The survey is broken up into two parts; the first one asks regarding students' use of the internet, while the second part asks about their academic standing. It is expected of respondents to choose the appropriate response to each study issue.

Analyze of demographicdata of thestudents.

Demographicdetails

1. Gender

Table 1: Gender of participants

	Frequency	Percentage
Male	48	40.00%
Female	72	60.00%
Total	120	100%

The gender breakdown of a randomly selected group of 120 individuals is represented by the data. Of the entire sample, 48 participants represent 40% of the male population, while 72 participants represent 60% of the female population.
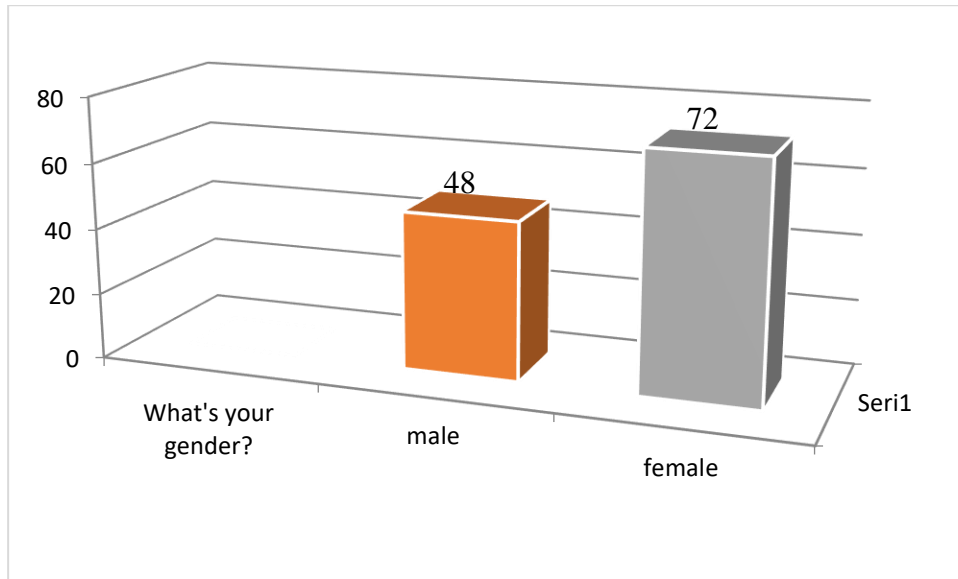
Figure 1: Gender of participants

2. Age

Table 2: Age of theparticipants

Mean	Max	Min	Standard devation
21.6	26	19	1.55

The given data displays the statistical information pertaining to the "age" factor. With each member having aged 26 old and the youngest participant having 19 years old, the sample's average age is 21.6 years. The age distribution of the individuals is fairly densely packed about the average, as indicated by this variable's 1.55-year average standard deviation.
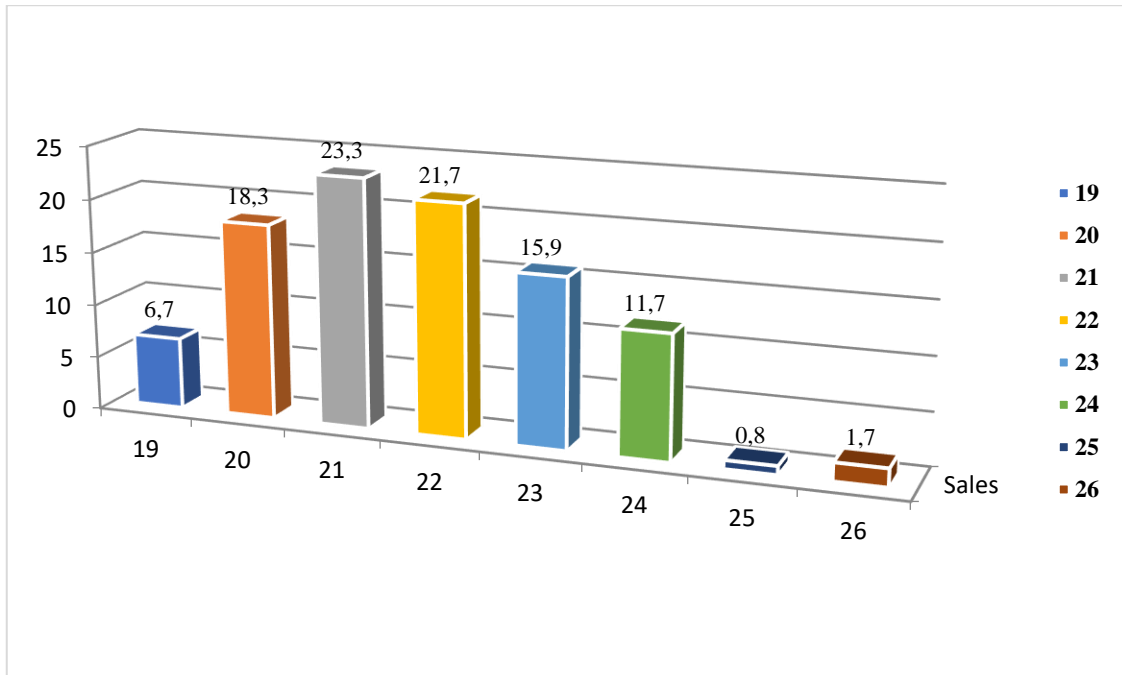
Figure 2: Age of theparticipants

3. Grade

Table 3: Grage of theparticipants

	Frequency	Percentage
Grade 1 (Freshman)	16	13.33%
Grade 2 (Sophomore)	51	42.50%
Grade 3 (Junior)	29	24.17%
Grade 4 (Senior)	24	20.00%
Total	120	100%

The data presented illustrates the distribution of grades among the 120 respondents. Grade 1 (new students), Grade 2 (second-year), Grade 3 (younger), and Grade 4 (graduate) are the four divisions into which the academic levels are separated.

It is clear from data analysis that 51 students, or 42.50% of the sample, are second-years, making up the bulk of the sample. Undergraduates make up the second most common category, accounting for 29 people or 24.17% of the sample. With just

16 students, or 13.33% of the sample, freshmen make up the smallest percentage. Lastly, twenty percent of the sample, or twenty-four learners, are senior citizens.
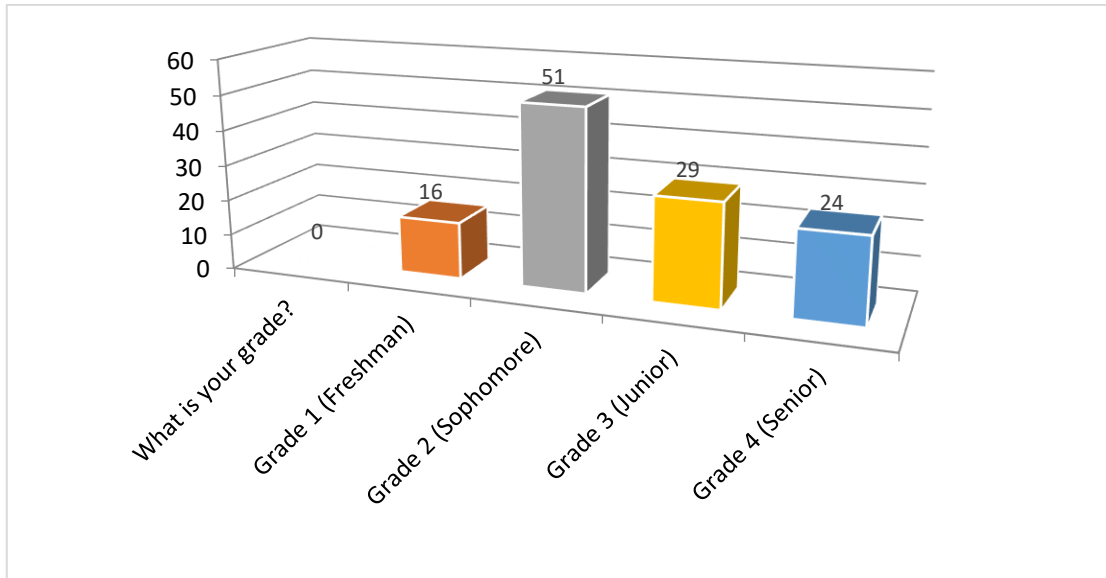
Figure 3: Grage of theparticipants

4. Type of Universities

Table 4: Taype of universities

	Frequency	Percentage
Public (state)	116	96.67%
Private	4	3.33%
Total	120	100%

Out of a total of 120 respondents, the data shows the percentage and frequency distributions for the question, "Is your university a public or a private university?" There are two different groups in the variable: Public (state) and Private.

Based on the analysis of the data, it can be inferred that 116 people in general, or 96.67% of the samples, attended public (state) institutions. Just people, or 3.33% of the sample, are private university students. This group is relatively small.
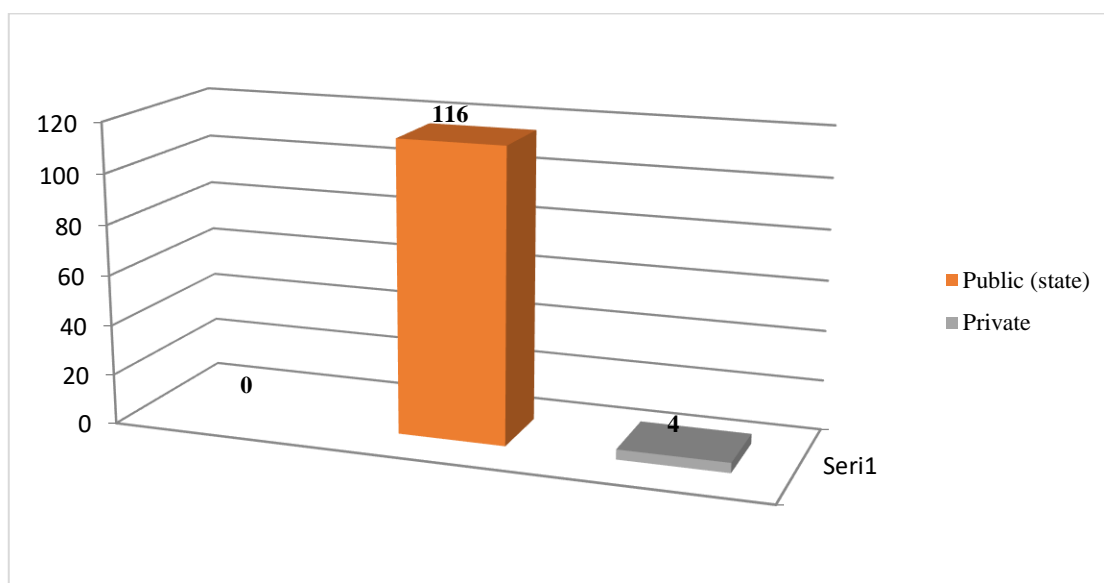
Figure 4: Taype of universities

3.5. Data Collection Method

The Omdurman Islamic University undergraduate students' use of the internet and their academic achievement were investigated by means of a survey. The latest version of SPSS, version 26, was utilized to aid in the evaluation of 58 surveys that were delivered. A questionnaire is a cost-effective way to collect data and has the benefit of immediate distribution and analysis, as May (2011) noted. The questionnaire, which gathers data quantitatively, provides enough information for the examiner to make insightful conclusions about the problem.

Questions can be used in study, but they have limits. Respondents' moral freedom to refuse participate at anytime throughout the information gathering procedure is one important issue to be aware of. If participants in studies choose to do this, investigators might encounter negative consequences.

3.6. Data Analyzing Method

To evaluate the statistical data gathered, the researcher used several software programs for the computer and the Statistical Package for the Social Sciences, or SPSS. The primary function of statistical analysis is the processing of survey data

using a variety of software programs. This analytical procedure comprises using a variety of programs on computers to analyze survey data. The investigator employed these instruments to carefully examine and analyze the collected statistical data during the course of the study.

3.7. Data Collection and Procedure

A total of 120 individuals completed the questionnaires and provided their responses. Survey respondents ranged in temperament degree. Whereas some questionnaires were swiftly came back another were sent in on a day that was decided selected by those who participated.

4. CHAPTER FOUR:FINDINGS

4.1. Introduction

This section offers a thorough and accurate analysis of the demographic data that was gathered from participants using the surveys that were given out throughout the study. The quantitative data obtained through questionnaire is shown and examined. Thanks to the researcher's careful data analysis and review, the study's goals were met. Microsoft Excel and SPSS for the Social Sciences were used to gather and examine the data. Depending on the completed and submitted 58 questionnaires, evaluations were carried out.

4.2. Descriptive Analyze

The graphs and tables provided in this part give a description of the individuals who responded by performing statistical analysis, including percentage and frequency calculations, on the data collected via questionnaires.

4.3. Section B: Questionnaire

Table 5: I am able to download as well as upload some media (pictures and movies) from the web.

	Frequency	Percentage
Stronglyagree	110	91.67%
Agree	8	6.67%
Neitheragreenordisagree	1	0.83%
Stronglydisagree	1	0.83%
Total	120	100%

The data indicates that the vast majority of participants (91.67%) strongly agree that they may respond to others' questions on various web-based platforms, such as Facebook, during online learning. A small percentage (6.67%) agrees with this statement, while 0.83% neither agree nor disagree, and the same percentage strongly disagrees. No participants indicated disagreement. This suggests a high level of willingness among participants to engage with others' questions on online platforms during their learning experience.

Table 6: I'll be able to find what I'm looking for by using particular keywords.

	Frequency	Percntage
Stronglyagree	110	91.67%
Agree	9	7.50%
Stronglydisagree	1	0.83%
Total	120	100%

The data shows that 91.67% of participants strongly agree with the given statement, 7.50% agree, and 0.83% strongly disagree. No respondents indicated neither agreeing nor disagreeing, and there were no participants in the disagree category. This indicates a high level of agreement among the majority of respondents.

Table 7: I take into account the quantity of keywords I can utilize when searching while learning online

	Frequency	Percentage
Stronglyagree	93	77.50%
Agree	19	15.83%
Neitheragreenordisagree	5	4.17%
Disagree	3	2.50%
Total	120	100%

The data reveals that a significant portion of participants (77.50%) strongly agrees with the statement, indicating a high level of affirmation. Additionally, 15.83% agree, 4.17% neither agree nor disagree, and 2.50% disagree, while no participants indicated strong disagreement (0.00%). This suggests a predominant positive attitude among the participants toward the subject matter, with a notable absence of strong disagreement in the responses.

Table 8: Using the internet, I can find some news on relevant websites.

	Frequency	Percentage
Stronglyagree	86	71.67%
Agree	26	21.67%
Neitheragreenordisagree	5	4.17%
Disagree	2	1.67%
Stronglydisagree	1	0.83%
Total	120	100%

The data indicates that a significant majority of participants (71.67%) strongly agree with the statement, demonstrating a strong consensus among the respondents. Additionally, 21.67% agree, 4.17% neither agree nor disagree, 1.67% disagree, and 0.83% strongly disagree. This suggests a prevailing positive sentiment among the participants, with a minimal percentage expressing disagreement, and an even smaller percentage strongly disagreeing with the statement.

Table 9: When I'm learning online, I may find a variety of websites that are relevant to my studies.

	Frequency	Percentage
Stronglyagree	83	69.17%
Agree	27	22.50%
Neitheragreenordisagree	5	4.17%
Disagree	4	3.33%
Stronglydisagree	1	0.83%
Total	120	100%

The data reveals that a substantial majority of participants (69.17%) strongly agree with the given statement. Additionally, 22.50% agree, 4.17% neither agree nor disagree, 3.33% disagree, and 0.83% strongly disagree. This suggests a predominant positive inclination among the respondents, with a small percentage expressing disagreement and an even smaller percentage strongly disagreeing with the statement.

Table 10: I may improve my studies by using a variety of sources.

	Frequency	Percentage
Stronglyagree	102	85.00%
Agree	14	11.67%
Neitheragreenordisagree	1	0.83%
Disagree	2	1.67%
Stronglydisagree	1	0.83%
Total	120	100%

The data illustrates that a significant majority of participants (85.00%) strongly agree with the provided statement. Additionally, 11.67% agree, 0.83% neither agree nor disagree, 1.67% disagree, and 0.83% strongly disagree. This indicates a prevailing

positive sentiment among the respondents, with a small percentage expressing disagreement and an even smaller percentage strongly disagreeing with the statement.

Table 11: I can easily access a wealth of information that is relevant to my studies when studying online.

	Frequency	Percntage
Stronglyagree	76	63.33%
Agree	31	25.83%
Neitheragreenordisagree	7	5.83%
Disagree	4	3.33%
Stronglydisagree	2	1.67%
Total	120	100%

In examining the data, it is evident that a majority of respondents (63.33%) strongly agree with the statement. Additionally, 25.83% agree, 5.83% neither agree nor disagree, 3.33% disagree, and 1.67% strongly disagree. This suggests a prevailing positive inclination among participants, with a relatively small percentage expressing disagreement or strong disagreement.

Table 12: While participating in online learning, I might respond to inquiries from users on other websites, such as Facebook.

	Frequency	Percntage
Strongly agree	78	65.00%
Agree	25	20.83%
Neitheragree nor disagree	9	7.50%
Disagree	2	1.67%
Strongly disagree	6	5.00%
Total	120	100%

The data reveals that 65.00% of respondents strongly agree with the given statement, while 20.83% agree. Additionally, 7.50% neither agree nor disagree, 1.67% disagree, and 5.00% strongly disagree. This distribution indicates a predominant positive response, with a notable percentage expressing neutrality and a smaller percentage in disagreement.

Table 13: "I am able to articulate my thoughts and ideas on online platforms like Facebook while engaging in online learning."

	Frequency	Percntage
Stronglyagree	86	71.67%
Agree	21	17.50%
Neitheragreenordisagree	5	4.17%
Disagree	5	4.17%
Stronglydisagree	3	2.50%
Total	120	100%

Certainly, let's delve into a discussion of the provided data:

The data appears to represent responses to a survey or questionnaire where participants were asked to express their opinions on a given statement. The statement likely relates to a topic or statement that elicits varying levels of agreement or disagreement. - With 71.67% of respondents strongly agreeing, this indicates a significant consensus among the participants. The statement seems to resonate strongly with the majority, suggesting a high level of endorsement. The 17.50% agreement rate, while smaller than the strongly agree category, still represents a notable portion of respondents who share a positive sentiment. This group supports the statement but might not feel as strongly as the first group. The 4.17% of respondents who neither agree nor disagree indicate a small but existing group with a neutral stance. These individuals may not have a strong opinion on the statement or may be unsure about their position.

Table 14: "I have the capability to share content that is specifically related to a particular topic on various web-based platforms."

	Frequency	Percentage
Stronglyagree	78	65.00%
Agree	34	28.33%
Neitheragreenordisagree	4	3.33%
Disagree	2	1.67%
Stronglydisagree	2	1.67%
Total	120	100%

The majority of respondents, constituting 65.00%, express a strong agreement with the statement. This suggests a prevailing and robust consensus among the participants. Additionally, a significant but smaller portion, 28.33%, agrees with the statement, contributing to the overall positive sentiment. A minimal percentage of respondents, 3.33%, neither agree nor disagree, indicating a small group with a neutral stance or a lack of a clear opinion on the statement. On the contrary, only 1.67% of respondents both disagree and strongly disagree with the statement, reflecting a minority with a negative viewpoint.

Table 15: "I am capable of sharing my perspective on an online platform while engaged in online learning, and I am considering organizing the information I gather from internet research."

	Frequency	Percntage
Stronglyagree	56	46.67%
Agree	47	39.17%
Neitheragreenordisagree	6	5.00%
Disagree	8	6.67%
Stronglydisagree	3	2.50%
Total	120	100%

The data reveals a generally positive sentiment among respondents, with a combined percentage of 85.84% expressing agreement (46.67% strongly agree, 39.17% agree). A small percentage (5.00%) remains neutral, neither agreeing nor disagreeing. Dissenting opinions are present but relatively limited, with 6.67% disagreeing and 2.50% strongly disagreeing. Overall, the majority aligns positively with the subject, indicating a favorable response from the surveyed population, while a diverse range of perspectives is acknowledged.

Table 16: When conducting online research, I analyze differences in information across multiple websites.

	Frequency	Percentage
Stronglyagree	75	62.50%
Agree	34	28.33%
Neitheragreenordisagree	4	3.33%
Disagree	5	4.17%
Stronglydisagree	2	1.67%
Total	120	100%

The data illustrates a predominant positive sentiment, with 62.50% strongly agreeing and 28.33% agreeing. A small percentage, 3.33%, remains neutral, while 4.17% disagree and 1.67% strongly disagree. Overall, there is a strong inclination towards agreement within the surveyed population, highlighting a favorable response, albeit with a minor presence of dissenting views.

Table 17: When engaging in online research, I consider how to apply the knowledge I come across.

	Frequency	Percentage
Stronglyagree	98	81.67%
Agree	19	15.83%
Disagree	3	2.50%
Total	120	100%

The data demonstrates a high level of agreement among respondents, with 81.67% strongly agreeing and 15.83% agreeing. Dissent is minimal, with only 2.50%

expressing disagreement. This indicates a strong consensus in favor of the statement, showcasing a prevailing positive sentiment within the surveyed population.

Table 18: I will seek additional websites to verify the accuracy of the information.

	Frequency	Percentage
Stronglyagree	57	47.50%
Agree	30	25.00%
Neitheragreenordisagree	8	6.67%
Disagree	18	15.00%
Stronglydisagree	7	5.83%
Total	120	100%

The data indicates a diverse range of opinions among respondents. While 47.50% strongly agree and 25.00% agree, suggesting a significant positive sentiment, a considerable portion (15.00%) disagrees, with 5.83% strongly disagreeing. The presence of 6.67% neither agreeing nor disagreeing adds further nuance. Overall, there is a mix of perspectives within the surveyed population, with a notable proportion expressing disagreement.

Table 19: I believe I will grasp the foundational principles through the internet.

	Frequency	Percentage
Stronglyagree	87	72.50%
Agree	26	21.67%
Neitheragreenordisagree	4	3.33%
Disagree	3	2.50%
Total	120	100%

The data reveals a strong consensus, with 72.50% strongly agreeing and 21.67% agreeing. A small percentage (3.33%) neither agrees nor disagrees, while disagreement is minimal at 2.50%. Overall, the majority of respondents express a positive sentiment, indicating a widespread belief in learning fundamental principles through the internet.

Table 20: I believe I can comprehend even the most challenging subjects through the Internet.

	Frequency	Percentage
Stronglyagree	97	80.83%
Agree	19	15.83%
Neitheragreenordisagree	3	2.50%
Disagree	1	0.83%
Total	120	100%

The data showcases a robust agreement among respondents, with 80.83% strongly agreeing and 15.83% agreeing. A small percentage (2.50%) neither agrees nor disagrees, while disagreement is minimal at 0.83%. Overall, the overwhelming

majority expresses a positive sentiment, indicating a strong belief in the ability to grasp even the most difficult subjects through the Internet.

Table 21: With the assistance of the Internet, I believe I can successfully complete my assignments.

	Frequency	Percentage
Stronglyagree	99	82.50%
Agree	17	14.17%
Neitheragreenordisagree	1	0.83%
Disagree	1	0.83%
Stronglydisagree	2	1.67%
Total	120	100%

The data indicates a substantial agreement among respondents, with 82.50% strongly agreeing and 14.17% agreeing. There is a minimal percentage (0.83%) in both the neither agree nor disagree and disagree categories. A small percentage (1.67%) strongly disagrees. Overall, the overwhelming majority expresses a positive sentiment, suggesting a high level of confidence in successfully completing assignments with the help of the Internet. The dissenting opinions are limited, highlighting a strong consensus within the surveyed population.

Table 22: I believe I possess a comprehensive understanding of the material presented on the Internet.

	Frequency	Percentage
Stronglyagree	103	85.83%
Agree	10	8.33%
Neitheragreenordisagree	4	3.33%
Disagree	3	2.50%
Total	120	100%

The data suggests a highly positive sentiment among respondents, with 85.83% strongly agreeing and 8.33% agreeing. A small percentage (3.33%) neither agrees nor disagrees, while disagreement is minimal at 2.50%. Overall, there is a strong consensus indicating a widespread belief in having a thorough understanding of the covered material on the Internet. The diversity in responses is limited, highlighting a predominant positive perception within the surveyed population.

Table 23: I believe I will be able to find the features I need on the online learning platform.

	Frequency	Percentage
Stronglyagree	85	70.83%
Agree	28	23.33%
Neitheragreenordisagree	7	5.83%
Total	120	100%

The data indicates a strong consensus among respondents, with 70.83% strongly agreeing and 23.33% agreeing. A smaller percentage (5.83%) neither agrees nor disagrees. Overall, there is a predominant positive sentiment, suggesting a high

level of confidence among the surveyed population in their ability to discover the required features on the online learning platform. The data reflects a unified perspective with a minimal presence of neutral responses.

Table 24: To verify the accuracy of the material, I refer to relevant resources based on my prior expertise.

	Frequency	Percentage
Stronglyagree	69	57.50%
Agree	36	30.00%
Neitheragreenordisagree	2	1.67%
Disagree	12	10.00%
Stronglydisagree	1	0.83%
Total	120	100%

The data suggests a predominantly positive sentiment, with 57.50% strongly agreeing and 30.00% agreeing. There is a limited presence of neutral responses (1.67%). On the dissenting side, 10.00% disagree, and 0.83% strongly disagree. Overall, while the majority expresses agreement, there is a notable diversity of opinions within the surveyed population, including a minority with a negative viewpoint.

Table 25: I will review books or other printed materials for relevant information and then evaluate the accuracy of the information.

	Frequency	Percentage
Stronglyagree	15	12.50%
Agree	6	5.00%
Neitheragreenordisagree	14	11.67%
Disagree	45	37.50%
Stronglydisagree	40	33.33%
Total	120	100%

The data reveals a diverse range of opinions within the surveyed population. While 12.50% strongly agree and 5.00% agree, a significant portion, 33.33%, strongly disagrees, and 37.50% disagrees. A notable percentage, 11.67%, neither agrees nor disagrees, indicating a presence of neutrality. Overall, the data suggests a substantial variation in viewpoints, with a significant proportion expressing disagreement with the given statement.

Table 26: I am searching for a website that contains the most helpful information.

	Frequency	Percentage
Stronglyagree	27	22.50%
Agree	34	28.33%
Neitheragreenordisagree	8	6.67%
Disagree	33	27.50%
Stronglydisagree	18	15.00%
Total	120	100%

The data reflects a diversity of opinions within the surveyed population. While 22.50% strongly agree and 28.33% agree, a significant proportion, 42.50%, either disagrees (27.50%) or strongly disagrees (15.00%). There is also a presence of neutrality, with 6.67% neither agreeing nor disagreeing. Overall, the responses suggest a varied perspective, with a notable portion expressing reservations or disagreement regarding the search for a single website containing the most helpful information.

Table 27: I will not search for more relevant websites once I've found the first one.

	Frequency	Percentage
Stronglyagree	32	26.67%
Agree	19	15.83%
Neitheragreenordisagree	10	8.33%
Disagree	36	30.00%
Stronglydisagree	23	19.17%
Total	120	100%

The data reveals a diverse range of opinions within the surveyed population. While 26.67% strongly agree and 15.83% agree, a significant portion, 49.17%, either disagrees (30.00%) or strongly disagrees (19.17%). There is also a presence of neutrality, with 8.33% neither agreeing nor disagreeing. Overall, the responses suggest a varied perspective, with a notable portion expressing reservations or disagreement regarding the practice of not searching for more relevant websites once the first one is located.

Table 28: If it aligns more with my search criteria, I will deem it valuable.

	Frequency	Percentage
Stronglyagree	76	63.33%
Agree	39	32.50%
Neitheragreenordisagree	4	3.33%
Disagree	1	0.83%
Total	120	100%

The data suggests a strong consensus among respondents, with 63.33% strongly agreeing and 32.50% agreeing. A small percentage (3.33%) neither agrees nor disagrees, and only 0.83% express disagreement. Overall, the overwhelming majority holds a positive sentiment, indicating a high level of agreement regarding the relevance of the given criteria, with minimal dissenting opinions.

Table 29: I consider the material accurate if it is featured on expert-recommended websites.

	Frequency	Percentage
Stronglyagree	78	65.00%
Agree	37	30.83%
Neitheragreenordisagree	1	0.83%
Disagree	4	3.33%
Total	120	100%

The data indicates a strong positive sentiment among respondents, with 65.00% strongly agreeing and 30.83% agreeing. A negligible percentage (0.83%) neither agrees nor disagrees, while dissent is minimal at 3.33%. Overall, the majority

expresses a high level of agreement, suggesting a prevailing belief in the accuracy of material found on expert-recommended websites within the surveyed population.

Table 30: Using the internet enhances my academic performance at the university.

	Frequency	Percentage
Stronglyagree	92	76.67%
Agree	18	15.00%
Neitheragreenordisagree	1	0.83%
Disagree	9	7.50%
Total	120	100%

The data illustrates a robust agreement among respondents, with 76.67% strongly agreeing and 15.00% agreeing. A minimal percentage (0.83%) neither agrees nor disagrees, while disagreement is present but limited at 7.50%. Overall, the overwhelming majority expresses a positive sentiment, indicating a widespread belief in the positive impact of internet usage on academic performance within the surveyed population.

Table 31: Enhances my understanding in my field of study.

	Frequency	Percentage
Stronglyagree	104	86.67%
Agree	14	11.67%
Neitheragreenordisagree	1	0.83%
Disagree	1	0.83%
Total	120	100%

The data suggests an overwhelmingly positive sentiment among respondents, with 86.67% strongly agreeing and 11.67% agreeing. A negligible percentage (0.83%) neither agrees nor disagrees, and there is minimal dissent, with 0.83% expressing disagreement. Overall, the majority holds a strong belief in the internet's promotion of knowledge in their field of study within the surveyed population.

Table 32: Provides access to pertinent literature that aids in my assignments.

	Frequency	Percentage
Stronglyagree	100	83.33%
Agree	18	15.00%
Neitheragreenordisagree	1	0.83%
Disagree	1	0.83%
Total	120	100%

The data reflects a strong consensus, with 83.33% strongly agreeing and 15.00% agreeing. A minimal percentage (0.83%) neither agrees nor disagrees, and there is minimal dissent, with 0.83% expressing disagreement. Overall, the majority holds a robust belief that the internet provides valuable access to relevant literature for assisting with assignments within the surveyed population.

Table 33: Using the internet allows me to study ahead of the teacher.

	Frequency	Percentage
Stronglyagree	93	77.50%
Agree	18	15.00%
Neitheragreenordisagree	5	4.17%
Disagree	2	1.67%
Stronglydisagree	2	1.67%
Total	120	100%

The data indicates a predominant positive sentiment among respondents, with 77.50% strongly agreeing and 15.00% agreeing. A small percentage (4.17%) neither agrees nor disagrees, while disagreement, both in the form of disagree (1.67%) and strongly disagree (1.67%), is present but limited. Overall, the majority expresses a strong belief that internet usage enables them to study ahead of the teacher within the surveyed population.

Table 34: Utilizing the Internet for my studies enables me to gain specific skills.

	Frequency	Percentage
Stronglyagree	101	84.17%
Agree	11	9.17%
Neitheragreenordisagree	7	5.83%
Disagree	1	0.83%
Total	120	100%

The data indicates a strong consensus among respondents, with 84.17% strongly agreeing and 9.17% agreeing. A small percentage (5.83%) neither agrees nor disagrees, and there is minimal dissent, with 0.83% expressing disagreement. Overall, the overwhelming majority holds a positive belief that using the internet for their studies allows them to acquire special skills within the surveyed population.

Table 35: Using the internet boosts my GPA scores.

	Frequency	Percentage
Stronglyagree	93	77.50%
Agree	20	16.67%
Neitheragreenordisagree	2	1.67%
Disagree	4	3.33%
Stronglydisagree	1	0.83%
Total	120	100%

The data reveals a predominant positive sentiment among respondents, with 77.50% strongly agreeing and 16.67% agreeing. A minimal percentage (1.67%) neither agrees nor disagrees, while dissent is present but limited, with 3.33% disagreeing and 0.83% strongly disagreeing. Overall, the majority expresses a strong belief that internet usage enhances their GPA scores within the surveyed population.

Table 36: Enhancing my performance during examinations.

	Frequency	Percentage
Stronglyagree	97	80.83%
Agree	17	14.17%
Neitheragreenordisagree	5	4.17%
Disagree	1	0.83%
Total	120	100%

The data suggests a strong consensus among respondents, with 80.83% strongly agreeing and 14.17% agreeing. A small percentage (4.17%) neither agrees nor disagrees, while dissent is minimal at 0.83%. Overall, the majority holds a positive belief that internet usage contributes to improving their performance during examinations within the surveyed population.

Table 37: Using the internet enhances my academic understanding.

	Frequency	Percentage
Stronglyagree	94	78.33%
Agree	20	16.67%
Neitheragreenordisagree	4	3.33%
Disagree	2	1.67%
Total	120	100%

The data indicates a strong consensus among respondents, with 78.33% strongly agreeing and 16.67% agreeing. A small percentage (3.33%) neither agrees nor disagrees, while dissent is minimal at 1.67%. Overall, the majority expresses a positive

belief that internet usage improves their academic understanding within the surveyed population.

Table 38: When I study online, I have access to a multitude of information that is pertinent to my studies.

	Frequency	Percentage
Stronglyagree	96	80.00%
Agree	18	15.00%
Neitheragreenordisagree	2	1.67%
Disagree	4	3.33%
Total	120	100%

The data suggests a strong consensus among respondents, with 80.00% strongly agreeing and 15.00% agreeing. A small percentage (1.67%) neither agrees nor disagrees, while dissent is present but limited, with 3.33% disagreeing. Overall, the majority holds a positive belief that during online study, they can access a wealth of material relevant to their research within the surveyed population.

Table 39: Utilizing the Internet enables me to successfully complete my assignments.

	Frequency	Percentage
Stronglyagree	103	85.83%
Agree	12	10.00%
Neitheragreenordisagree	3	2.50%
Disagree	2	1.67%
Total	120	100%

The data indicates a strong consensus among respondents, with 85.83% strongly agreeing and 10.00% agreeing. A small percentage (2.50%) neither agrees nor disagrees, while dissent is minimal at 1.67%. Overall, the overwhelming majority expresses a positive belief that using the Internet allows them to successfully complete their assignments within the surveyed population.

Table 40: Diverts my attention from academic activities.

	Frequency	Percentage
Stronglyagree	36	30.00%
Agree	57	47.50%
Neitheragreenordisagree	12	10.00%
Disagree	12	10.00%
Stronglydisagree	3	2.50%
Total	120	100%

The data indicates a varied range of opinions among respondents. While 30.00% strongly agree and 47.50% agree, a significant portion (20.00%) either disagrees (10.00%) or strongly disagrees (2.50%). There is also a presence of neutrality, with 10.00% neither agreeing nor disagreeing. Overall, the responses suggest a diversity of perspectives within the surveyed population regarding the impact of internet usage on distracting from academic activities.

Table 41: Internet usage hinders my regular attendance at lectures.

	Frequency	Percentage
Stronglyagree	28	23.33%
Agree	20	16.67%
Neitheragreenordisagree	17	14.17%
Disagree	48	40.00%
Stronglydisagree	7	5.83%
Total	120	100%

The data shows a diverse range of opinions among respondents. While 23.33% strongly agree and 16.67% agree, a significant portion (40.00%) either disagrees (14.17%) or strongly disagrees (5.83%). There is also a presence of neutrality, with 14.17% neither agreeing nor disagreeing. Overall, the responses indicate a varied perspective within the surveyed population regarding whether internet usage prevents them from attending lectures regularly.

Table 42: Diverts my focus during lectures

	Frequency	Percentage
Stronglyagree	77	64.17%
Agree	24	20.00%
Neitheragreenordisagree	6	5.00%
Disagree	6	5.00%
Stronglydisagree	7	5.83%
Total	120	100%

The data suggests a predominant positive sentiment among respondents, with 64.17% strongly agreeing and 20.00% agreeing. A small percentage (5.00%) neither agrees nor disagrees, while disagreement is evenly split between 5.00% disagreeing and 5.83% strongly disagreeing. Overall, the majority expresses a belief that internet usage tends to distract their attention during lectures, with a notable but balanced presence of differing opinions within the surveyed population.

Table 43: Enhances my reading proficiency.

	Frequency	Percentage
Stronglyagree	95	79.17%
Agree	19	15.83%
Neitheragreenordisagree	4	3.33%
Disagree	2	1.67%
Total	120	100%

The data indicates a strong consensus among respondents, with 79.17% strongly agreeing and 15.83% agreeing. A small percentage (3.33%) neither agrees nor disagrees, while dissent is minimal at 1.67%. Overall, the majority holds a positive belief that internet usage enhances their reading competence within the surveyed population.

Table 44: Assists me in establishing study schedules.

	Frequency	Percentage
Stronglyagree	27	22.50%
Agree	15	12.50%
Neitheragreenordisagree	42	35.00%
Disagree	29	24.17%
Stronglydisagree	7	5.83%
Total	120	100%

The data reflects a diverse range of opinions among respondents. While 22.50% strongly agree and 12.50% agree, a substantial portion (35.00%) neither agrees nor disagrees. Dissent is notable, with 24.17% disagreeing and 5.83% strongly disagreeing. Overall, the responses indicate a varied perspective within the surveyed population regarding whether the internet helps them create study time.

Table 45: Using the Internet hinders my timely attendance at lectures

	Frequency	Percentage
Stronglyagree	38	31.67%
Agree	20	16.67%
Neitheragreenordisagree	20	16.67%
Disagree	30	25.00%
Stronglydisagree	12	10.00%
Total	120	100%

The data suggests a varied range of opinions among respondents. While 31.67% strongly agree and 16.67% agree, a significant portion (41.67%) either disagrees (25.00%) or strongly disagrees (10.00%). There is also a presence of neutrality, with 16.67% neither agreeing nor disagreeing. Overall, the responses indicate a diverse perspective within the surveyed population regarding whether using the internet prevents them from attending lectures promptly.

Table 46: It assists me in contributing more to academic discussions in group settings.

	Frequency	Percentage
Stronglyagree	67	55.83%
Agree	43	35.83%
Neitheragreenordisagree	4	3.33%
Disagree	4	3.33%
Stronglydisagree	2	1.67%
Total	120	100%

The data indicates a predominantly positive sentiment among respondents, with 55.83% strongly agreeing and 35.83% agreeing. A small percentage (3.33%) neither agrees nor disagrees, while dissent is limited, with 3.33% disagreeing and 1.67% strongly disagreeing. Overall, the majority expresses a strong belief that internet usage helps them contribute more to academic discussions in group settings, with a relatively small presence of differing opinions within the surveyed population.

Table 47: I can share information with my colleagues through the Internet.

	Frequency	Percentage
Stronglyagree	95	79.17%
Agree	19	15.83%
Neitheragreenordisagree	3	2.50%
Disagree	2	1.67%
Stronglydisagree	1	0.83%
Total	120	100%

The data suggests a strong consensus among respondents, with 79.17% strongly agreeing and 15.83% agreeing. A minimal percentage (2.50%) neither agrees nor disagrees, while dissent is limited, with 1.67% disagreeing and 0.83% strongly disagreeing. Overall, the majority holds a positive belief that the internet allows them to share information with colleagues, with a relatively small presence of differing opinions within the surveyed population.

Table 48: Improves my performance in comprehension-related topics.

	Frequency	Percentage
Stronglyagree	96	80.00%
Agree	18	15.00%
Neitheragreenordisagree	4	3.33%
Disagree	2	1.67%
Total	120	100%

The data suggests a strong consensus among respondents, with 80.00% strongly agreeing and 15.00% agreeing. A small percentage (3.33%) neither agrees nor disagrees, while dissent is minimal at 1.67%. Overall, the majority expresses a positive belief that internet usage enhances their performance in comprehension-related topics within the surveyed population.

Table 49: Promotes my computer skills for academic activities.

	Frequency	Percentage
Stronglyagree	95	79.17%
Agree	21	17.50%
Neitheragreenordisagree	1	0.83%
Disagree	3	2.50%
Total	120	100%

The data indicates a strong consensus among respondents, with 79.17% strongly agreeing and 17.50% agreeing. A minimal percentage (0.83%) neither agrees nor disagrees, while dissent is present but limited, with 2.50% disagreeing. Overall, the majority holds a positive belief that internet usage promotes their computer skills for academic activities within the surveyed population.

Table 50: It enables me to engage with fellow students online on academic matters.

	Frequency	Percentage
Stronglyagree	92	76.67%
Agree	14	11.67%
Neitheragreenordisagree	8	6.67%
Disagree	4	3.33%
Stronglydisagree	2	1.67%
Total	120	100%

The data indicates a strong consensus among respondents, with 76.67% strongly agreeing and 11.67% agreeing. A small percentage (6.67%) neither agrees nor disagrees, while dissent is present but limited, with 3.33% disagreeing and 1.67% strongly disagreeing. Overall, the majority expresses a positive belief that internet usage allows them to interact with other students online on academic issues within the surveyed population.

Table 51: It enables me to create a networking website that enhances my academic performance at the university.

	Frequency	Percentage
Stronglyagree	91	75.83%
Agree	22	18.33%
Neitheragreenordisagree	3	2.50%
Disagree	3	2.50%
Stronglydisagree	1	0.83%
Total	120	100%

The data suggests a predominant positive sentiment among respondents, with 75.83% strongly agreeing and 18.33% agreeing. A small percentage (2.50%) neither agrees nor disagrees, while dissent is limited, with 2.50% disagreeing and 0.83% strongly disagreeing. Overall, the majority holds a positive belief that internet usage allows them to develop a networking website that enhances their academic performance at the university within the surveyed population.

Table 52: Contributes to the development of my information search skills.

	Frequency	Percentage
Stronglyagree	100	83.33%
Agree	14	11.67%
Neitheragreenordisagree	5	4.17%
Disagree	1	0.83%
Total	120	100%

The data indicates a strong consensus among respondents, with 83.33% strongly agreeing and 11.67% agreeing. A small percentage (4.17%) neither agrees nor disagrees, while dissent is minimal at 0.83%. Overall, the majority holds a positive belief that internet usage contributes to the development of their information search skills within the surveyed population.

Table 53: Gathering articles becomes more convenient through the use of the Internet.

	Frequency	Percentage
Stronglyagree	100	83.33%
Agree	15	12.50%
Neitheragreenordisagree	4	3.33%
Disagree	1	0.83%
Total	120	100%

The data indicates a strong consensus among respondents, with 83.33% strongly agreeing and 12.50% agreeing. A small percentage (3.33%) neither agrees nor disagrees, while dissent is minimal at 0.83%. Overall, the majority holds a positive belief that using the Internet makes collecting articles easier within the surveyed population.

Table 54: Have you encountered any adverse effects from prolonged internet use, such as procrastination, disruptions in sleep, or difficulties in maintaining focus?

	Frequency	Percntage
Yes	101	84.17%
No	19	15.83%
Total	120	100%

The data reveals that a significant majority, 84.17%, have experienced negative effects of excessive internet usage, while 15.83% have not. This indicates a noteworthy prevalence of adverse impacts within the surveyed population.

Table 55: How frequently do you employ the internet for academic purposes, such as research and accessing course materials?

	Frequency	Percentage
Always	63	52.50%
Usually	42	35.00%
sometimes	15	12.50%
Total	120	100%

The data indicates a range of internet usage frequencies for academic purposes among respondents. A majority, 52.50%, use the internet always, while 35.00% use it usually, and 12.50% use it sometimes. Overall, the responses suggest a predominant reliance on the internet for academic needs within the surveyed population, with varying levels of frequency.

Table 56: How frequently do you use the internet for non-academic purposes, such as social media and entertainment?

	Frequency	Percentage
Always	82	68.33%
Usually	27	22.50%
Sometimes	8	6.67%
Rarely	3	2.50%
Total	120	100%

The data illustrates varying frequencies of internet usage for non-academic purposes among respondents. A significant majority, 68.33%, use the internet always, followed by 22.50% who use it usually. A smaller proportion, 6.67%, use it sometimes, and a mere 2.50% use it rarely. Overall, the majority of respondents exhibit

frequent engagement with the internet for non-academic activities within the surveyed population.

Table 57: How frequently do you utilize the internet for online classes or distance learning?

	Frequency	Percentage
Always	3	2.50%
Usually	7	5.83%
Sometimes	25	20.83%
Rarely	34	28.33%
Never	51	42.50%
Total	120	100%

The data reveals diverse frequencies of internet usage for online classes or distance learning among respondents. A considerable portion, 42.50%, never uses the internet for these purposes, while 28.33% rarely do. Sometimes, 20.83% engage in online classes, and a smaller percentage, 5.83%, usually does. The least common frequency is always, with 2.50%. Overall, the responses indicate a varied level of involvement in online classes or distance.

Table 58: How would you assess the efficiency of distance learning or online courses in helping you to meet your academic objectives?

	Frequency	Percentage
Veryeffective	12	10%
Effective	14	11.7%
Neutral	34	28.3%
Ineffective	38	31.7%
Veryineffective	22	18.3%
Total	120	100%

The data reflects diverse opinions on the effectiveness of online classes or distance learning. While 10% find it very effective, and 11.7% consider it effective, a significant proportion (28.3%) holds a neutral stance. Dissatisfaction is notable, with 31.7% finding it ineffective and 18.3% very ineffective. Overall, the responses indicate a range of views within the surveyed population regarding the effectiveness of online classes or distance learning in achieving academic goals.

Table 59: What impact, in your opinion, has internet use had on your academic achievement at the university?

	Frequency	Percentage
Positively	66	55.00%
Neutral	12	10.00%
Negatively	42	35.00%
Total	120	100%

The data indicates varied perceptions among respondents regarding the impact of internet usage on their academic performance. A majority, 55.00%, view it

positively, while 35.00% perceive it negatively. A smaller percentage, 10.00%, maintains a neutral stance. Overall, the responses highlight a diversity of opinions within the surveyed population regarding the relationship between internet usage and academic performance.

Table 60: How do you schedule your time online so that you can maintain academics and extracurricular activities?

	Frequency	Percentage
I usetoolssuch as websiteblockers	11	9.17%
I set a scheduleandstickto it	39	32.50%
I use self-controland limit myself	40	33.33%
I don'treallymanagemy time andjustgowiththeflow	29	24.17%
Other: pleasespecify	1	0.83%
Total	120	100%

The data indicates varied perceptions among respondents regarding the impact of internet usage on their academic performance. A majority, 55.00%, view it positively, while 35.00% perceive it negatively. A smaller percentage, 10.00%, maintains a neutral stance. Overall, the responses highlight a diversity of opinions within the surveyed population regarding the relationship between internet usage and academic performance.

Table 61: In what ways does the university you think it could help you control your internet usage and improve your grades?

	Frequency	Percentage
Offering work shops on time management and internet addiction	78	65.00%
Encouragin gprofessors to incorporate more offline activities in classes	21	17.50%
Offering counselling services for students with internet addiction	10	8.33%
Offering more flexibility in terms of online classes and assignments	10	8.33%
Other: pleasespecify	1	0.83%
Total	120	100%

The data suggests that a significant majority of respondents, 65.00%, believe that the university could support them in managing internet usage and improving academic performance by offering workshops on time management and internet addiction. A smaller proportion, 17.50%, suggests encouraging professors to incorporate more offline activities in classes. Additionally, 8.33% think offering counseling services for students with internet addiction or providing more flexibility in terms of online classes and assignments would be beneficial. One respondent (0.83%) mentioned "Other" without specifying. Overall, the responses indicate a preference for educational initiatives and support services to address internet usage and enhance academic performance within the surveyed population.

Table 62: Relation of use of the internet by genders and academic achievement among learners

	Male	Female	Total
Stronglyagree	32	60	92
Agree	13	5	18
Neither agree nor disagree	0	1	1
Disagree	3	6	9
Total	48	72	120

The data presents responses from both male and female participants. Among males, 32 strongly agree, 13 agree, and 3 disagree, resulting in a total of 48 responses. Among females, 60 strongly agree, 5 agree, and 6 disagree, totaling 72 responses. Notably, in the "Neither agree nor disagree" category, only females provided responses, with one participant choosing this option. Overall, the analysis indicates varying levels of agreement and disagreement between male and female respondents on the given statements.

Table 63: Relationship among pupils' academic achievement and surfing scores

	Grade 1 (Freshman)	Grade 2 (Sophomore)	Grade 3 (Junior)	Grade 4 (Senior)	Total
Stronglyagree	13	41	24	14	92
Agree	3	6	4	5	18
Neither agree nor disagree	0	1	0	0	1
Disagree	0	3	1	5	9
Total	16	51	29	24	120

The data presents responses from students across different academic grades. Among Grade 1 (Freshman) students, 13 strongly agree, 3 agree, and no responses for neither agree nor disagree or disagree. In Grade 2 (Sophomore), 41 strongly agree, 6

agree, 1 neither agree nor disagree, and 3 disagree. Grade 3 (Junior) has 24 strongly agree, 4 agree, and 1 disagree. Grade 4 (Senior) has 14 strongly agree, 5 agree, and 5 disagree. Overall, the analysis indicates varying levels of agreement across different academic grades, with the majority of responses falling into the "Strongly agree" category.

5. CHAPTER FIVE:DISCUSSION AND CONCLUSION

5.1. Introduction

This section covers the study's conclusion, a summary of the findings, and a discussion of them. It also discusses the significance of the results of the investigation and makes recommendations for further research. The section is concluded by mentioning the drawbacks of the study.

5.2. The Finding of the Research

The questionnaire survey results are displayed, including the standard deviations and mean scores for each statement. A more positive attitude on using the Internet for learning is indicated by higher mean scores.

Overall, the results show that most participants believe the Internet to be a helpful resource for learning. Statements like "I can access an extensive amount of information that is related to my study throughout my online studying" and "Internet usage enables me to study ahead of the teacher" have high mean scores. High mean scores for items such as "Internet usage enhances my GPA score" indicate that participants also agree that utilizing the Internet can improve their academic achievement.

Participants express concern, nevertheless, about the detrimental consequences of internet use on academic achievement. Examples of statements with high mean scores include "Distracts me from academic activities" and "Using the Internet hinders me from following classes properly." Furthermore, instead of looking for different sources of information, there is an incentive to rely solely on one website. The results indicates that the respondents saw the Internet as a useful tool for academic success despite these reservations.

In general, the results point to the need for appropriate internet access control to prevent diversions and adverse impacts on academic performance, even though internet access can be beneficial for achieving educational goals.

5.3. Discussion

The present quantitative research investigated delay, sleep difficulties, and loss of focus—three adverse consequences of excessive computer usage. Examining the detrimental effects of online overuse and how it affects the academic achievement of pupils was the main goal of the initial question. The second study topic, which included three sub-questions to elucidate the answer, examined the connection between students' academic achievement and internet usage. The second question's main goal was to determine whether internet use and academic achievement are related. Finally, the final research question sought to identify tactics that Omdurman Islamic University may use to help students strike a balance between their use of the internet and their academic achievement. The final query was especially intended to pinpoint tactics the institution might put into practice to assist students in time management and prevent the improper use of the internet that can result in excess addictions and compulsive behavior.

The goal of the current study is to comprehend how students' academic achievement and internet usage are related. It seems that students are aware of the benefits and drawbacks of using the internet for learning as well as how it influences their academic achievement. Overall, the results of this research demonstrate the nuanced connection between internet use and academic achievement. whereas there are many advantages to using the internet for academic success, like having simple access to knowledge and being able to study before classes, there are also some drawbacks, like missing classes, getting distracted during classes, losing concentration, and possibly getting inadequate rest.

According to the research, a significant number of students—84.17 percent—suffered negative consequences—such as postponement, disturbed sleep, or difficulty focusing—as a result of their excessive internet usage. This suggests that extended usage of the internet may have a detrimental effect on students' general wellbeing as well as their academic achievement. Furthermore, a minority of adolescents—15.83%—reported no adverse consequences from their excessive internet use, suggesting that most students will probably experience some unfavorable impacts from their excessive usage of the internet.

In order to prevent detrimental effects on their studies and private lives, the discovery highlights the significance of encouraging students to use the internet responsibly and mindfully and to set screen time limits. According to the questionnaire survey's results, the majority of participants have a favorable opinion on using the Internet for educational uses. The fact that statements like "I can access a wealth of material relevant to my research during my online studying" and "Internet usage enables me to study ahead of the teacher" had high mean scores indicates that students view the Internet as an important tool for learning. Additionally, the higher mean score for the statement "Internet usage improves my GPA scores" suggests that students think there are advantages to utilizing the Internet.

These findings are in accordance with studies by Lubans (1999), Geri and Grace Martin (2001), Zha and Lei, and others that show a link involving students' online time and their academic performance. That being said, it is important to draw attention to the opposing views of Reynolds and Salter (2010), Kolek and Saunders (2008), and Carven (2006), who all claim that no constructive connection exists. among students' academic achievement and their use of the internet.

According to the results of the study When using the internet for school, students are typically better focused on their work, but they also don't routinely attend classes as a result of this activity. Male and female students, on the other hand, have comparable opinions on how using the internet affects academic performance. The impact of internet usage is not notably different for individuals dependent on their gender. According to a poll done in 2007 by Kelsey with teens between the ages of 13 and 19, every respondent said that the internet was a popular means of communication that may have a beneficial or negative impact on students' academic achievement. It was shown that a sizable portion of teenagers used the internet extensively, which negatively impacted their academic performance. This underscores the fact that a large number of students use the internet, irrespective of their academic standing.

It is important to highlight, however, that participants also voiced worries over the detrimental effects of surfing the web on academic performance. The fact that students scored highly on expressions like "Distracts me from academic activities" and "Using the Internet prevents me from attending lectures promptly" suggests that they are aware that overuse of the internet can interfere with their ability to concentrate on

tasks for school. Furthermore, obtaining information from a single website alone rather than consulting several sources may lead to erroneous or insufficient details, which could have a detrimental effect on academic achievement. These results are consistent with those of earlier research by Carven (2006), Kolek and Saunders (2008), and Reynolds and Salter (2010), which claim that there does not exist a connection between internet use and academic achievement.

A review of the available data points to a number of possible consequences regarding undergraduate students' use of the internet and their academic achievement at Sudan's Omdurman Islamic University.

First off, an extensive reliance on the internet for learning and research is suggested by the majority of students who reported using it frequently for academic purposes. Nevertheless, a significant percentage of students also mentioned accessing the internet for non-academic activities, which might have an effect on their grades.

Second, given that the majority of respondents rely on the internet for these objectives, the data raises the possibility of a shortage of access to online courses or chances for distant learning. This restriction may make it more difficult for students to access opportunities and resources related to their studies, which could impede their overall academic success.

Thirdly, a sizable portion of students indicated that they needed help locating distant learning strategies or online courses in order to fulfill their academic objectives. This suggests that more research is required to determine the causes of this view and how to improve the efficacy of online learning.

In summary, students' perceptions of the consequences of internet use on their academic achievement were not uniform, with some citing good benefits and others citing negative ones. This shows that there are individual variations in the ways that students utilize the internet for learning and the ways that it affects their academic achievement.

Overall, the information highlights the necessity for the institution to support responsible internet usage and look for methods to increase accessibility to chances for online learning while taking into account any obstacles or limits. This emphasizes how

crucial it is to create plans that meet the various needs of students and make sure that internet tools are used responsibly and efficiently in the classroom.

Omdurman Islamic University may put a number of methods into place to help students balance their use of the internet and academic success by using the data that has been supplied.

65% of those surveyed indicated that holding seminars on internet dependence and time management is their preferred tactic. Students attending these courses would leave with useful tips for time management as well as preventing overuse of the internet. The university hopes to assist students in striking a good balance among their time on the internet and their academic duties by providing advice on these important topics.

17.5% of respondents supported urging instructors to incorporate more outside activities in their classrooms, which is consistent with the findings. This strategy seeks to assist students in taking pauses from their screens and participating in activities that promote learning using a variety of techniques.

To help students better handle their use of the internet and academic workload, 8.33% of respondents suggested giving more flexibility when it comes to online classes and assignments.

Furthermore, 8.33% of respondents supported the idea of providing therapy services for students who are struggling with internet addiction. By offering expert support and guidance, this technique aims to help students overcome their internet addiction and improve their overall grades.

In conclusion, the evidence points to the possibility that students may find it useful to combine these tactics in order to assist them manage their internet use and academic achievement. Notwithstanding reservations, the aggregate data suggests that students view the internet as an important resource for succeeding academically. In order to prevent possible interruptions and negative impact on academic performance, it is imperative that educators and students understand the importance of appropriate internet access control.

The results are in line with a larger trend in education that acknowledges the internet as a useful resource for both educational and instructional purposes and uses

digital tools to improve information access, interactive instruction, and skill development. The inference is that, depending on how it is used, the internet can be beneficial for education. This emphasizes how crucial it is for everyone, including educators and students, to understand how to use the internet safely, assess the validity of material they find online, and use technology to improve the educational process. The study's findings provide educators with insightful information about how to help kids learn how to critically evaluate online content, include digital literacy into the curriculum, and develop a considerate attitude about using technology in the classroom.

Learning how to optimize the benefits of the internet while reducing any potential negatives might be beneficial for students. This entails setting boundaries, learning digital literacy, and using time management strategies. The most important lesson is to strike a balance between benefits and drawbacks by finding a medium ground. Even while the advantages of the internet should be emphasized, it is important to recognize that excessive and uncontrolled use can have negative effects like procrastination and laziness. Sustaining this balance is crucial to optimizing the educational potential of the internet.

Teachers may find the research results useful in developing or updating policies pertaining to the use of technology in the classroom. This could entail creating guidelines for responsible internet use, requiring technology use in the classroom, and offering support for professional development.

In summary, the result highlights the requirement for a deliberate and planned use of the internet and highlights its potential to transform learning. It gives instructors and students the groundwork to make the most of the digital environment's benefits for learning while reducing any possible drawbacks.

5.4. Suggestions for the Further Studies

Subsequent investigations may improve the validity of their findings by including a larger number of items in the survey. Furthermore, more dependable findings can be obtained by concurrently utilizing quantitative and qualitative methods, such as questionnaires and interviews. To include a wider range of student

representation, it would also be advantageous to increase the research's participant count.

5.5. Implications of the Findings

Overall, the findings' implications point to a favorable perception of using the internet for educational purposes. The majority of respondents have a positive attitude toward learning using online resources, indicating that participants understand the importance and advantages of using the internet for educational purposes. The survey also demonstrates a sense of better academic performance, as participants think using the internet might help them succeed in their studies. Participants voice worries about possible harmful impacts despite this upbeat attitude, emphasizing the significance of efficient internet usage control.

The study's result highlights the necessity of policies and procedures that support people in making targeted, beneficial use of digital assets while reducing any possible hazards.

Future research should expand its scope to include different universities with different backgrounds in order to obtain more thorough and varied results. With this method, the connection between internet use and academic achievement in various academic contexts will be better understood.

5.6. Limitations of the Study

It is important to take into account the limitations of this study. First off, there were only 58 items in the questionnaire that was used to gauge how much time students spent on the internet; more items would have been useful to provide a more complete picture of the students' viewpoints. There can be drawbacks to using the questionnaire as the only technique for gathering data; using interviews and other instruments could yield more comprehensive information.

Second, only one university was used for the research, and the study had a small participant pool. In order to improve the generalizability of the study, it would have been more robust to include students from different colleges. Nevertheless, the

researcher may not have been able to include participants from some institutions due to logistical difficulties.

5.7. Conclusion

In the final analysis, this study emphasizes the complex relationship that exists between internet use and academic achievement. The internet has many benefits for academic performance, like the opportunity to study ahead of time and easy access to pertinent information, but it also adds distractions that can make it difficult to attend lectures on time or find a variety of information sources.

These results have important ramifications for teachers since they highlight how important it is to impart to students effective time-management and study techniques. They will be able to minimize the bad impacts of the internet while maximizing its positive aspects thanks to this. Teachers can use these results to create guidelines and policies that encourage kids to use the internet responsibly.

To sum up, the survey provides insightful information about how students feel about how using the internet affects their academic achievement. It emphasizes how crucial it is to control internet usage in order to properly promote academic performance. Through mutual recognition of the advantages and drawbacks of internet use, educators and students may work together to make certain that the internet continues to be an invaluable resource for academic success.

5.8. Recommendations

1. Students should minimize non-academic impulses that could impede their academic progress and concentrate only on utilizing the internet for academic objectives in order to assure academic success.
2. To keep pupils from becoming overly dependent on the internet, instructors should set rules to control how much time they spend online.
3. In order to encourage safe online conduct, it is crucial to advise students about the possible consequences connected to excessive internet use.
4. Appropriate instruction on the safe and efficient use of the internet should be given to students.

5. To inform professors, instructors, and students about the negative consequences of extensive internet use in a college setting, university administration should host lectures.

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LIST OF TABLES

LIST OF FIGURES

LIST OF ATTACHMENTS

Attachments 1 **:** QUESTIONNAIRE

<table>
<tr><td>

Title of the study: THE INFLUENCES OF INTERNET USAGE AND STUDENT ACADEMIC PERFORMANCE OF UNDERGRADUATES STUDENT AT OMDURMAN ISLAMIC UNIVERSITY IN SUDAN.
</td></tr>
<tr><td>

Synopsis of the study: The aim of this study to examine The Influences of Internet Usage and student academic performance of Undergraduates student at Omdurman Islamic University in Sudan.
</td></tr>
</table>

Confidently and anonymity

Thank you for taking the time to answer these questions. This questionnaire is a data collection tool for MA research. The information provided will be used for this research project. The rights of the participants are always respected. All the ethical research principles, such as anonymity and privacy, amongst others, are considered in this study. The research participants have the right to be treated with dignity and honor.

SECTION A: DEMOGRAPHIC DETAILS

1. **What is your gender**

Male	1
Female	2

2. **How old are you, (Write your age)**

....

3. **What is your grade?**

Grade 1 (Freshman)	**1**
Grade 2 (Sophomore)	2
Grade 3 (Junior)	3
Grade 4 (Senior	4

Statement	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

4. **Is your university public or a private university?**

Public (state)	1
A Private	2

SECTION B: INTERNET USGAE AMONG UNDERGRADUATES STUDENTS

To what extent do you agree or disagree with the following statements?

Please select one answer per row.

1. I am able to download as well as upload some media (pictures and movies) from the web.					
2. I'll be able to find what I'm looking for by using particular keywords..					
3. I take into account the quantity of keywords I can utilize when searching while learning online.					
4. Using the internet, I can find some news on relevant websites.					
5. When I'm learning online, I may find a variety					

of websites that are relevant to my studies.					
6. I may improve my studies by using a variety of sources.					
7. : I can easily access a wealth of information that is relevant to my studies when studying online.					
8. While participating in online learning, I might respond to inquiries from users on other websites, such as Facebook.					
9. I am able to articulate my thoughts and ideas on online					

platforms like Facebook while engaging in online learning."					
10. I have the capability to share content that is specifically related to a particular topic on various web-based platforms."					
11. "I am capable of sharing my perspective on an online platform while engaged in online learning, and I am considering organizing the information I gather from internet research."					

12.When conducting online research, I analyze differences in information across multiple websites.					
13.When engaging in online research, I consider how to apply the knowledge I come across.					
14.I will seek additional websites to verify the accuracy of the information.					
15.I believe I will grasp the foundational principles through the internet.					
16.believe I can					

comprehend even the most challenging subjects through the Internet.					
17. With the assistance of the Internet, I believe I can successfully complete my assignments.					
18. I believe I possess a comprehensive understanding of the material presented on the Internet..					
19. I believe I will be able to find the features I need on the online learning platform.					
20. To verify the accuracy of the material, I refer to					

relevant resources based on my prior expertise.					
21.I will review books or other printed materials for relevant information and then evaluate the accuracy of the information.					
22.I am searching for a website that contains the most helpful information.					
23.I will not search for more relevant websites once I've found the first one.					
24.If it aligns more with my search criteria, I will					

deem it valuable.					
25.I consider the material accurate if it is featured on expert-recommended websites.					
26. Using the internet enhances my academic performance at the university.					
27. Enhances my understanding in my field of study..					
28.Provides access to pertinent literature that aids in my assignments.					
29.Using the internet allows me to study ahead of the					

teacher.	122				
30. **Utilizing the Internet for my studies enables me to gain specific skills..**					
31. **Using the internet boosts my GPA scores**					
32. **Enhancing my performance during examinations..**					
33. **Using the internet enhances my academic understanding.**					
34. **When I study online, I have access to a multitude of information that is pertinent to my studies.**					

35. Utilizing the Internet enables me to successfully complete my assignments.	123				
36. Diverts my attention from academic activities.					
37. Internet usage hinders my regular attendance at lectures.					
38. Diverts my focus during lectures.					
39. Helps me to plan my university work effectively.					
40. Enhances my reading proficiency.					
41. Assists me in establishing study schedules.					

42.Using the Internet hinders my timely attendance at lectures.					
43.: It assists me in contributing more to academic discussions in group settings.					
44. I can share information with my colleagues through the Internet.					
45. Improves my performance in comprehension-related topics..					
46. Promotes my computer skills for academic activities.					

	47. It enables me to engage with fellow students online on academic matters.					
S E C T I O N	**48.** It enables me to create a networking website that enhances my academic performance at the university .					
	49. Contributes to the development of my information search skills.					
L U E N C E	**50.** Gathering articles becomes more convenient through the use of the Internet..					

O

F INTERNET USAGE AND ACADEMIC PERFORMANCE

1. **How often do you use the internet for academic purposes (e.g. researching, accessing course materials)?**

a. Always	1
b. Usually	2
c. Sometimes	3
d. Rarely	4
e. Never	5

2. How frequently do you use the internet for non-academic purposes, such as social media and entertainment?

a. Always	1
b. Usually	2
c. Sometimes	3
d. Rarely	4
e. Never	5

3. How frequently do you utilize the internet for online classes or distance learning?

a. Always	1
b. Usually	2
c. Sometimes	3
d. Rarely	4
e. Never	5

5. How would you assess the efficiency of distance learning or online courses in helping you to meet your academic objectives?

a. Very effective	1
b. Effective	2
c. Neutral	3
d. Ineffective	4
e. Very ineffective	5

5. What impact, in your opinion, has internet use had on your academic achievement at the university?

a. Positively	1
b. Neutral	2
c. negatively	3

6. How do you schedule your time online so that you can maintain academics and extracurricular activities?

a. I use tools such as website blockers	1
b. I set a schedule and stick to it	2
c. I use self-control and limit myself	3
d. I don't really manage my time and just go with the flow	4
e. Other: please specify.	5

7. Have you encountered any adverse effects from prolonged internet use, such as procrastination, disruptions in sleep, or difficulties in maintaining focus?

a. Yes	1
b. No	2

8. In what ways does the university you think it could help you control your internet usage and improve your grades?

a. Offering workshops on time management and internet addiction	1
b. Encouraging professors to incorporate more offline activities in classes	2
c. Offering counseling services for students with internet addiction	3
d. Offering more flexibility in terms of online classes and assignments	4

e. Other: please specify.	5

CURRICULUM VITAE

Hisham Mohammed Ibrahim MOHAMMED studied English language andliterature at Omdurman Islamic University between 2014-2018. He started his master's degree in 2021 at Karabük University, Department of English Language and Literature, and his education continues.