



Internet Usage among Students and Teachers: An Exploratory Study

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Abstract-*This study explores the use of internet services by students and teachers of Jazan Community College, affiliated to Jazan University, located in Jazan, Kingdom of Saudi Arabia. This study also examines whether there are any differences in the internet usage between students and teachers, between male and female students and male and female teachers of different age groups. Thus, it is a comparative study of differences in usage of internet between specific groups. Structured questionnaires were administered to students and teachers. Chi-square test was conducted to achieve the purpose of the study. The findings revealed that 96% students and 100% teachers use internet services.*

Keywords-*Internet Usage, Search Engines, Social Networking, Internet Advantages and Disadvantages*

I. INTRODUCTION

Internet has become an important part of life. There is no life without internet. Most of us use internet for various purposes. Internet can be used to send mails, chat to friends and relatives, send messages, buy the products and services, study online, transfer money from one account to other account etc. According to the results of **Colley and Maltby** (2008), internet has played a role in both the lives of men and women. Men found employment in the industry and social-political efforts while women use internet sites for making new friends, renewing contacts with old friends and family members, making partners and shopping online. Their findings suggest that impact of internet upon men's and women's lives are similar.

Jung and Chang (2010) have examined gender differences in junior high school students who use internet. They found that gender level of internet use by male and female students are medium. Furthermore, 86% of boys and 82% of girls have computers at home. Boys and Girls use internet for different purposes such as listening music, mailing, searching and talking. **Joiner et al.** (2007) studies the purpose of using internet at university of Greenwich in UK and Macquarie University in Australia. They found that majority of students (42%) use internet for email and shopping. In addition, they observed that students have experience in downloading course material as well as searching library websites. Furthermore, they study the gender differences in identification with internet and anxiety and found that male students were less anxious about internet than female students. In addition, male students have greater identification with internet than female students.

Li and Kirkup (2007) have examined that British students browse internet for research and study more than Chinese students. Men in both the countries have greater confidence in using the internet, knowing how to use search engines for finding information, downloading materials from the internet and keeping records of websites accessed. Further, they reported that internet was useful for men of both national groups. They also reported that men students have positive attitudes towards using internet than women but it is interesting to note that both men and women have similar skills in using internet.

Kurt (2010) studied internet privacy behaviour of students studying at Ankara University, Turkey and found that male and female students have no differences in internet privacy behaviour. In addition, majority of students have domestic internet access and some use internet café. **Kavuk et al.** (2011) examines an unethical behaviour of elementary school students concerning the usage of internet. They report that both male and female students encounter pornographic and violent content. In addition, students use readymade homework websites as the most unethical behaviour

The study conducted by **Hursen and Ozdam** (2011) show that male teachers use tools of internet better than female teachers in schools at Cyprus. Teachers use MSN and email followed by discussion forum. Furthermore, teachers have more positive perception than others in using internet tools for educational purpose. **Li and Kirkup** (2007) have studied gender and cultural differences in internet use among Chinese and British students. Their findings showed that British students use more internet than Chinese students. Male students of both universities use internet more frequently than female students. In addition, male Chinese students spent more time using computer than female. They spent 5 to 10 hours per week whereas female Chinese students spent less than 5 hours per week. Furthermore, both male and female of British students spent the same time.

Austin et al. (2011) investigates the reasons for school absenteeism. They observe that female students who use internet excessive have greater absenteeism than male students. They also observe that more usage of internet affect students' absenteeism. Furthermore, rate of school absenteeism increases by excessive use of internet by students.

Odaci and Kalkan (2010) examine the relation between problematic internet use and loneliness and dating anxiety. They found that the levels of problematic internet use among male students are higher than female students. Students who use internet more than 5 hours a day have higher problems.

Chyuch and Chung (2005) assessed preferences toward the constructivist internet based learning environment among high school students in Taiwan. They observed that students have greater preference towards internet based learning environment. **Rahmani et al.** (2001) conducted a study on comparison of sensation seeking and five big factors of personality between internet dependent and non-dependent at Tehran University. They found that 81.70% of female and 59.7% of male students do not access to internet at all. 80.6% of male and 73.1% of female students know the concepts of internet for four years and above. They also found that male students know search engines and use them effectively whereas female students have partly knowledge of using search engines. They furthered report that male students use searching database for academic purpose or training over the internet effectively while female students do not search database effectively.

Li and Kirkupl (2007) reported that languages caused difficulties for Chinese student's using internet. British students looked at English language websites while Chinese students looked at Chinese language websites. Most of the information is available in English language globally.

From the above literature, it can be noted that several studies have been conducted by the research scholars, practitioners related to the use of internet services nationally and internationally. However, no studies have been conducted in the territory of Jazan, Jazan University, Kingdom of Saudi Arabia, particularly comparative study between students and teachers of community college. The scope of the present study is limited to the colleges offering business administrative and Computer Science courses under Jazan University in the province of Jazan, Kingdom of Saudi Arabia.

A. Objectives of the Study

The objectives of this study are:

1. To study the use of internet services by students and teachers
2. To study the relationship between students and teachers' satisfaction levels with the usage of internet services
3. To identify what search engines use by students and teachers
4. To identify what social networking use by students and teachers
5. To find out the degree of advantages and disadvantages of internet services to students and teachers

B. Hypotheses of the Study

H1: There are no significance differences between gender and internet usage by students and teachers

H2: Students and teachers are statistically satisfied with internet services.

H3: There are no differences in opinions of students and teachers in relation to advantages and disadvantages of internet

II. METHODOLOGY

This study is descriptive as well as exploratory in nature. Students and teachers of Jazan Community Colleges (JCC) for boys and girls under Jazan University comprised of population. JCC offers two programs: Business Administration and Computer Sciences with five specializations in Business Administration and 2 specializations in Computer Sciences programs. Students from both the programs were selected and convenience sampling technique was used to elicit information.

350 questionnaires were administered among boys and girls students. Out of 350 questionnaires, 294 received and 243 questionnaires were processed and the rest of questionnaires are rejected due to incomplete responses. The response rate was 84 per cents. A questionnaire was translated in Arabic for students. In addition, 70 questionnaires were administered among male and female teachers. Out of 70 questionnaires, 55 questionnaires are recollected and the response rate was 79 per cents.

A pilot study was conducted to identify any problems of statements in a questionnaire before administering among respondents. Statements are prepared by using Likert's five-point scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). All other questions are closed ended questions. These questionnaires include six sections: usage of internet facilities, search engines, social networking, statements of advantages, and statements of disadvantages and demographic details of respondents. Personal details like age, qualifications, experiences for the teachers and age, year of study, specialisation for the students have been included. The validity and reliability was carried out and the Cronbach Alpha coefficient was found to be 0.97 and 0.77 by using SPSS 17.0 for both the questionnaires.

Simple and cross tabulations are prepared to analyse the data. Mean and standard deviations were calculated for advantages and disadvantages of internet services. In addition, Chi-square test was applied at 5 per cent levels of significance.

III. RESULTS

In this section, findings of the study are presented. The data that was collected through a questionnaire is analysed by using SPSS 17.0. Frequency distributions tables and cross tabulations are prepared. Mean and standard deviations are calculated. In addition, chi-square test was conducted to examine the differences.

A. Demographic profile of respondents

TABLE I
DEMOGRAPHIC PROFILE

TEACHERS				STUDENTS			
Variables		n	%	Variables		n	%
GENDER	Male	25	45	GENDER	Male	126	52
	Female	30	55		Female	117	48
	TOTAL	55	100		TOTAL	243	100
AGE	< 20 Years	02	04	AGE	< 20 Years	037	15
	20-29	14	25		20-29	201	83
	30-39	28	51		30-39	05	02
	40-49	09	16		40-49	-	-
	> 50 Years	02	04		> 50 Years	-	-
	TOTAL	55	100		TOTAL	243	100
QUALIFICATION	Diploma	0	0	SPECILISATION	Marketing	04	02
	Bachelors	3	6		Accounting	22	09
	Masters	44	80		Business Administration	98	40
	PhDs	8	14		Secretarial	30	12
	TOTAL	55	55		Tourism	10	04
EXPERIENCES	< 1 year	0	0	Comp. Programming	45	19	
	1-5 years	23	42	System Analysis & Design	34	14	
	6-10 years	20	36	TOTAL	243	100	
	> 10 years	12	22				
	TOTAL	55	100				

Table I shows that out of 55 teachers, 30 (55%) are female and 25 (45%) are male teachers and out of 243 students 126 (52%) are male and 117 (48%) are female students. 51 per cent teachers are in the age group of 30 to 39 years, 25 per cent teachers are in the age group of 20 and 29 years, 16 per cent teachers' age are between 40 to 49 years. Only 4 per cent teachers are less than 20 years and more than 50 years. It is also noticed that 83 per cent students are in the age group of 20 to 29 years, 15 per cent are less than 20 years and only 2 per cent are in the age group of 30 to 39 years.

It is further noted that majority of teachers (80%) are masters and few (14%) are PhDs. 42 per cents of teachers are having 1 to 5 years of experiences and 36 per cents are having 6 to 10 years of teaching experiences. 12 teachers are having experience more than 10 years. Furthermore, It is interesting to note that out of 243 students, 98 (40%) opted business administration, 45 (19%) opted Computer Programming, 34 (14%) opted System analysis and Design, and few students opted accounting, tourism and marketing.

In summary, majority of teachers are in the age group of 30 to 39 years while majority of students are in the age group of 20 to 29 years. Majority are female teachers and male students. 25% teachers and 83% students are in the age group of 20 to 29 years.

B. Internet Usage

Table II shows that 55 (100%) teachers use internet services while 243 (96%) students use internet services. It is interesting to note that 4 per cent students do not use it. Of the respondents of 55 teachers, 51 (93%) access internet from home followed by college (5%) and Internet café (2%) whereas out of 234 students, 186 (80%) access from home, 25 (11%) from college and 15 (6%) from internet café.

Furthermore, it is observed that 95 per cent teachers access it daily, followed by weekly (4 per cent). 68 per cent students access internet daily, 21 per cent weekly, 8 per cent Bi-weekly and 3 per cent monthly. The researcher was interested to find how much time spend on internet, the results are noted that 44 per cent teachers spend time 2 to 4 hours on internet, 20 per cent spend time between 4 to 6 hours, 24 per cent spend time less than 2 hours and only 8 per cent spend time between 6 to 8 hours and more than 8 hours. 53 per cent students spend time less than 2 hours, 24 per cent spend time between 2 to 4 hours, 9 per cent spend 4 to 6 hours, 3 per cent spend time between 6 to 8 hours and 11 per cent spend time more than 8 hours.

In addition, 27 per cent teachers are using internet services from 8 to 12 years, 26 per cent using it more than 12 years, 24 per cent using it from 4 to 8 years, 14 per cent are using it from one to four years and 9 per cent are using it less than one year. 33 per cent students are using it from one to four years, 30 per cent are using it less than one year, 16 per cent are using it from 4 to 8 years, 14 per cent are using it from more than 12 years and 7 per cent are using it from 8 to 12 years.

In summary, majority of teachers and students use internet services and access it from home. Few teachers and students access it from college and internet cafes. Majority of the respondents use internet services daily. It is interesting to note

that few teachers use it weekly while most of students use it weekly, bi-weekly and monthly. It is further noted that majority of the teachers spend time from 2 to 4 hours but majority of the students spend time less than two hours followed by 2 to 4 hours. It is noticed that 6 per cent teachers spend time more than 12 hours while 11 per cent students spend time more than 12 hours. Furthermore, majority of teachers are using internet services from 4 to 12 years while majority of students are using it from one to four years.

**TABLE II
INTERNET USAGE**

ITEMS	RESPONSES	TEACHERS		STUDENTS	
		n	%	n	%
INTERNET USE BY TEACHERS AND STUDENTS	Yes	55	100	234	96
	No	-	-	009	04
	TOTAL	55	100	243	100
PLACE OF USING INTERNET SERVICES	Home	51	93	186	80
	College	03	05	025	11
	Internet café	01	02	015	06
	Others	-	-	008	03
	TOTAL	55	55	234	100
FREQUENCY OF INTERNET USE	Daily	52	95	158	68
	Weekly	02	04	050	21
	Bi-Weekly	01	01	018	08
	Monthly	-	-	008	03
	TOTAL	55	55	234	100
TIME SPEND ON INTERNET	< 2 hrs	14	24	125	53
	2-4	24	44	56	24
	4-6	11	20	20	09
	6-8	03	06	08	03
	>8 hrs	03	06	25	11
	TOTAL	55	100	234	100
NUMBERS OF YEARS USING INTERNET SERVICES (DURATION)	< 1 YR.	05	09	69	30
	1-4	08	14	77	33
	4-8	13	24	37	16
	8-12	15	27	17	07
	>12 YRS.	14	26	34	14
	TOTAL	55	100	234	100

n = Frequencies, % = Percentages

C. Internet Advantages

**TABLE III
INTERNET ADVANTAGES: DESCRIPTIVE STATISTICS**

ADVANTAGES OF INTERNET	TEACHERS		STUDENTS	
	MEAN	SD	MEAN	SD
I access information	4.80	0.621	4.62	0.815
Use for utility services	4.42	0.896	3.94	1.069
Download research articles	4.53	0.879	4.33	0.954
Buy products	3.40	1.029	3.78	1.223
Uploads & downloads software Applications	4.27	0.912	4.30	0.925
Use banking services	4.20	0.911	4.03	1.107
Chat with friends and relatives	4.02	1.225	4.42	1.034
Updates knowledge	4.51	0.879	4.26	1.006
Email to friends, colleagues and relatives	4.47	0.940	4.25	1.073
Watch movies	3.44	1.259	4.00	1.222
Listen news	4.16	1.050	3.86	1.303
Play games	3.11	1.329	3.54	1.352
Phone to families	1.00	1.291	4.12	1.182
Use for office work	4.58	0.762	4.11	1.182
Use for business	3.93	1.245	3.99	1.177
Watch Sports	3.67	1.019	4.01	1.165
Upload information	4.20	0.911	4.31	0.918

Share opinions	3.89	0.975	4.27	0.899
Read newspapers	4.35	0.799	4.30	0.957
Read magazines	3.84	1.135	4.15	1.084
Make friends	3.07	1.289	4.06	1.131
Search jobs	3.96	1.201	4.36	0.998
Study online in universities	3.78	1.182	4.17	1.144
Seek admission into universities	4.04	1.036	4.48	0.959

Table III shows value of mean and standard deviation that highlights the degree of agreement and disagreement with regard to advantages of internet services to teachers. Out of twenty four (24) attributes, four attributes such as access information from internet, use for office purpose, download research articles and updates knowledge have been scored highest that means teachers agreed that these variables are highly advantageous because the mean value is more than 4.50 and SD is 0.62 to 0.88. It is further noticed that 9 attributes such as use for utility purpose, uploads and download software applications, use banking services, chat with friends and relatives, email to friends, colleagues and relatives, listen news, upload information, read newspapers, and seek admission into universities have been scored mean value between 4.0 to 4.50 levels that means teachers are agreed that these variables are more advantageous to them. The values of SD for the above variables range 0.89 to 1.05. Furthermore, the variables that score the mean value ranges from 3.5 to 4.00 are 6 attributes such as use for business, watch sports, share opinions, read magazines, search jobs, study online are advantageous to them. The rest of 5 attributes such as buy products, watch movies, play games, phone to families, and make friends are less advantageous of internet.

Furthermore, table III shows the value of mean, standard deviation which highlights the degree of agreement and disagreement with regard to advantages of internet services to students. Out of 24 attributes, only one attribute such as access information is highly advantageous since the mean value of this variable is scored above 4.5. There are 18 attributes which scored mean value from 4.00 to 4.50 are download research articles, uploads and downloads software application, use banking services, chat with friends, colleagues & relatives, updates knowledge, email friends, colleagues & relatives, watch movies, phone to families, use for office work, watch sports, upload information, share opinions, read newspapers & magazines, make friends, search jobs, study online and seek admission into universities are more advantageous to students. The value of SD of these attributes ranges 0.91 to 1.22. The rest of attributes scored mean value less than 4.0 are use for utility services, buy products, listen news, play games and use for business. These attributes are less advantageous to students.

D. Internet Disadvantages

**TABLE IV
INTERNET DISADVANTAGES: DESCRIPTIVE STATISTICS**

DISADVANTAGES OF INTERNET	TEACHERS		STUDENTS	
	MEAN	SDV	MEAN	SD
It is time consuming	3.53	1.215	4.07	1.144
It is boring	2.15	0.951	3.44	1.153
Information is not accurate	2.35	0.966	3.29	1.211
I get unwanted email	3.31	1.245	3.25	1.317
I become addicted to internet	2.95	1.297	3.71	1.284
I fear of hacking	3.15	1.208	3.77	1.174
Playing games waste my time	3.40	1.226	3.74	1.178
I suffer from headache	3.04	1.088	3.65	1.221
Virus slow my computer	3.25	1.109	3.90	1.214
I feel stress after using it	2.95	1.224	3.73	1.277

Table IV shows the mean value and standard distribution of attributes related to disadvantages of internet services to teachers and students. Out of 10 attributes, one attribute such as time consuming is scored highest which means that internet usage is time consuming and considered highly disadvantageous. The mean value is above 3.50 and SD is 1.215. Five attributes such as get unwanted emails, fear of hacking, playing games waste time, suffer from headache and virus slow computer have been scored from 3.0 to 3.5 mean values which means these attributes are disadvantageous to teachers. The value of SD ranges 1.08 to 1.24. In addition, 4 attributes such as boring, information is inaccurate, addicted to internet and feel stress have scored mean value less than 3.0 and SD value ranges 0.95 to 1.29 that mean these attributes are less disadvantageous to teachers.

Furthermore, internet services are time consuming to students. The mean value is above 4.0 and SD is 1.14 and hence time consuming is highly disadvantageous to them. 6 attributes such as addicted to internet, fear of hacking, playing games waste time, suffer from headache, virus slow computer, and feel stress are disadvantageous. The mean value ranges 3.65 to 3.71 and SD values ranges 1.17 to 1.28. It is further noticed that the rest of 3 attributes have scored less than 3.0 and SD ranges 1.15 to 1.31 that mean these attributes are less disadvantageous to students.

E. Search Engines

Search engines are used for various purposes: Multimedia search engines such as YouTube, MetaCafe, Blinkx, Finsounds, Musgle, Picsearch, and Text based search engines like Google and Yahoo, question answers like Ask, Answer.com, Yahoo.Answers, eHow. LinkedIn, Finding.people, AnyWho.com, Wink and Zabasearch are people search engines. News search engines are Google news, Magportal, LexisNexis, Yahoo news. Job related search engines are CareerBuilder, Craig’s List, Hot Jobs, Monster, Naukri.com, Recruit.net and Theladder.com. Torrentspy, isoHunt, Torentz FlixFlux are Bit Torrent search engines. Books can access from Google book search and Freebooksearch.net search engines. The researcher was interested to find out whether teachers and students used search engines or not if yes which search engines used mostly by them and do they use daily, weekly, bi-weekly and monthly. The results are presented in the table V.

**TABLE V
SEARCH ENGINES**

RESPONDENTS	SEARCH ENGINE S	FREQUENCY OF USAGE											
		D	%	W	%	BW	%	M	%	NA T	%	TO T	%
TEACHERS	Alta Vista	01	1.8	01	1.8	04	7.3	01	1.8	48	87.3	55	100
	Google	47	85.5	07	12.7	-	-	-	-	01	1.8	55	100
	Yahoo	27	49.1	11	20.0	07	12.7	03	5.5	07	12.7	55	100
	AOL	01	1.8	01	1.8	02	3.6	08	14.5	43	78.2	55	100
	Bing	02	3.6	06	10.9	-	-	07	12.7	40	72.7	55	100
	IsoHunt	01	1.8	02	3.6	04	7.3	01	1.8	47	85.5	55	100
	Ask	02	3.6	03	5.5	03	5.5	04	7.3	43	78.2	55	100
STUDENTS	Alta Vista	18	7.7	20	8.5	20	8.5	13	5.6	163	69.7	234	100
	Google	160	68.4	35	15.0	14	6.0	07	3.0	018	7.7	234	100
	Yahoo	23	9.8	28	12.0	25	10.7	20	8.5	138	59.0	234	100
	AOL	10	4.3	10	4.3	13	5.6	4	6.0	187	79.9	234	100
	Bing	12	5.1	20	8.5	06	2.6	24	10.3	172	73.5	234	100
	IsoHunt	08	3.4	04	1.7	07	3.0	22	9.4	193	82.5	234	100
	Ask	05	2.1	10	4.3	08	3.4	21	9.0	190	81.2	234	100
D-Daily, W-Weekly, BW-Bi-Weekly, M-Monthly, %-Percentage													

The results of table V reveal that out of 55 teachers, 47 (85.5%) use mostly Google and 27 (49.1%) teachers use Yahoo followed by Bing, Ask, AltaVista, isoHunt and AOL search engines. But it is interesting to note that majority of teachers do not use AltaVista, isoHunt, AOL, Bing, and Ask. In addition, Google and Yahoo search engines are mostly use daily and weekly by teachers.

Furthermore, out of 234 students, 160 (68.4%) use Google daily and 35 (15%) use weekly. It is noticed that 138 (59%) students do not use Yahoo search engine but few student use it. It is further noted that 82.5% and 81.2% students do not use isoHunt and Ask search engines. Few students use AltaVista, AOL, Bing, isoHunt and Ask search engines.

F. Social Networking

Social Networking is a communication between friends, parents, brothers, sisters, relatives, and organisations online. It helps in building relationship between groups and organisations, friends and family. People can discuss ideas, activities about their day today real life. There are many advantages and disadvantages of social networking sites. In today's digital age, people are misusing it. People upload materials which are objectionable to the society and sometime use for blackmailing the friends, relatives or colleagues. The researcher was interested to find out from the respondents that

which social sites are mostly used by teachers as well as students. How frequently social networking are used by them? The opinions that are collected from the respondents are presented in the table VI.

**TABLE VI
SOCIAL NETWORKING**

RESPONDENTS	SOCIAL SITES	FREQUENCY OF USAGE											
		D	%	W	%	BW	%	M	%	NAT	%	TOT	%
TEACHERS	Face book	21	38.2	11	20	07	12.7	04	7.3	12	21.8	55	100
	Twitter	06	10.9	-	-	09	16.4	05	9.1	35	63.6	55	100
	LinkedIn	05	9.1	05	9.1	07	12.7	08	14.5	30	54.5	55	100
	Qapacity	01	1.8	-	-	01	1.8	02	3.6	51	92.7	55	100
	Tagged	01	1.8	-	-	01	1.8	02	3.6	51	92.7	55	100
	Wayn	01	1.8	-	-	01	1.8	02	3.6	51	92.7	55	100
STUDENTS	Face book	103	44.0	38	16.2	22	9.4	20	8.5	51	21.8	234	100
	Twitter	85	36.3	36	15.4	11	4.7	15	6.4	87	37.2	234	100
	LinkedIn	10	4.3	16	6.8	22	9.4	13	5.6	173	73.9	234	100
	Qapacity	04	1.7	13	5.6	20	8.5	16	6.8	181	77.4	234	100
	Tagged	10	4.3	08	3.4	16	6.8	24	10.3	176	75.2	234	100
	Wayn	12	5.1	08	3.4	09	3.8	18	7.7	187	79.9	234	100
D-Daily, W-Weekly, BW-Bi-Weekly, M-Monthly, %-Percentages													

Table VI depicts that out of 55 teachers, 21 (38.2%) use face book daily, 11 (20%) use weekly, 7 (12.7%) use Bi-Weekly, 4 (7.3%) use monthly and 12 (21.8%) teachers do not use face book at all. Majority of teachers (63.6%) do not use twitter. Few teachers use it daily followed by bi-weekly and monthly. It is interesting to note that majority of teachers do not use Qapacity, Tagged, and Wayn at all. Few teachers use it monthly, Bi-weekly and weekly. However, majority of teachers use face book followed by LinkedIn, Twitter, Qapacity, Tagged and Wayn.

Out of 234 students, 103 (44%) use face book daily, 38 (16.2%) use weekly, 22 (9.4%) use bi-weekly 20 (8.5%) use it monthly, and 51 (21.8%) do not use face book at all. 85 (36.3%) students use Twitter daily and 36 (15.4) use it weekly while rest of the students use it bi-weekly and monthly. It is noticed that 87 (37.2) students do no tweet at all. It is further noticed that majority of students do not use LinkedIn, Qapacity, Tagged and Wayn at all. Few students use it bi-weekly and monthly.

G. Gender and Frequency of Internet Usage

**TABLE VII
GENDER AND FREQUENCY OF INTERNET USAGE**

GENDER	FREQUENCY OF INTERNET USED									CHI-SQAURE	DF	ASYMP. SIG.
	D	%	W	%	BI	%	M	%	TOT			
TEACHERS												
MALE	24	44	-	-	1	100	-	-	25	2.877	2	0.237
FEMALE	28	46	2	100	-	-	-	30				
TOTAL	52	100	2	100	0	100	-	-	55			
STUDENTS												
MALE	91	58	22	44	6	33	2	25	121	8.102	3	0.044
FEMALE	67	42	28	66	12	66	6	75	113			
TOTAL	158	100	50	100	18	100	8	100	234			

Chi-Square test was conducted to examine whether the proportion of male and female varied across frequency of internet used by teachers and students. The results are presented in the table VII. 46 per cent female and 44 per cent male teachers use internet daily while 58 per cent male and 42 per cent female students use internet daily. 66 per cent female students use it weekly and Bi-weekly while 44 and 33 per cent male students use it. 75 per cent female and 25 per cent male students use it monthly. However, the difference between the proportion of male and female teachers is not statistically significance. But there is a significant difference between the proportion of male and female students since the chi-square value (0.044) is less than 0.05.

H. Age and Frequency of Internet Usage

TABLE VIII
AGE AND FREQUENCY OF INTERNET USAGE

AGE	FREQUENCY OF INTERNET USED									CHI-SQAURE	DF	ASYMP. SIG.	
	D	%	W	%	BI	%	M	%	TOT				
TEACHERS													
< 20	02	04	-	-	-	-	-	-	-	02	11.215	8	0.190
20-29	12	23	02	100	-	-	-	-	-	14			
30-39	28	54	-	-	-	-	-	-	-	28			
40-49	08	15	-	-	01	100	-	-	-	09			
> 50	02	04	-	-	-	-	-	-	-	02			
TOTAL	52	100	02	100	01	100	00	100	100	55			
STUDENTS													
< 20	25	16	03	06	06	33	01	12		35	8.654	6	0.194
20-29	129	82	46	92	12	67	07	88		194			
30-39	04	02	01	02	-	-	-	-		05			
40-49	-	-	-	-	-	-	-	-		-			
> 50	-	-	-	-	-	-	-	-		-			
TOTAL	158	100	50	100	18	100	08	100		234			

Chi-square test was conducted to identify whether there is a significant difference between age and frequency of internet usage by the teachers and students. It is noticed that majority of teachers are in the age group of 30 to 39 years whereas majority of students are between 20 to 29 years. However, there is no significance difference between age and frequency of internet usage by the teachers and students since the chi-square values (0.190, 0.194) are greater than 0.05.

I. Gender and Number of Hours Spend on Internet

TABLE IX
GENDER AND NUMBER OF HOURS SPEND ON INTERNET

GENDER	NUMBER OF HOURS SPENT ON INTERNET											CHI-SQAURE	DF	ASYMP. SIG.
	<2	%	2-4	%	4-6	%	6-8	%	>8	%	TOT			
TEACHERS														
MALE	6	43	11	46	7	64	-	-	1	33	25	4.184	4	0.382
FEMALE	8	57	13	54	4	36	3	100	2	67	30			
TOTAL	14	100	24	100	11	100	3	100	3	100	55			
STUDENTS														
MALE	61	49	35	63	8	40	4	50	13	52	121	4.143	4	0.387
FEMALE	64	51	21	37	12	60	4	50	12	48	113			
TOTAL	125	100	56	100	20	100	8	100	25	100	234			

Chi-square test was conducted to examine the differences between the gender and time spends on internet by teachers and students. The results are presented in the table IX. The results show that 8 (57%) female and 6 (43%) male teachers while 64 (51%) female and 61 (49%) male students spend time less than two hours. 13 (54%) female and 11 (46%) male teachers and 35 (63%) male, 21 (37%) female students spend between 2 to 4 hours. It is further noticed that 7 (64%) male and 4 (36%) female teachers while 12 (60%) female and 8 (40%) male students spend time between 4 to 6 hours. 3 (100%) female teachers and 4 (50%) male and female students spend time between 6 to 8 hours. In addition, 1 (33%) male and 2 (67%) female teachers and 13 (52%) male 12 (48%) female students spend time more than 8 hours. However, the proportions between male and female teachers as well as students are not statistically significant since the Chi-square value (0.382, 0.387) is greater than 0.05.

J. Age and Number of Hours Spend on Internet

TABLE X
AGE AND NUMBER OF HOURS SPEND ON INTERNET

AGE (YEARS)	NUMBER OF HOURS SPEND											CHI-SQAURE	DF	ASYMP. SIG.
	<2	%	2-4	%	4-6	%	6-8	%	>8	%	TOT			
TEACHERS														
< 20	1	7	-	-	1	9	-	-	-	-	02	14.782	16	0.541
20-29	3	22	6	25	3	27	2	67	-	-	14			
30-39	6	43	14	58	6	55	-	-	2	67	28			
40-49	2	14	4	17	1	9	1	33	1	33	09			

> 50	2	14	-	-	-	-	-	-	-	-	02			
TOTAL	14	100	24	100	11	100	03	100	03	100	55			
STUDENTS														
< 20	22	18	3	6	3	5	-	-	7	28	35	25.594	8	0.001
20-29	103	82	51	91	17	85	8	100	15	60	194			
30-39	-	-	2	3	-	-	-	-	3	12	05			
40-49	-	-	-	-	-	-	-	-	-	-	-			
> 50	-	-	-	-	-	-	-	-	-	-	-			
TOTAL	125	100	56	100	20	100	8	100	25	100	234			

The results of table X show that teachers whose age are between 30 to 39 years spend time from 2 to 4 hours a day and equal number of teachers (6) spend less than one hour as well as from 2 to 4 hours a day. It is further noticed that 103 (82%) students spend less than two hours a day, 51 (91%) spend between 2 to 4 hours, and 17 (85%) spend from 4 to 6 hours a day. However, the proportions between age and number of hours spend on internet by teachers is not statistically significant but there is a significance difference between age and number of hours spend by students since the chi-square value (0.001) is less than 0.05.

K. Age and Duration of Internet Usage

**TABLE XI
AGE AND NUMBER OF YEARS**

AGE	DURATION (YEARS)										CHI-SQAURE	DF	ASYMP. SIG.	
	<1	%	1-4	%	4-8	%	8-12	%	>12	%				TOT
TEACHERS														
< 20	1	20	1	12	-	-	-	-	-	-	02	23.195	16	0.109
20-29	2	40	3	38	3	23	3	20	3	21	14			
30-39	2	40	4	50	8	62	7	47	7	50	28			
40-49	-	-	-	-	-	-	5	33	4	29	09			
> 50	-	-	-	-	2	15	-	-	-	-	02			
TOTAL	05	100	08	100	13	100	15	100	14	100	55			
STUDENTS														
< 20	7	10	9	12	5	14	2	12	12	35	35	25.594	8	0.001
20-29	60	87	66	86	31	84	15	88	22	65	194			
30-39	2	-	-	-	1	2	-	-	-	-	05			
40-49	-	-	-	-	-	-	-	-	-	-	-			
> 50	-	-	-	-	-	-	-	-	-	-	-			
TOTAL	69	100	77	100	37	100	17	100	34	100	234			

Table XI depicts that majority of teachers, who are in the age group of 30 to 39 years, are using internet from 4 to 12 years while majority of students, whose ages are between 20 to 29 years, are using from 1 to 12 years. However, there is no significance difference between age and number of years of internet usage by the teachers while there is a significance difference between students' age and number of years experienced internet services.

L. Gender and Number of Years Internet Usage

**TABLE XII
GENDER AND NUMBER OF YEARS**

GENDER	DURATIONS (YEARS)										CHI-SQAURE	DF	ASYMP. SIG.	
	<1	%	1-4	%	4-8	%	8-12	%	>12	%				TOT
TEACHERS														
MALE	01	20	03	38	03	23	08	53	10	71	25	8.322	4	0.080
FEMALE	04	80	05	62	10	77	07	47	04	29	30			
TOTAL	05	100	08	100	13	100	15	100	14	100	55			
STUDENTS														
MALE	29	44	42	48	25	68	9	53	16	47	121	6.869	4	0.143
FEMALE	40	56	35	52	12	32	8	47	18	53	113			
TOTAL	69	100	87	100	37	100	17	100	34	100	234			

The results of table XII show that 10 (71%) male and 4 (29%) female teachers while 16 (47%) male and 18 (53%) female students are using internet services since more than 12 years. 8 (53%) male, 7 (47%) female teachers and 9 (53%) male, 8 (47%) female students are using it from 8 to 12 years. 4 (80%) female, 1 (20%) teachers and 40 (56%) female, 29 (44%) male students are using it less than one year. It is further noticed that 3 (23%) male, 10 (77%) female teachers and 25

(68%) male and 12 (32%) female teachers are using it from 4 to 8 years. However, the proportions between men and women, boys and girls are not statistically significant since the chi-square values (0.080, 0.143) are greater than 0.05.

M. Age and Levels of Satisfaction

**TABLE XIII
AGE AND LEVELS OF SATISFACTION**

AGE	LEVELS OF SATISFACTION											CHI-SQAURE	D F	ASYMP . SIG.		
	VS	%	S	%	N	%	DS	%	VDS	%	TOT					
TEACHER																
< 20	0	0	2	6	-	-	-	-	-	-	-	02	5.858	8	0.663	
20-29	5	25	8	24	-	-	01	100	-	-	14					
30-39	12	60	16	47	-	-	-	-	-	-	28					
40-49	3	15	6	17	-	-	-	-	-	-	09					
> 50	0	0	2	6	-	-	-	-	-	-	02					
TOTAL	20	100	34	100	-	-	01	100	-	-	55					
STUDENT																
< 20	16	19	17	15	3	20	1	20	-	-	37	13.851	10	0.180		
20-29	69	79	103	83	12	80	4	80	3	75	201					
30-39	2	2	2	1	-	-	-	-	1	25	5					
40-49	-	-	-	-	-	-	-	-	-	-	-					
> 50	-	-	-	-	-	-	-	-	-	-	-					
TOTAL	87	100	123	100	15	100	5	100	4	100	243					

Table XIII shows that majority of teachers who are in the age group of 30 to 39 and 20 to 29 years are very satisfied and satisfied respectively. In addition, students who are in the age group of 20 to 29 years are satisfied and very satisfied. Chi-square test was conducted to examine the levels of satisfaction and age of teachers and students. The proportion of degree of levels of satisfaction and age are not statistically significant since the values of test are greater than 0.05.

N. Gender and Importance of Internet Services

**TABLE XIV
GENDER AND IMPORTANCE OF INTERNET SERVICES**

GENDER	IMPORTANCE OF INTERNET											CHI-SQAURE	DF	ASYMP. SIG.		
	VI	%	I	%	MI	%	LI	%	UI	%	TOT					
TEACHERS																
MALE	16	43	07	64	02	29	-	-	-	-	25	2.344	2	0.310		
FEMALE	21	57	04	36	05	71	-	-	-	-	30					
TOTAL	37	100	11	100	07	100	-	-	-	-	55					
STUDENTS																
MALE	73	53	28	49	20	54	-	-	-	-	121	1.341	3	0.719		
FEMALE	66	47	29	51	17	46	-	-	01	100	113					
TOTAL	139	100	57	100	37	100	-	-	01	100	234					

Table XIV shows that internet is very important for female than male teachers while it is very important for male than female students. The researcher wants to know how important are internet to both the teachers and students and conducted a chi-square test. It is observed that the proportion between gender and importance of internet to teachers and students are not statistically significant since the values of test are greater than 0.05.

IV. CONCLUSIONS

Internet in today's digital age has considered as a need of human beings as well as organisations. Internet provides many services such as searching information, uploading and downloading information, watching movies and sports, sending emails, chatting to friend, relatives and colleagues etc. This study focuses on use of internet by students and teachers of a community college. The findings of this revealed that few students do not use internet services. Both teachers and students use at home followed by college and internet café. It is noted that both teachers and students use it daily. In addition, majority of teaches spend time between 2 to 4 hours while students spend time less than 2 hours. Teachers and students who are in the age groups of 30 to 39 years and 20 to 29 years are experienced in using internet services. Furthermore, majority of students and teachers do not use many search engines as well as social networking sites. Both teachers and students use face book followed by twitter. It seems that both sites are popular among them. It is further noticed that Google and Yahoo are popular among students and teachers. Chi-square test was conducted to examine the proportions of gender, age, frequency of internet used, numbers of hours spend time on internet, and number of year

internet is used. It is found that there are proportions of male and female students but not among teachers. The proportions between male and female teachers and students are not statistically significant. In addition, teachers and students who are in the age group of 30 to 39 years and 20 to 29 years are very satisfied. From the above analysis, it is learnt that internet is very important in day to day life of teachers and students. Furthermore, colleges need to bring awareness about search engines and social networking sites that can be benefitted to students as well as teachers.

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