THE PROFILES OF THE USE OF THE INTERNET FOR STUDY PURPOSES AMONG UNIVERSITY STUDENTS

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ABSTRACT

This study aims at revealing the student profiles in terms of their use of the Internet for general and educational needs in accordance. In this study, the students were given questionnaires to determine their purpose of using the Internet, the location and the times they use it and also related information about the use of Internet. They were also asked open-ended questions. Sampling is based on layered model and students were selected according to the ratio of numbers of their sex, classes and faculties. Statistical analysis was done using frequencies, percentage and K2 techniques and the data was evaluated accordingly. The results show that the students mostly use the Internet to correspond via e-mail, %60 percent log on to the Internet out of the campus, and only less than %50 use it for educational purposes. The findings also varied according to the features of the subjects, (for instance, boys connect to the Internet for study purposes* more than girls). Analysis of the open-ended questions led to a modeling and aimed to form a structure about how it could contribute to the educational process of the students within a term or a full academic year.

Keywords: University, Course, Internet, Studying, Student

INTRODUCTION

The rapid innovations in the field of science and technology have certain effects on economic, educational and social systems. It has become a must that educated individuals be endowed with such skills of accessing, organizing, evaluating information and communicating it (Toprakçı 2005:44). One way to secure this is facilitating the use of the Internet in education. Universities, which are at the top of the educational system, are key institutions where individuals are inculcated so as to become productive brain- and work-force for the society today and tomorrow at large. Their key role places universities at a vital position in the effective use of the Internet. If those individuals who are to shape the future lag behind in the use of the tools for effectively designing and realizing the future, their future designs and efforts of finalizing the future are doomed to be insufficient. The Internet is probably the most important of these tools for university students. It provides students with the facilities and media in which they can communicate, research, access and share information. This technology is unique for students, instructor and administrators who feel the need to have access to increasingly accumulating information, keep track of the world more closely and shape it, and who are the most important agents of the educational process.

A study carried out by State Statistics Institute (TUIK 2005) shows that in Turkey 66.84% of the household members use the Internet for sending and replying messages, 43.58% for playing games, downloading pictures and music, 55.77% for reading online newspapers or magazines or downloading news stories, 30.7% for finding information about education, and 40.39% for chatting. It has been found that the age group among male and female subjects of all age groups with the highest use of the Internet is 16-24 years. In all age groups, these figures are higher among male users than female ones, and the percentage of the Internet users tend to decrease as the age groups get higher. Accordingly, between the ages of 16 and 24, the percentage for the use of computer is 43.79% and 37.41% for the Internet among men; while among women the corresponding figures are 25.02% and 18.82 %.

In terms of the university education, the use of the Internet among university students has two forms and three purposes. As to the forms, one is the use of the Internet during and for distance learning the student is attending, and the other is the use of the Internet as a supplementary tool for education. As to the purposes, the first is communication (determinants: e-mail, chat, etc.); the second, entertainment (determinants: games, betting-gambling, etc.), and the third, learning (determinants: courses, news, etc.). Various combinations of these can be included among the purposes for the use of the Internet. The student's relation to the Internet can be categorized in three headings according to the degree of the student's active role: producing, consuming, and copying the content on the Internet. Again, various combinations may be regarded as kinds of relationship.

The position of the student's relationship with the Internet in terms of both forms and purposes is, by all means, an outcome of various factors. The factors may be classified as individual, social, educational and situational.

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What is meant by the individual factors is the student's background before and during university education and the collection of student's cognitive, receptive and behavioral characteristics that condition his background. A typical example for this could be "student's curiosity." If the student's curiosity, one of the perceptive characteristics, is not inclined towards the Internet, his relationship with it will either be nonexistent or less significant than others. Amongst social factors that determine the student's background before and during university education are familial, economic and cultural conditions (Odabaşı 2005). The most typical example is "the student's economic level." If the student cannot afford to visit an Internet café, this will diminish or destroy his relationship with the Internet. The educational factors denote the student's background before and during university education as well as the education, the place where the education is carried out (e.g. the campus), curriculum (the content of the education), academic staff, administration and technological facilities. For instance, the lack of effective technological infrastructure in terms of computer hardware that will enable the student to have access to the Internet will obviously have an adverse effect on his relationship with the Internet. And, finally, situational factors comprise the student's background before and during university education and all the other things that determine this background. Amongst these are international events and interactions between countries (treatises, wars, etc.), natural disasters (earthquakes, floods, etc.), epidemics, terrorist attacks, and other chance occurrences. The kind of disadvantages that an underdeveloped residential region —where no Internet connection is available — when there arises a need to have Internet access can be given as an example.

Several studies have been carried out (Shaver 1999; Calif 2000; Stezo 2000; Wilson and Hord 2000; Bakay 2001; Dybek 2002; O'Hanlon 2002; Sayan 2002; Usun 2002; Ünal 2004; Fischer et al. 2003; Toprakçı 2006) on the relation between the Internet and education. It is worth mentioning a few of them. In his work originally presented as a master's dissertation called "The Correlation between the Use of the Internet among University Students and Their Feelings of Loneliness", Avaroğlu (2002) underlines the effect of the Internet, namely isolating the student from his social milieu. A study by Gölge and Arlı (2002) reveals that students use the Internet mainly to send and receive e-mails, to do search on various topics, and send messages to mobile phones. Gürol and Sevindik's (2001) study comes to the conclusion that the use of the Internet contribute immensely to education, endowing it with a new dimension in learning strategies. Ünal's study (2004) suggests that traditional education practices have lagged behind in learning and teaching, and therefore, need to be reinforced with learning through computers and the Internet. In their article "An Evaluation of the Levels of Use of the Internet among University Students and Their Expectations" Karahan and İzci (2001) point out that Basic Information Technologies courses are far from teaching university students adequate computer and Internet skills. This study also concludes that university students do not have practical skills needed for sending e-mails and designing web pages. Rüzgar (2005), who carried out a survey among 744 students at Marmara University in Istanbul, states that 52% of the students surveyed are found to be spending 6 to 20 hours a week on the Internet, and that the majority of them use the Internet to benefit from e-mail services.

A survey done among students between the ages of 12 to 17 by Dybek (2002) maintains that students make use of the Internet mainly while doing their homework. In a survey on the rate of the use of the Internet among university students for study purposes (Peek 2002), 67% out of 2054 students have been reported to be making use of the Internet. In another survey carried out by Ritter and Lemke (2000) on the degree to which students utilize the various media and facilities on the Internet for study purposes, it has been found that 89% of the students benefit from the Internet. On the other hand, there are surveys and studies on the rate of the use of the Internet among university students for study purposes which focus specifically on different disciplines. (Baker et al. 1999; Lemke and Ritter 2000; Bork 2001; Zaiane, 2001; Cummings et al. 2002; Solem et al. 2003; William et al. 2004).

The above mentioned researches both in Turkey and abroad on the use of the Internet for study purposes among university students are dispersed and (though indirectly related) rather limited in number. The observation that the use of the Internet at universities in Turkey is yet at a premature stage (Çağıltay 2001; Usun 2003) can also attest the fact that there is probably just a handful of research in this field. There are, in addition, studies that reveal the relative scantiness of research abroad in the field mentioned above (Cheung and Huang 2005).

Cumhuriyet University was founded in application of the Act No. 1788 on February 9, 1974. The university, on which this study focuses on, is composed of ten faculties or college, namely, Medicine (MF), Science and Letters (SLF), Engineering (ENF), Economic and Administrative Sciences (EASF), Dentistry (DF), Education (EF), Physical Training and Sports (PTSF), Nursing (NF), Theology (TF) and Fine Arts (which has not been included in this study since it was newly established when this study was in progress) and twelve vocational school. As a whole, all the faculties have some computer labs and Internet access rooms, albeit with poor hardware and software (CÜ 2001:6). There are the 1200 staff members (academician and administrative) and 35000 students (graduate, undergraduate etc.).

This study has attempted to lay bare the profiles in terms of the students' use of the Internet both for general and study purposes by means of their own statements. In our time, in which the Internet has pervaded all facets of life, it has become a very common practice to benefit from it in the field of education. However, one should bear in mind the fact those students who are to use the Internet should have the basic awareness as to what the Internet is and the kind of advantages it presents to its users.

The purpose of this research is to identify the conditions of the students in terms of their Internet usage at the universities and thus, generate suggestions which will help students in general and other parties and authorities concerned take measures so as to improve the student-Internet relationship.

METHOD

Two methods have been used in this study. The first method for collecting quantitative data aims at identifying the variables in terms of the student's relationship with the Internet, that is, the location, time, frequency and purposes of the Internet access. To this end, a questionnaire has been devised and implemented. The questionnaire form is made up of a total of 19 questions— 4 questions covering sex, faculty, year, level of academic performance; 6 questions exploring the time, frequency per week, duration, etc. for the Internet use; and 9 questions clarifying the purpose of the Internet use. Information regarding the population and sampling can be seen in Table-1. As is seen, a sampling based on the layered model has been devised and implemented proportionately on students depending on the number, sex, and year. However, it should be kept in mind that approximately 50 questionnaire sheets have been discarded due to the fact that they have been marked incorrectly or left blank. Levels of significance in terms of difference have been presented as they have come out of SPSS package program. In terms of difference significance, the minimum level of significance has been taken as p<, 05.

Table-1: Population and Sampling

FACULTY/COLLEGE	P Male	**S Male**	P Female	**S Female**	P Total	**S Total**
Science and Letters	1081	**82**	1077	**80**	2158	**162**
Engineering	1538	**112**	336	**36**	1874	**148**
Education	948	**71**	904	**69**	1852	**140**
Economic and Administrative Sciences	655	**48**	513	**40**	1168	**88**
Medicine	433	**48**	319	**38**	752	**86**
Physical Training and Sports	241	**33**	140	**22**	381	**55**
Nursing	9	**0**	360	**43**	369	**43**
Dentistry	93	**25**	78	**14**	171	**39**
Theology	65	**11**	97	**20**	162	**31**
Total	5063	**430**	3824	**362**	8887	**792**

P: Population, S: Sampling

The second method for collecting data is "quantitative data collection." To this end, taking as starting point the assumption that there are three stages in using the Internet for study purposes (before, during, and after the course), the students who use the Internet at every stage of the course (beginning -20.8%-, middle -49%- and end -34%-) has been asked the question "In what ways does the Internet contribute to your success in your course?". A modeling has been created paying attention to such characteristics of the answers as inclusion, correspondence, similarity, and difference. For instance, nearly all the students have stated that having prior knowledge about courses via the Internet can have a motivating force thanks to their stimulating and interesting content. The findings gathered in this way have helped formulate a model on the university students' process of benefiting from the Internet for study purposes.

FINDINGS AND INTERPRETATION

First, various characteristics of the participants (students) have been given in percentage. Then, it has been inquired whether the students' answers bring about differences in terms of the characteristics which might have a bearing on the use of the Internet. Finally, a modeling has been devised as to how students make use of the Internet for their studies.

1. Personal Characteristics of the Participants

The male participants who filled in the questionnaire forms amount to 54.3% while the female participants constitute 45.7%. The percentages of participants as regards faculties are as follows: Faculty of Economic and Administrative Sciences 11.9%, Faculty of Science and Letters 20.5%, Faculty of Dentistry 4.9%, School of

Physical Training and Sports 6.9%, Faculty of Engineering 18.7%, Faculty of Medicine 10.9%, Faculty of Theology 3.9, School of Nursing 5.4%, and Faculty of Education 17.7%. The following is about the percentages of participants as regards year: First year students 23.1%, second year students 25.5%, third year students 25.6%, and forth-year students 25.8%. And the participants have also responded to the question whether they considered themselves successful in academic performance. The results are as follows: 3.3% not at all, 10.2% not enough, 62.4% average, 21.1% good, and 4% very good.

2. The Overview of the Location, Time, Frequency per Week, Duration, etc. for the Internet Use and Variations in Terms of the Personal Characteristics of Participants (See Table-2, 3, 4 and 5 at the end of the text.)

To the question whether their parents use the Internet, 21% of the participants responded in the affirmative and 79% in the negative. These figures imply the fact that the use of the Internet is gradually on the rise; however, they are still far from being sufficient when one considers the fact that families too should be included in certain steps of the process of education.

In the questions regarding sex, it has been found that the families of the female participants have more access to the Internet ($p< .034$) (see Table-2). Those participants whose parents are Internet users turned out to come predominantly from faculties of medicine and engineering ($p<.000$). It can be put forward that there is no correlation between the use of the Internet amongst parents and the year the student is attending ($p<.670$).

The period during which students were introduced to the Internet has the following results: kindergarten 4.4%, primary school 10.6%, secondary school 56.4%, and higher education 28.5%. Looking at these figures, one can come to the conclusion that a change is indispensable in the content of "the mentality in teaching computer skills" at higher education institutions since the students come to the universities with prior knowledge of these skills. It seems to be almost obligatory to provide students with a course content that will help them learn or master computers skills in their prospective professions.

The answers given to the question concerning sex reveal that male participants got acquainted with the Internet first during their secondary school while the female participants were introduced to the Internet mostly during their university years ($p< .001$). In relation to the period during which the participants were introduced to the Internet, most of the participants who had first access to the Internet at university years come from the Faculty of Science and Letters ($p< .000$). There are significant differences in terms of the year during which participants were introduced to the Internet. It turns out that the number of fourth and third-year students who had first access to the Internet during their secondary school and university education is higher than that of the first and second year students ($p< .001$). Table-2 demonstrates the gradual decrease in the age during which the students are introduced to the Internet.

The question about the location where the Internet access takes place yielded the following results: 18.6% home, 21.1% school, and 60.4% Internet café. The study conducted by Dündar and Kıyıcı (2004) at Sakarya University indicates that approximately 31.3% of the students surveyed gain access to the Internet on the university campus. This figure may lead one to think that Sakarya University has better computer and Internet facilities than Cumhuriyet University. It is striking to note that Internet cafés provide access to thousands of students. A similar finding has been reached in a survey by Karahan and İzci (2001), who conclude with the suggestion that the facilities at Internet cafés ought to be improved.

The findings about location for Internet access according to the sexes reveal that females opt more for the school while males mostly prefer Internet cafés ($p<.000$). The highest number of Internet connection takes place in the following faculties on the campus in descending order: Faculty of Science and Letters, Faculty of Education and Faculty of Engineering ($p< .000$). There seems to be no correlation between the locations where the Internet access takes place and the year the students are in ($p< .329$).

The following outcomes are reached as to the times during which the participants use the Internet: 4.5% between 6:00-12:00 a.m., 40.9% between 12:00-6:00 p.m., 49.9% between 6:00-12:00 p.m., and 4.7% between 12:00-6:00 a.m. It is significant that the majority of the Internet use takes place in the afternoon and evening. The data about the location of the Internet access and the concentration of the time during which the Internet is used expose the fact that the students are mostly out, i.e., outside the dormitory or home, during this time. This implies staying awake till late hours and/or the possibility of being exposed to dangerous situations in the street.

Another finding that came out of these questions was the fact that male participants usually prefer to use the Internet at night, while female applicants prefer daytime ($p< .000$). In terms of the faculties, it has been found

that students at Faculty of Education and Faculty of Engineering tend to use the Internet mostly between 6:00 and 12:00 p.m. ($p < .000$). There is no correlation between the times during which the Internet access takes place and the year the students are in ($p < .607$).

The question as to how often students use the Internet per week have revealed the following percentages: 21.1% once a week, 22.3% twice a week, 23.9% three times a week, 14.1% four times a week, 8.2% five times a week, 2.5% six times a week, and 7.8% seven times a week. The information about duration of the Internet on a daily basis is as follows: 0-1 hour 21.7%, 1-2 hours 39%, 2-3 hours 23.9%, 3-4 hours 7.8%, 4-5 hours 4%, 5-6 hours 0.9%, and longer hours 2.7%. These figures about the use of the Internet on the basis of the number of days and daily duration seem to prove the fact that the Internet has become a vital part of students' lives. The findings of Karahan and İzci (2001) about Inönü University (where, in the year their study was executed, 46% of students had access to the Internet once a week) support the conviction that students tend to use the Internet more often.

In terms of frequency, female participants use the Internet on fewer days of the week ($p < .005$) and spend less time on the Internet on a daily basis ($p < .001$) than male participants. In terms of the number of days a week ($p < .002$) and the number of hours a day ($p < .005$) students from Faculty of Engineering, Faculty Education, and Faculty of Engineering have higher percentages. There is no correlation between density of the Internet use on a weekly ($p < .129$) and a daily ($p < .481$) basis and the year of the students.

22.5% of the participants have their own personal web-page, while 77.5% do not. When participants with their own web-pages were questioned to what extent they themselves have created the content and fashioned the design of their page, following results have come out: 0.3% said 0%, 16% claimed 25%, 3% claimed 50%, 3.2% claimed 75% and 2.1% claimed to have done 100% of the content and design of their web-pages themselves. The students' having their own web-pages is important in the sense that it effects their being active rather than passive. What is more, the originality of the web-page on the Internet does act as a safeguard against cheating and lethargy of the student. It must be admitted that students at Cumhuriyet University are not in this sense very successful.

It is noteworthy that male participants have more web-pages of their own ($p < .046$) and possess more original content in their web-pages ($p < .001$) than female participants. There seems to be no difference between faculties in terms of the number of participants with a web-page of their own ($p < .082$). However, students from Faculty of Education, who have a rate of 25% originality in their web-pages, and those from Faculty of Engineering, who have a rate of 100% originality in their web-pages, merit consideration compared to students form other faculties ($p < .000$). There is no correlation between the originality of the web-pages and the year which students are attending.

3. Determinants of the Internet Use and Difference among These Determinants Depending on Personal Characteristics (See Table-2, 3, 4 and 5 at the end of the text.)

The most frequently clicked sites during the Internet access are as follows: e-mail 59.2%, study 49.1%, news 41.7%, chat 32.2%, game 29.2%, sports 26.9%, shopping 16.9%, travel 14%, finance 10.6%, porn 9.7%, and betting-gambling 8.7%. Perusing these results, one may consider the second place in which study-related web-sites appear in the list as a promising situation. The first place is occupied by e-mails, which implies the fact that applicants use the Internet primarily for communicative purposes. A number of studies exist that have reached the same conclusion (Baker et al 1999, 263; Green 2001, 7; Rüzgar 2005). On the other hand, one should not disregard the fact that sites with betting-gambling and pornographic content do have a considerable percentage.

Of the first three items in the list of the most frequently visited sites among female participants (though this listing may show variety), sites with study content are dominant. Male participants, on the other hand, seem to have more interest in visiting other sites [porn ($p < .000$), betting/gambling ($p < .000$), finance ($p < .000$), game ($p < .000$), sports and ($p < .000$)] than their female counterparts. All the sites [except for chat sites ($p < .491$)] frequently visited by participants fluctuate according to the faculties. Participants from various faculties tend to visit the following sites: Faculty of Engineering and Faculty of Science and Letters: e-mail sites ($p < .000$); Faculties of Science and Letters, Engineering, and Education: sites with study content ($p < .000$); Faculty of Science and Letters news sites ($p < .000$); Faculty of Science and Letters and Faculty of Engineering: game ($p < .049$) and sports ($p < .000$); Faculty of Education: travel ($p < .001$), shopping ($p < .000$), porn ($p < .002$); Faculty of Economic and Administrative Sciences: finance ($p < .000$); and Faculty of Education and Faculty of Engineering: betting-gambling ($p < ,015$). Except three kinds of sites [travel ($p < .016$), shopping ($p < .016$), and betting-gambling ($p < .002$)], there is no correlation between the pages visited and the year students are in. First and second-year students generally visit travel pages, while third and fourth-years visit sport pages. It is also interesting that betting-gambling sites are mostly visited by third-year students.

4. The Overview of the Use of the Internet as a Supplementary Tool for Education among University Students and Differences in Terms of Personal Characteristics (See Table-2, 3, 4 and 5 at the end of the text.)

The percentage of the participants who have done a search on the Internet about a course they are going to before the beginning of a new term is 20.8%, while that of those who have not is 79.2%. On the other hand, the percentage of students who made use of the Internet at the beginning of a course or while the course is under way is 49%, and that of those who do not is 51%. Finally, the percentage of students who make use of the Internet at the end of the term in order to internalize and share what they have learned better and strengthen their weak points is 34.2%, and that of those who do not is 65.8%. One can conclude that students' use of the Internet at the beginning, middle and end of their studies is fairly satisfactory. However, one should take into consideration the fact that students more often than not seem to act out of an anxiety and use the Internet for immediate ends in the middle of their courses.

The number of female participants who make use of the Internet either at the beginning ($p < .017$) or in the middle of the course ($p < .005$) is higher than that of the male participants. On the other hand, the numbers of female and male participants who make use of the Internet at the end of the course are the same ($p < .638$). The students from the Faculty of Science and Letters and Faculty of Education opt for making use of the Internet for getting prepared for the courses ($p < .000$), while students from the Faculty of Science and Letters and Faculty of Engineering opt for the use of the Internet during the courses ($p < .000$). However, there is no significant difference between the faculties in the use of the Internet after the end of the courses ($p < .197$). There is, nonetheless, a correlation between the use of the Internet for preparatory purposes at the beginning of a new term for a course which the students are registering for the first time and the year students are attending. This relationship is more frequent amongst first year students ($p < .020$). This is something promising, since it may herald the increasing rate of the use of the Internet before the beginning of courses for preparatory purposes. There is, nevertheless, no difference between the rates of the use of the Internet for study purposes while the courses are under way ($p < .091$) and after the courses are over ($p < .920$) in terms of the year.

Students, who make use of the Internet at every stage of the course [before (-20.8%-), during (-49%-), and after the course (-34.2%-)], have been asked the question "What kind of benefits does the Internet bring about at each stage of the course for effective learning?" The answers to this question can be modeled for each stage in Diagram-1. (*bkz. Metnin sonu)

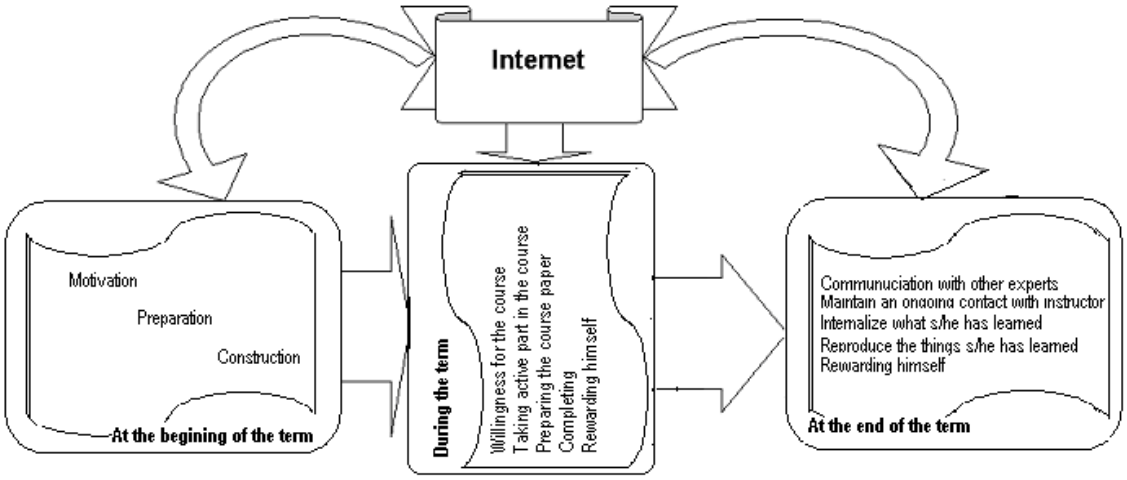

Diagram-1 A Model of Using Internet with the Aim of Studying

The use of the Internet before the course can facilitate preparatory work and motivate the student psychologically, physically and socially by prompting eagerness to learn. That the Internet has psychological, physical and social effects that induce the student has already been emphasized in various studies (Blatt et al. 1999; Crane 2000; Thornburg and Hill 2004). The student can come to the class having read other sources as well as those assigned by the instructor. The Internet provides an easy access to a wide range of information; therefore, it is a unique tool (Clemmit 1996; İşman et al 2004). On the other hand, it makes it easier for the student who has had reached various different outlooks on a topic (Makitalo et al. 2002) to construe what he has learned.

Depending on the contribution it facilitates to the student's preliminary work during the term, the Internet can aid the student to foster their willingness, taking active part in the course, preparing and sharing the course paper and completion his/her read or study (John et al. 1998; Broad et al. 2003; Altun and Altun 2000; Kurubacak 2002) and complete his/her construe in line with what has been learned in the class.

After the end of the term, it can help him to facilitate his collaboration and communication with other experts and instructors other than his/her teacher (Irgat 2002; Kurubacak 2002), maintain an ongoing contact with his/her instructor (Dyril and Kinnamen 1995; Ritter and Lemke 2000; Kurubacak 2002; Broad et al. 2003), internalize what s/he has learned, re-produce the things s/he has learned by interpreting the whole in-class learning process, and possibly contribute to rewarding himself by way of chat programs, interactive games, etc.

INTERPRETATION AND CONCLUSION

It is rather significant that students are reported to have access to the Internet in places outside the campus. From the student's viewpoint, one of the facets of this infrastructure is the extent to which university instructors themselves make use of the Internet and have web skills both within and between universities (Wiske et al. 2001: 488). When the instructors themselves have shortcomings in this facet, the interaction between the student and the Internet will become problematic. Rutven et al. stress the necessity of establishing pedagogical strategies so as to form a classroom atmosphere based on sources from the Internet electronic sources (2004:3). One of the ways of securing the Internet's place as an effective supplementary tool in the process of education is to introduce changes with "university programs" (Harris 1999). University programs and courses ought to be designed in such a fashion so that they suitably contain the conditions and possibilities of employing the Internet. Fraser (1999) mentions "turning all the course materials into electronic ones" as an example for such an adjustment. It is possible to say that Cumhuriyet University does not have a favorable atmosphere in this respect. This conviction is supported by the fact that less than 5% of the academic staff has their own personal web-pages (how relevant these pages are to courses being offered is another issue to be considered), and the poor condition of the computer and Internet labs (CÜ 2006). Carrying out studies of similar nature can help have a bigger picture of the situation and reach more reliable conclusions.

One of the conclusions reached in this study is the fact that students employ the Internet for "communicative" purposes. Only when this communication gains a study dimension, then will it begin to contribute to the student academically. To what extent this communication will contribute to the student's studies still remains a question to be clarified, since there is the risk of this purpose turning into mere "communication" The following observation in a study based on qualitative method by Yalçınalp (2003) can in fact act as a defense of the urgency of the above-mentioned suggestion:

> [One of the students states that] he uses [the Internet] mainly for study purposes; however, it has been observed that this students prefers to send e-mails to his friends about nonacademic subjects at every chance he gets … In the same manner, it has been noticed that he opts for sites with entertainment content. …

One of the debates that could alter all the results is the accuracy of the information gathered form the Internet. Students can come to the class with false or invalid convictions and approaches about the course they are attending when they make use of the Internet. In a study by Paris (2002) it has been found that students are inclined to "take things granted". This attests to the fact that the Internet may spoil the course rather than contribute to it. This can be curbed by the instructor by preparing a virtual space carefully created, edited, announced, monitored and guided by himself/herself on the Internet, in addition to other methods to check the reliability of materials on the net.

Balcıoğlu (2006), on the other hand, stresses the fact that the Internet, which ought to be an educational tool, once out of control, can turn into a social catastrophe, producing undesirable results. Further, in a survey carried out by Union of Independent School Teachers (2005) it has been emphasized that students, who often use the Internet with the pretext of "doing homework", tend to have a chat rather than study, and ignore their studies wasting their time.

As a result, it can be put forward that the Internet is/should be a beneficial tool for university students. However, one should always bear in mind that the use of this tool can prove to be harmful, less fruitful, or fail due to the certain factors. It is obvious that certain measures should be taken both overall and specific with regard to the kind of complications and cases that may ensue.

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TABLES

Table-2 Answers in terms of Sex.

Questions	Perceptions	Sex		*Total (%)*	Pearson Chi-Square		
		Male %	Female %		Value	Df	Sig.(P)
My father or mother uses the Internet	Yes	18,1	24,3	21,0	4,516	1	,034
	No	81,9	75,7	79,0			
I was introduced to the Internet in	higher education	22,8	35,4	28,4	16,340	3	,001
	secondary school	62,1	49,7	56,4			
	primary school	10,5	10,8	10,6			
	kindergarten	4,7	4,1	4,4			
The location where I use for the Internet access is at	Internet café	65,1	54,7	60,4	17,333	2	,000
	school	15,6	27,6	21,1			
	home	19,6	17,7	18,6			
Time-frame when I use the Internet is between	12:00-6:00 a.m.	6,0	3,0	4,7	21,110	3	,000
	6:00-12:00 p.m.	55,6	43,1	49,9			
	12:00-6:00 p.m.	34,0	49,2	40,9			
	6:00-12:00 a.m.	4,4	4,7	4,5			
How often I use the Internet per week is	seven times	10,0	5,2	7,8	23,887	6	,001
	six times	3,7	1,1	2,5			
	five times	8,1	8,3	8,2			
	four times	16,0	11,9	14,1			
	three times	23,3	24,6	23,9			
	twice	22,6	22,1	22,3			
	once	16,3	26,8	21,1			
How often I use the Internet on a daily basis is	0 or 1 hour	20,2	23,5	21,7	5,422	6	,49
	1 or 2 hours	38,4	39,8	39,0			
	2 or 3 hours	24,4	23,2	23,9			
	3 or 4 hours	8,1	7,5	7,8			
	4 or 5 hours	4,2	3,9	4,0			
	5 or 6 hours	1,4	,3	,9			
	6 hours and then	3,3	1,9	2,7			
The sites I clicked most frequently during the Internet access are	chat - Yes	30,9	33,7	32,2	,692	1	,40
	news -Yes	40,	43,4	41,7	,796	1	,37

		2					
	game -Yes	34,7	23,5	29,5	11,781	1	,001
	sports- Yes	39,1	12,4	26,9	70,937	1	,001
	travel- Yes	14,0	14,1	14,0	,003	1	,954
	course- Yes	40,2	59,7	49,1	29,707	1	,001
	shopping- Yes	17,9	15,7	16,9	,653	1	,419
	porn- Yes	13,3	5,5	9,7	13,384	1	,001
	e-mail- Yes	58,1	60,5	59,2	,452	1	,501
	betting-gambling - Yes	12,3	4,4	8,7	15,445	1	,001
	Finance- Yes	13,7	6,9	10,6	9,627	1	,002
I have my own personal web-page.	Yes	24,9	19,6	22,5%	3,133	1	,046
	No	75,1	80,4	77,5			
The originality of my web-page on the Internet is	No	72,6	78,7	75,4	21,042	5	,001
	100%	3,7	0,3	2,1			
	75%	4,4	1,7	3,2			
	50%	2,3	3,9	3,0			
	25%	17,0	14,9	16,0			
	0%	0,0	0,6	0,3			
I have done a search about a course on the Internet before	Yes	17,7	24,6	20,8	5,692	1	,017
	No	82,3	75,4	79,2			
I have done a search about a course on the Internet during a term	Yes	44,4	54,4	49,0	7,867	1	,005
	No	55,6	45,6	51,0			
I use the Internet relation for the courses at the end of the term	Yes	33,5	35,1	34,2	0,222	1	,638
	No	66,5	64,9	65,8			

Table-3 Answers in terms of Faculties.

Questions	**Perceptions**	**FAKÜLTIES**									***Total (%)***	**Pearson Chi-Square**		
		EASF	**DF**	**PTTSF**	**ENF**	**MF**	**SLF**	**TF**	**NF**	**EF**		**Value**	**Df**	**Sig.(P)**
My father or mother uses the Internet	Yes	1,8	,9	,8	4,8	4,7	2,7	1,3	1,5	2,7	21,0	45,076	8	,000
	No	9,3	4,0	6,2	13,9	6,2	17,8	2,7	3,9	15,0	79,0			
I was introduced to the	higher education		,1	,4		,3	,1			3,5	4,4	151,366	24	,000
	secondary school	,3	1,3	,5	2,8	1,4	1,0	,6	,6	2,1	10,6			

Internet in	primary school	6,9	2,7	3,8	11,5	7,2	11,5	2,0	2,1	8,7	56,4			
	kindergarten	3,9	,9	2,3	4,4	2,0	7,8	1,3	2,7	3,3	28,5			
The location where I use for the Internet access is at	Internet café	2,3	1,0	,9	4,4	4,0	3,7	,3	,6	1,4	18,6	99,127	16	,000
	school	1,4	1,0	1,9	4,5	1,0	1,9	2,4	1,0	5,9	21,1			
	home	7,4	2,9	4,2	9,7	5,8	14,9	1,3	3,8	10,4	60,4			
Time-frame when I use the Internet is between	12:00-6:00 a.m.	,4		,1	,3	,3	,5		,1	2,9	4,5	109,805	24	,000
	6:00-12:00 p.m.	4,4	1,4	3,4	6,3	3,9	8,7	3,4	1,5	7,8	40,9			
	12:00-6:00 p.m.	5,9	3,2	3,2	10,6	6,6	10,0	,5	3,7	6,3	49,9			
	6:00-12:00 a.m.	,4	,4	,3	1,5	,1	1,3		,1	,6	4,7			
How often I use the Internet per week is	seven times	2,1	,8	1,8	2,0	2,8	5,3	,9	1,4	4,0	21,1	81,123	48	,002
	six times	2,1	1,4	1,1	3,3	1,9	4,7	1,1	1,4	5,3	22,3			
	five times	2,5	,5	1,6	4,4	2,4	4,9	1,1	1,1	5,2	23,9			
	four times	1,9	1,1	,9	3,2	1,3	2,4	,5	,6	2,3	14,1			
	three times	,8	,6	,3	2,5	1,8	1,4	,1	,4	,4	8,2			
	twice	,5	,3	,3	,	,4	,3		,1	,1	2,5			
	once	1,1	,3	1,0	2,7	,4	1,5	,1	,4	,4	7,8			
How often I use the Internet on a daily basis is	0 or 1 hour	3,3	1,8	2,1	2,1	2,5	4,4	1,0	,9	3,5	21,7	77,003	48	,005
	1 or 2 hours	3,7	1,5	2,9	6,9	4,2	6,8	1,8	2,9	8,3	39,0			
	2 or 3 hours	2,9	1,0	,8	5,1	2,5	6,3	,9	,9	3,5	23,9			
	3 or 4 hours	,8	,4	,5	1,6	,6	1,5	,3	,5	1,6	7,8			
	4 or 5 hours	,3	,1	,3	1,8	,9	,4		,1	,3	4,0			
	5 or 6 hours			,1	,1		,6				,9			
	6 hours and then	,3	,1	,3	1,0	,1	,4		,1	,4	2,7			
The sites I clicked most frequently during the Internet access are	chat - Yes	3,4	1,8	2,9	5,9	3,8	6,1	1,6	2,0	4,7	32,2	7,341	8	,491
	news -Yes	6,3	2,1	1,9	6,7	5,1	10,2	2,1	2,5	4,7	41,7	36,609	8	,000
	game -Yes	2,4	2,4	1,5	5,8	4,0	6,2	1,0	1,8	4,4	29,5	15,557	8	,049
	sports- Yes	2,0	1,9	3,9	6,4	2,5	4,5	,3	,6	4,7	26,9	48,733	8	,000
	travel- Yes	1,3	,8	,9	2,0	,5	2,3	,9	1,1	4,3	14,0	25,150	8	,001
	course- Yes	2,7	1,4	1,8	3,0	1,1	1,4	,6	,3	4,7	16,9	37,453	8	,000
	shopping-Yes	,4	,4	,8	1,8	,8	2,0		,3	3,4	9,7	24,209	8	,002
	porn- Yes	7,4	3,0	2,8	13,5	9,1	12,0	2,4	2,8	6,2	59,2	77,827	8	,000
	e-mail- Yes	4,4	,4	,3	1,8	,4	,9%		,3	2,3	10,6	99,709	8	,000
	betting-gambling - Yes	5,7	2,1	3,2	7,3	4,9	13,1	1,3	4,2	7,3	49,1	41,951	8	,000
	Finance-Yes	1,0	,5	1,0	2,4	,8	,9			2,1	8,7	19,845	8	,015
I have my own personal web-page.	Yes	2,0	,5	1,5	4,0	2,0	4,8	,5	1,5	5,6	22,5	13,977	8	,082
	No	9,1	4,4	5,4	14,6	8,8	15,7	3,4	3,9	12,1	77,5			
The originality of my web-page on the Internet is	No			,1		,1					,3	158,755	40	,000
	100%	1,0	,1	1,6	1,5	,9	1,9	,4	,9	7,7	16,0			
	75%	,1	,1	,3	,4	,3	1,3		,1	,5	3,0			
	50%	,3	,1	,1	,5		,8	,1	,3	1,0	3,2			
	25%	,1			1,3	,5	,3				2,1			
	0%	9,6	4,5	4,8	15,0	9,1	16,3	3,4	4,2	8,5	75,4			

I have done a search about a course on the Internet before	Yes	5,7	10,3	23,6	14,2	18,6	27,8	22,6	34,9	27,9	20,8	33,505	8	,000
	No	94,3	89,7	76,4	85,8	81,4	72,2	77,4	65,1	72,1	79,2			
I have done a search about a course on the Internet during a term	Yes	42,0	51,3	40,0	56,8	30,2	64,8	45,2	86,0	30,7	49,0	77,996	8	,000
	No	58,0	48,7	60,0	43,2	69,8	35,2	54,8	14,0	69,3	51,0			
I use the Internet relation for the courses at the end of the term	Yes	27,3	33,3	43,6	31,1	36,0	34,6	19,4	46,5	36,4	34,2	11,084	8	,197
	No	72,7%	66,7	56,4	68,9	64,0	65,4	80,6	53,5	63,6	65,8			

Table-4 Answers in terms of Class.

Questions	**Perceptions**	**Classes**				***Total (%)***	**Pearson Chi-Square**		
		First Class %	**Second Class %**	**Third Class %**	Fourth **Class %**		**Value**	**Df**	**Sig.(P)**
My father or mother uses the Internet	Yes	5,3	5,1	4,8	5,8	21,0	1,528	3	,671
	No	17,8	20,5	20,8	19,9	79,0			
I was introduced to the Internet in	higher education	4,7	6,2	7,6	10,1	28,5	32,559	9	,001
	secondary school	13,3	16,5	13,6	13,0	56,4			
	primary school	3,4	2,3	3,2	1,8	10,6			
	kindergarten	1,8	,5	1,3	,9	4,4			
The location where I use for the Internet access is at	Internet café	12,9	17,2	14,6	15,7	60,4	6,918	6	,329
	school	5,6	4,3	5,7	5,6	21,1			
	home	4,7	4,0	5,3	4,5	18,6			
Time-frame when I use the Internet is between	12:00-6:00 a.m.	1,5	,9	1,6	,6	4,7	7,286	9	,607
	6:00-12:00 p.m.	11,0	13,0	12,6	13,3	49,9			
	12:00-6:00 p.m.	9,3	10,7	10,4	10,5	40,9			
	6:00-12:00 a.m.	1,3	,9	1,0	1,4	4,5			
How often I use the Internet per week is	seven times	2,3	1,8	2,0	1,8	7,8	17,466	18	,491
	six times	,8	,5	,5	,8	2,5			
	five times	1,8	2,1	1,1	3,2	8,2			
	four times	3,3	3,9	2,8	4,2	14,1			
	three times	4,9	6,6	6,7	5,7	23,9			
	twice	5,3	5,9	6,3	4,8	22,3			
	once	4,8	4,7	6,2	5,4	21,1			
How often I use the Internet on a daily basis is	0 or 1 hour	5,3	4,5	6,2	5,7	21,7	24,859	18	,129
	1 or 2 hours	8,6	10,9	10,1	9,5	39,0			
	2 or 3 hours	5,1	5,7	6,7	6,4	23,9			
	3 or 4 hours	1,6	2,4	2,1	1,6	7,8			
	4 or 5 hours	1,5	1,0		1,5	4,0			
	5 or 6 hours	,3	,5		,1	,9			
	6 hours and then	,8	,5	,5	,9	2,7			
The sites I clicked most frequently during the Internet	chat - Yes	7,2	7,7	8,3	9,0	32,2	1,106	3	,771
	news -Yes	10,7	9,5	10,9	10,6	41,7	3,494	3	,322
	game -Yes	7,6	8,2	7,2	6,6	29,5	3,418	3	,332

access are	sports- Yes	7,6	5,2	8,0	6,2	26,9	10,331	3	,016
	travel- Yes	4,0	4,7	3,0	2,3	14,0	10,304	3	,016
	course- Yes	10,2	11,9	13,3	13,8	49,1	4,336	3	,227
	shopping- Yes	3,2	5,3	4,5	3,9	16,9	4,064	3	,251
	porn- Yes	2,4	2,3	2,7	2,4	9,7	,371	3	,941
	e-mail- Yes	12,1	15,3	15,9	15,9	59,2	4,732	3	,192
	betting-gambling - Yes	1,3	1,8	3,9	1,8	8,7	15,090	3	,002
	Finance- Yes	1,9	2,8	2,3	3,7	10,6	4,589	3	,205
I have my own personal web-page.	Yes	4,7	6,4	5,7	5,7	22,5	1,457	3	,691
	No	18,4	19,1	19,9	20,1	77,5			
The originality of my web-page on the Internet is	No	17,6	18,7	19,2	19,9	75,4	18,647	15	,231
	100%	,3	,6	,5	,8	2,1			
	75%	1,1	,5	,6	,9	3,2			
	50%	,3	,9	,5	1,4	3,0			
	25%	3,9	4,7	4,7	2,8	16,0			
	0%		,1	,1		,3			
I have done a search about a course on the Internet before	Yes	6,1	3,5	5,7	5,6	20,8	9,470	3	,020
	No	17,0	22,0	19,9	20,2	79,2			
I have done a search about a course on the Internet during a term	Yes	13,1	12,4	11,6	11,9	49,0	6,306	3	,091
	No	10,0	13,1	14,0	13,9	51,0			
I use the Internet relation for the courses at the end of the term	Yes	7,8	9,1	8,3	9,0	34,2	,485	3	,920
	No	15,3	16,4	17,3	16,8	65,8			

Table-5 Answers in terms of Self-evaluation.

Questions	**Perceptions**	**Rate of perceiving myself successful**					***Total (%)***	**Pearson Chi-Square**		
		Very-little %	**Little %**	**Middle %**	**Fine %**	**Very-well %**		**Value**	**Df**	**Sig.(P)**
My father or mother uses the Internet	Yes	,6	1,6	10,0	7,1	1,6	21,0	31,125	4	,000
	No	2,7	8,6	51,4	14,0	2,4	79,0			
I was introduced to the Internet in	higher education	,9	1,5	20,3	4,9	,9	28,5	158,820	12	,000
	secondary school	1,6	5,1	35,0	12,5	2,3	56,4			
	primary school	,5	,6	5,4	3,5	,5	10,6			
	kindergarten	,3	3,0	,6	,1	,4	4,4			
The location where I use for the Internet access is at	Internet café	1,4	4,8	41,3	10,1	2,8	60,4	47,607	8	,000
	school	,6	3,9	11,0	5,3	,3	21,1			
	home	1,3	1,5	9,1	5,7	1,0	18,6			
Time-frame when I use the Internet is between	12:00-6:00 a.m.	,3	1,0	1,3	1,4	,8	4,7	76,141	12	,000
	6:00-12:00 p.m.	1,8	4,8	30,8	10,7	1,8	49,9			
	12:00-6:00 p.m.	1,0	2,5	27,4	8,5	1,5	40,9			
	6:00-12:00	,3	1,9	1,9	,5		4,5			

	a.m.									
How often I use the Internet per week is	seven times	1,0	,5	3,3	2,3	,8	7,8	87,014	24	,000
	six times	,1	,1	1,4	,5	,4	2,5			
	five times	,1	,3	3,9	3,3	,6	8,2			
	four times	,5	1,6	7,8	3,4	,8	14,1			
	three times	,9	3,7	14,0	4,5	,8	23,9			
	twice	,3	1,6	15,9	4,5		22,3			
	once	,4	2,4	15,0	2,5	,8	21,1			
How often I use the Internet on a daily basis is	0 or 1 hour	,6	2,3	14,9	3,4	,5	21,7	129,150	24	,000
	1 or 2 hours	,8	3,7	25,0	7,8	1,8	39,0			
	2 or 3 hours	,3	2,8	14,1	5,9	,8	23,9			
	3 or 4 hours	,4	1,0	4,2	1,9	,4	7,8			
	4 or 5 hours	,3	,1	1,6	1,9	,1	4,0			
	5 or 6 hours		,3	,6			,9			
	6 hours and then	1,0	,1	,9	,1	,5	2,7			
The sites I clicked most frequently during the Internet access are	chat - Yes	,4	3,3	18,7	7,8	2,0	32,2	12,265	4	,015
	news -Yes	1,3	3,2	26,0	9,5	1,8	41,7	4,882	4	,300
	game -Yes	,6	3,2	19,3	4,8	1,6	29,5	7,859	4	,097
	sports- Yes	,8	4,0	14,9	5,4	1,8	26,9	13,171	4	,010
	travel- Yes	,4	1,9	8,8	2,3	,6	14,0	3,077	4	,545
	course- Yes	1,1	3,9	30,4	11,5	2,1	49,1	8,179	4	,085
	shopping- Yes	,6	1,4	9,5	4,5	,9	16,9	4,620	4	,329
	porn- Yes	1,3	1,	5,7	,9	,8	9,7	33,555	4	,000
	e-mail- Yes	1,8	4,8	36,0	14,8	1,9	59,2	15,602	4	,004
	betting-gambling - Yes	,4	,8	5,6	1,1	,9	8,7	9,796	4	,044
	Finance- Yes	,6	,8	6,4	2,4	,4	10,6	3,076	4	,545
I have my own personal web-page.	Yes	1,3	2,1	13,6	4,8	,6	22,5	4,804	4	,308
	No	2,0	8,1	47,7	16,3	3,4	77,5			
The originality of my web-page on the Internet is	No	1,8	6,6	47,5	16,0	3,5	75,4	59,793	20	,000
	100%	,6	,4	,8	,4		2,1			
	75%	,1	,1	2,1	,5	,3	3,2			
	50%		,4	1,6	1,0		3,0			
	25%	,8	2,8	9,1	3,2	,3	16,0			
	0%			,3			,3			
I have done a search about a course on the Internet before	Yes	,8	2,7	10,0	6,3	1,1	20,8	16,958	4	,002
	No	2,5	7,6	51,4	14,8	2,9	79,2			
I have done a search about a course on the Internet during a term	Yes	1,1	3,9	28,2	13,3	2,5	49,0	22,969	4	,000
	No	2,1	6,3	33,2	7,8	1,5	51,0			
I use the Internet relation for the courses at the end of the term	Yes	,9	3,9	17,9	9,3	2,1	34,2	19,244	4	,001
	No	2,4	6,3	43,4	11,7	1,9	65,8			