

Access and attitude of Internet use among college students

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Abstract

This article proposes to identify the attitude and habitual practices of Internet access among university students, in addition to knowing their degree of relationship with age, gender, semester, career and academic performance. For this, a qualitative and correlational research model will be used through a sociodemographic questionnaire and the scale Telephone, tool, territory, information treasure and toy (5T). 813 students from a public university in Mexico participated. The use of the Internet is massive among university students, there are specific differences in the type of content they access. Men, participants enrolled in the second semester and those who are 21 years old score higher when they use the Internet to play and as entertainment compared to their peers. There is no relationship between Internet uses, age and academic performance. The implications of the results found are discussed.

Keywords: Internet; access; attitude; college students.

Acceso y actitud del uso de Internet entre jóvenes de educación universitaria

Resumen

El presente artículo propone identificar la actitud y las prácticas habituales de acceso a Internet entre los universitarios; además de conocer su grado de relación con la edad, género, semestre, carrera y rendimiento académico. Para ello, se utili-

zó un enfoque cuantitativo y un diseño correlacional a través de un cuestionario sociodemográfico, y la escala Telephone, Tool, Territory, Treasure of Information y Toy (5T). Participaron 813 estudiantes de una universidad pública de México. Los resultados mostraron que, desde hace varios años, el uso de Internet es masivo entre los universitarios, aunque existen diferencias significativas en cuanto al tipo de contenido al que acceden. Los hombres, los participantes inscritos en segundo semestre y los que tienen 21 años puntúan más alto cuando utilizan el Internet para jugar y como entretenimiento en comparación con el resto de sus compañeros. También se demostró que no existe una relación entre los usos de Internet, edad y rendimiento académico. Por último, se discuten las implicaciones de los resultados hallados.

Palabras clave: Internet; acceso; actitud; estudiantes universitarios.

Acesso e atitude do uso da Internet entre jovens do ensino universitário.

Resumo

Este artigo propõe identificar a atitude e as práticas habituais de acesso à Internet entre estudantes universitários; Além de conhecer seu grau de relação com idade, sexo, semestre, carreira e desempenho acadêmico. Para tanto, utilizou-se uma abordagem quantitativa e um desenho correlacional, por meio de um questionário sociodemográfico, e a escala Telefone, Ferramenta, Território, Tesouro da Informação e Brinquedo (5T). Participaram 813 estudantes de uma universidade pública do México. Os resultados mostraram que, por vários anos, o uso da Internet é massivo entre estudantes universitários, embora haja diferenças significativas no tipo de conteúdo que eles acessam. Homens, participantes matriculados no segundo semestre e aqueles com 21 anos obtêm uma pontuação maior quando usam a Internet para jogar e como entretenimento em comparação com outros parceiros. Também foi demonstrado que não há relação entre uso da Internet, idade e desempenho acadêmico. Finalmente, são discutidas as implicações dos resultados encontrados.

Palavras-chave: Internet; acesso; atitude estudantes universitarios.

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The use of the internet has been increasing during the last decade (Blázquez et al., 2018), occupying an important space in the everyday life of people, since it is currently used in multiple contexts for different purposes (Rodríguez & Sandoval, 2017). In fact, young people are the most active users (García, 2011; Guan & Subrahmanyam, 2009; Molero et al., 2014; Rial, Gómez, Braña, & Varela, 2014). Various studies indicate that the people who use this resource the most are between the ages of 12 and 34 (Arredondo, 2007; Cardenas, Paret, Campos, & Campos, 2017; Covi & López, 2010; Matellanes, 2011; Molero et al., 2014; Puerta-Cortés, 2013). Daily, they surf the net, obtain information, communicate by mail, make friends on social networks and, in many cases, are

the producers of content (Gómez, Roses, & Farias, 2012), and also discover how to use the applications that appear on the web day after day.

In the case of Mexico, the National Study on the Availability and Use of Information Technologies in Households (Estudio Nacional sobre la Disponibilidad y Uso de las Tecnologías de Información en los Hogares, ENDUTIH), conducted by the National Institute of Statistics and Geography (INEGI) in 2018, shows that 65.8% of Mexicans (74.3 million) are internet users, which constituted a growth of 3 million users over the previous year; with ages from six years onwards, and without a significant difference in terms of gender. Regarding the most used devices to access this resource, this study shows that 69.6

million people use smartphones and 50.8 million use computers. This represents an annual increase of 7.6% of internet users who connect through a smartphone as compared to 2017.

Additionally, this study identified that the main uses given to the internet are: 1) entertainment (90.5%); 2) communication (90.3%); 3) information search (86.9%); 4) access to audiovisual contents (78.1%); and 5) social networks (77.8%). It also shows a lower use in the activities that could support the educational aspect, such as: downloading software and reading newspapers, magazines, or books, which represent only 49.2% and 48.7%, respectively. On the other hand, in the study of Internet User Habits in Mexico, prepared by the Internet Association in 2019, it is mentioned that more than half of Mexican internet users are young, since 66% are between the ages of 6 and 34. This is distributed as follows: a) 12% are between 6 and 11 years old; b) 14% are between 12 and 17 years old; c) 18% are between 18 and 24 years old; d) 22% are between 25 and 34 years old; and e) 34% are 35 years or older. In addition, it should be noted that most of these users live in the central-southern part of the country (25%), which includes the CDMX, the State of Mexico, and Morelos. In contrast, those located in the southeast region formed by the states of Campeche, Quintana Roo, Tabasco, and Yucatán only account for 6% of total internet users.

In this same study, we conduct a more detailed analysis of the devices used to access the internet. Similar to the results obtained in ENDUTIH, it is observed that users use the smartphone (92%) more frequently, while access through laptops (76%) and desktops (48%) has decreased. At the same time, the use of tablets (42%), electronic devices (38%), and wearable devices (29%) to connect to the internet is increasing.

Another aspect that stands out is the connection time per user, as it was extended by 8 minutes compared to 2018, giving an average use of 8 hours and 20 minutes per day.

In terms of places to access the internet, the study of Internet User Habits in Mexico in 2018 shows that home is the first place (86%), followed by any place with the use of mobile devices (68%), and, finally, at work (49%). In addition, the connection methods that are used the most are wi-fi subscription (56%), data plan (39%),

and prepaid (30%). Moreover, this study reports that, in Mexico, the main reasons for accessing the internet are the use of social networks (82%), instant messaging (78%), and sending and receiving emails (77%). Based on these results, it can be said that Mexicans use the internet mainly as a means of socialization and communication. In second place the search for information (76%) is observed. And in the third place, the use of maps (68%), watching movies (65%), and reading relevant content (59%) are emphasized.

With the above, it can be seen that the use of the internet is almost unlimited and is becoming widespread among the Mexican population beyond the demographic and socioeconomic barriers, as is the number of users who make use of social networks, email, instant messaging, online courses, etc.

However, the studies conducted by the INEGI in 2018, and the Internet Association in 2018 and 2019 still do not show what the usual practices of internet use are in the daily life of the main actors (students) of the education system in Mexico. Nor is it clear whether this use affects their academic performance in any way, despite the fact that, for several years now, the internet has been entering the world of education as a powerful tool for academic work, as well as for professional and technical training. This is because "the internet favors self-learning, teamwork, interpersonal communication, feedback, contact with experts, as well as access to different sources of information and contents that support and even facilitate constructivist and collaborative learning" (Gómez et al., 2012, p. 65).

This adds to the fact that the amount of scientific research carried out in Mexico, which focuses on this topic, is still limited and mostly refers to specific cases and populations (Arredondo, 2007; Crovi & López, 2010; Cortázar, 2004; Ortiz & Gallego, 2009; Ramírez, Maldonado, & Marín, 2015; Sánchez et al., 2006). Therefore, the aim of this research is to find out whether students at university level use the internet, and what their usual access practices are; in addition, to identify the level of attitude towards their various uses and whether this is associated with gender, specialty, semester, and academic performance.

This will provide relevant information so that,

in the future, implementation strategies can be programmed to improve the use of the internet in the academic area or to prevent any risk factor that may be caused by an excessive use.

Method

Design

A quantitative study was carried out with an approach that is descriptive, because the most important characteristics, properties, and features of the phenomenon under investigation were made explicit; transversal, because results were obtained from a specific population in a given time; and finally, correlational, because the relationship between the variables was evaluated.

Participants

The sample was non-probabilistic and convenience with a total of 813 participants (520 women and 293 men) with an age range of 18-24 years ($M_{age} = 20.45$ years old, $SD_{age} = 1.70$) from a public university in the State of Mexico, divided into six specialties: 170 were students of Psychology (LPS), 153 women and 17 men; 151 of Law (LDE), 108 women and 43 men; 150 of Computer Engineering (ICO), 51 women and 99 men; 119 of Administrative Informatics (LIA), 65 women and 54 men; 112 of Accounting (LCN), 74 women and 38 men; and 111 of Business Administration (LAM), 69 women and 42 men.

Instrument

A two-section survey was used. In the first section, participants were asked for demographic information (age, gender, semester, specialty, and general grade average) and internet access frequencies. In the second section, the 5-T scale was applied (Chien, Sen-Chi, Chao-Hsiu, & Huan-Chuehu, 2009), which consists of 42 items written as statements and presented in a Likert-type scale with four response opinions (1 = strongly disagree; up to 4 = strongly agree), where high scores indicate a more positive attitude towards different internet uses with an excellent overall internal consistency of $\alpha = 0.95$. The 5-T scale consists of five factors described below:

- The Source of Information factor is composed of 9 items, which refer to the collection of both general information for the daily routine, and specialized and scientific information to expand knowledge and complete assignments.
- The Territory factor includes 8 items, which correspond to the use of the internet so that, through various groups (social networks and blogs), users can express feelings, post content, and exchange ideas and opinions about similar interests or schoolwork.
- The Telephone factor is made up of 6 items, which concern the use of the internet as a means of communication among peers, friends, teachers, and family.
- The Toy factor comprises 14 items, which refer to the use of the internet for entertainment, leisure, and online gaming.
- The Tool factor contains 5 items, which correspond to the use of the internet as a support for schoolwork and as an aid for learning new applications during the school term.

For the present research, academic performance was considered as the result obtained by students in the achievement of the objectives established in the educational programs and that is expressed through the average they have accumulated during the semesters studied. It should be noted that this was provided by each participant during the application of the survey, due to the fact that the personal data protection policy of the university itself does not allow the staff of the academic department to disclose student data to third parties.

Procedure

Students were invited to participate in the survey with prior permission from the authorities of the university. The survey was administered through an online platform and the general objectives of the study, as well as the instructions for accessing and responding to the items were explained to them. Subsequently, they were shown the informed consent. After reading and acknowledging it, both sections of the instrument were enabled for answering. Participation was voluntary and the time to complete all items ranged from 15 to 20 minutes.

Data Analysis

The data were processed with the Statistical Package for the Social Sciences (SPSS) version 20, applying the following analyses: a) descriptive analysis (means and standard deviation); b) reliability analysis (Cronbach's alpha coefficient); c) means analysis (Student's t test, ANOVA with Tukey post hoc comparisons, and Cohen's d and eta squared effect size); and d) correlational analysis (Pearson's correlation coefficient).

Descriptive Statistics

The reliability findings included in Table 2 indicate that acceptable alpha coefficients were achieved, which ranged from .73 to .89; as well as an appropriate level of total internal consistency $\alpha = 0.93$ (Nunnally, 1978). Furthermore, it can be seen that all five factors correlated in a statistically significant way. This result suggests that they are not exclusive.

On the other hand, the overall results of means and standard deviations show that the Source of Information ($M = 3.01$; $SD = 0.50$) and Tool ($M = 3.16$; $SD = 0.53$) factors are placed at a more intense attitude level compared to the Territory ($M = 2.60$; $SD = 0.52$), Telephone ($M = 2.39$; $SD = 0.59$), and Toy ($M = 2.56$; $SD = 0.56$) factors which are located at a lower attitude level, indicating that university students show a much higher attitude tendency towards using the internet both for searching for general or scientific information, and for completing assignments and tasks during the school term, than for communication, entertainment, social networks, leisure, and online games (Table 2).

Results

Internet Access and Usage Habits

In terms of usage and access, 74.7% of young university students admit to have been using the internet for five years or more, i.e., 7 out of 10 have been surfing the net for several years now. To these, we should add 23.2% that have been connecting to the internet for 3 and 4 years. They generally go online daily for 4 hours or more (73.6%) and do so massively from their own home (89.5%); although 5.7% do so at school; 2.2% in public places; and 2.6% in other people's homes (Table 1).

Table 1

Internet Access and Usage Frequencies

<i>Internet Access Frequency</i>		<i>Percentages</i>
Years of use	Less than a year	0.5
	1 to 2 years	1.6
	3 to 4 years	23.2
	5 years or more	74.7
Daily connection time	1 hour	4.1
	2 to 3 hrs	22.4
	4 to 5 hrs	38.5
	6 hrs or more	35.1
Place of connection	Home	89.5
	School	5.7
	Public places	2.2
	Other people's homes	2.6

Table 2

Descriptive, Correlational, and Reliability Statistics

Factor	M	SD	Source of Information	Territory	Telephone	Toy	Tool	Total Scale
Source of Information	3.01	0.50	(0.84)					
Territory	2.60	0.52	0.50**	(0.82)				
Telephone	2.39	0.59	0.30**	0.52**	(0.73)			
Toy	2.56	0.56	0.46**	0.55**	0.63**	(0.89)		
Tool	3.16	0.53	0.63**	0.39**	0.32**	0.49**	(0.76)	
Total Scale	2.70	0.42	0.73**	0.76**	0.72**	0.89**	0.68**	(0.93)

**** Correlation is significant at the 0.01 level (bilateral). Cronbach's alpha coefficients are shown in parentheses.**

Internet Uses by Gender

In terms of gender, there are significant differences between the groups (Table 3) with an effect size (Cohen's d) of medium intensity. Specifically, when using the internet as a toy, it is men ($M = 2.72, SD = 0.55, p < 0.05, d = 0.47$) who show a more positive attitude towards playing online and as a leisure instrument in contrast to women ($M = 2.47, SD = 0.55$). However, both men and women externalize having almost the same level of use in the other factors (Table 3).

Internet Uses by Specialty

Considering the average scores on each of the factors on the basis of the specialty variable (Table 4), significant differences are shown according to the analysis of variance and the Tukey post hoc test, with a small effect size (eta squared).

ICO students are those who show a more positive attitude towards the Source of Information ($M = 3.09, SD = 0.46, p < 0.05, h^2 = 0.01$), Territory ($= 2.67, SD = 0.44, p < 0.01, h^2 = 0.02$), Toy ($= 2.79, SD = 0.54, p < 0.01, h^2 = 0.04$), and Tool ($M = 3.31, SD = 0.44, p < 0.0, h^2 = 0.03$) factors, which is higher than the attitude that students of other programs have. This could be due to the academic profile of students, since computer engineers must be experts in the operation and development of information and communication technologies, including the internet. However, no differences were found between the specialties in the telephone factor. In other words, all students, regardless of the discipline they belong to, equally acknowledge having the same attitude level to use the internet as a means of communication with their friends, family and/or professors (Table 4).

Table 3

Internet Use by Gender

Factors	Women		Men		t	p
	M	SD	M	SD		
Source of Information	2.99	0.50	3.04	0.50	0.30	0.17
Territory	2.58	0.54	2.64	0.50	2.04	0.08
Telephone	2.37	0.58	2.43	0.60	0.28	0.15
Toy	2.47	0.55	2.72	0.55	0.20	0.00*
Tool	3.15	0.54	3.19	0.51	0.51	0.20

*M = mean; SD = standard deviation; t = Student's t-test; *p < 0.5.*

Table 4

Internet Use by Study Program

Factors	ICO	LIA	LAM	LPS	LCN	LDE	F (5,807)	p
	M SD	M SD	M SD	M SD	M SD	M SD		
Source of Information	3.09 (0.46)	3.00 (0.45)	3.01 (0.47)	2.91 (0.57)	3.00 (0.51)	3.05 (0.50)	2.30	0.04*
Territory	2.67 (0.49)	2.62 (0.53)	2.58 (0.49)	2.47 (0.52)	2.58 (0.55)	2.62 (0.53)	3.41	0.00*
Telephone	2.44 (0.59)	2.35 (0.58)	2.37 (0.54)	2.34 (0.55)	2.44 (0.60)	2.42 (0.63)	0.86	0.51
Toy	2.79 (0.54)	2.52 (0.55)	2.53 (0.55)	2.44 (0.51)	2.54 (0.55)	2.54 (0.59)	7.30	0.00*
Tool	3.31 (0.44)	3.20 (0.55)	3.07 (0.46)	3.05 (0.63)	3.21 (0.48)	3.14 (0.50)	4.94	0.00*

M = mean; SD = standard deviation; F = Fisher's test; *p < .05.

Internet Uses by Academic Performance

When comparing the groups according to their general average obtained so far in the specialty (Table 5), significant differences are shown. Students who report a lower average (between 7.0 and 7.9) have more positive attitudes towards the Territory (M = 2.64, SD = 0.51, p < 0.05, h² = 0.01) and Toy (M = 2.64, SD = 0.53, p < 0.05, h² = 0.01) factors compared to students with higher averages. In other words, students with lower averages prefer to play online more, and post content on their websites, blogs, and social networks than students with higher averages. However, despite the presence of significant differences between groups, the size of the

effect was of small intensity, according to the eta squared values (Table 5).

Internet Uses by Age

Relating the age of the students to the mean obtained in each of the factors, it can be seen that their attitude towards the use of the internet as a Source of Information increases with age. In addition, a significant difference is shown (Table 6), with a small intensity effect size (eta squared). Twenty-one year-old students (M = 2.66, SD = 0.56, p < 0.05, h² = 0.01) tend to use the internet as a Toy a little more compared to their peers of other ages (Table 6).

Table 5

Comparison by Average

Factores	7.0-7.9	8.0-8.9	9.0-10	F (2,810)	p
	M SD	M SD	M SD		
Source of Information	2.98 (0.47)	3.02 (0.49)	2.99 (0.54)	0.60	0.54
Territory	2.64 (0.51)	2.62 (0.52)	2.48 (0.52)	5.75	0.00*
Telephone	2.42 (0.56)	2.41 (0.58)	2.31 (0.59)	2.29	0.10
Toy	2.64 (0.53)	2.57 (0.55)	2.47 (0.59)	4.54	0.01*
Tool	3.15 (0.51)	3.17 (0.51)	3.13 (0.58)	0.44	0.64

M = mean; SD = standard deviation; F = Fisher test; *p < .05.

Table 6

Comparison by Age

Factors	18 years old	19 years old	20 years old	21 años	22 years old	23 years or older	F (5,807)	p
	M SD	M DE	M SD	M SD	M SD	M SD		
Source of Information	2.95 (0.54)	3.03 (0.46)	2.95 (0.52)	3.01 (0.50)	3.03 (0.51)	3.08 (0.47)	1.35	0.24
Territory	2.64 (0.50)	2.57 (0.50)	2.55 (0.53)	2.68 (0.54)	2.51 (0.47)	2.58 (0.54)	1.90	0.09
Telephone	2.48 (0.54)	2.42 (0.56)	2.34 (0.56)	2.43 (0.62)	2.25 (0.56)	2.37 (0.61)	1.92	0.09
Toy	2.57 (0.58)	2.53 (0.54)	2.55 (0.54)	2.66 (0.56)	2.42 (0.59)	2.54 (0.54)	2.30	0.04*
Tool	3.10 (0.52)	3.10 (0.51)	3.16 (0.58)	3.22 (0.52)	3.12 (0.55)	3.24 (0.45)	1.84	0.10

M = mean; SD = standard deviation; F = Fisher test; *p < .05.

Internet Usage per Semester

Taking into account the average scores on each of the factors with respect to the semester variable, it can be seen in Table 7 that there are differences between the Telephone and Toy factors, the latter having a small intensity effect size (eta squared). Second-semester students show higher scores when using the Internet as a means of communication with other people (M = 2.44, SD = 0.57) and as an entertainment tool (M = 2.62, SD = 0.57, p < 0.05, h2 = 0.01), compared to tenth-semester students (Table 7).

Correlation Between Factors, Age, and Academic Performance

A Pearson correlation was carried out to find out if there is a relationship between the various factors of the instrument, the age, and the grade average of the students (Table 8). It was observed that, although some significance levels are between 0.01 and 0.05 bilaterally, no acceptable values have been obtained to establish a linear correlation. In fact, Pearson's correlations are very low: age with the Tool factor 0.08; and academic performance with the Territory factor 0.10 and Toy factor 0.10. Therefore, there is no correlation between the variables (Table 8).

Table 7

Comparison by Semester

Factors	2°	4°	6°	8°	10°	F (4, 808)	P
	M SD						
Source of Information	3.00 (0.51)	2.98 (0.48)	3.01 (0.46)	3.06 (0.54)	3.01 (0.53)	0.53	0.70
Territory	2.62 (0.51)	2.58 (0.47)	2.56 (0.53)	2.63 (0.56)	2.60 (0.61)	0.50	0.73
Telephone	2.44 (0.57)	2.40 (0.53)	2.37 (0.55)	2.33 (0.69)	2.32 (0.62)	0.94	0.44
Toy	2.62 (0.57)	2.53 (0.52)	2.61 (0.52)	2.50 (0.62)	2.40 (0.54)	2.50	0.04*
Tool	3.13 (0.53)	3.12 (0.51)	3.23 (0.52)	3.20 (0.53)	3.16 (0.55)	1.56	0.18

M = mean; SD = standard deviation; F = Fisher test; *p < .05.

Table 8

Comparison by Factors, Age, and Academic Performance

		Source of Information	Territory	Telephone	Toy	Tool
Age	Pearson Correlation	0.06	-0.02	-0.07	-0.02	0.08'
	Sig.	-	-	-	-	0.03
Academic Performance	Pearson Correlation	0.00	-0.10"	-0.06	-0.10"	-0.01
	Sig.	-	0.00	-	0.00	-

** Correlation is significant at the 0.01 level (bilateral) and *significant at the .05 level

Discussion and Conclusion

The results obtained in this study show that, for several years (more than five), internet use has been massive among the university students being researched regardless of their gender. They access the web, mainly from their own home, although a small part of them do so from school, public places, or other people's homes, for four hours or more daily. These data coincide with the results obtained by Puerta-Cortes & Carbonell (2013), and García (2011), but differ from the data reported years ago, since students connected to the internet at most once a day or a week, mainly from an internet café, followed by their home or the university (Rodrigues, Canales, Peña, Castro, & Reyes, 2009). These data show the rapid increase in internet use by students.

Although both women and men show an intense use of the internet, there are important differences in the attitude level due to the type of content they access. Men's attitude is more positive when they use the internet to play online and as a tool for entertainment and leisure (Toy factor) in contrast to women. These results support the data found regarding this topic in some previous studies (Fernández-de-Arroyabe-Olaortua, Lazkano-Arrillaga, & Eguskiza-Sesumaga, 2018; Torres-Díaz, Duart, Gómez-Alvarado, Marín-Gutiérrez, & Segarra-Faggioni, 2016; Fernández, Peñalba, & Irazabal, 2015; Ruiz-Olivares, Lucena, Pino, & Herruzo, 2010). Therefore, the likelihood that women may experience a virtual game addiction seems to be minor.

Similarly, differences between ages and semesters were found with the Toy factor.

The 21-year-old university students and those enrolled in the second semester are the ones who obtained the highest score compared to those who are 22 years old and are in the last semester of their study program. In other words, being 21 and in the second semester of the program, may be characteristics that determine a more positive attitude level in the use of the internet to play online and as a tool to kill time. Based on these figures, it can be concluded that some students may not give much priority to academic success during their first years of college.

On the other hand, the results also show that there is no relationship between the academic performance of university students, the age, and the five factors. Therefore, as age and grade average increase, the intensity level of internet use may increase or decrease. These data are contrasted with the research conducted by Torres-Díaz et al. (2016), which mentions that there is a positive impact of internet use for entertainment on the academic performance. While Türel & Toraman (2015) state in their research that the excessive use of the internet, even if it is not at an addictive level, is negatively correlated with the academic success of students.

Knowing the access levels and the attitude of the different uses that university students make of the internet becomes an inevitable task, given that we live in a society characterized by a constant technological evolution. Having timely information of a preventive nature can facilitate the design of action plans to raise awareness of the risks derived from an excessive level of use, or on the other hand, one could take advantage of this

use so that the internet can be promoted correctly in the academic area of each study program, making good use of the benefits it offers in the school environment.

The internet, being part of the ICTs, should not be incorporated into the teaching-learning processes as an isolated and independent element, but rather as a fragment of a crucible of elements (objectives, methodologies, organizational aspects, contents, characteristics of the students, etc.) that allow to develop different or more successful strategies, and not only to use it to search for information and do the same thing that was done without it (Cabero, 2015).

We consider that the findings revealed in this study have important implications for students, parents, and academic authorities. We suggest that in the future, however, research shall not be limited to how students use the internet and whether it has any relationship with their academic performance, but also look into its impact when it is applied as a didactic resource in the teaching-learning process inside and outside the educational institutions.

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