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**The reality of using the Internet in the learning process among a sample of students from College of Imam Al-Adam (may Allah have mercy on him) University**

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**Summary:**

The aim of the research is to investigate the reality of using the Internet in the learning process from the viewpoint of the students of the College of Al-Imam Al-Adam University in Iraq. The research has used the descriptive approach, and the study sample consisted of (738) students from the college departments at all levels. An electronic questionnaire was applied to them consisting of (4) items. Thus the study was applied in the second semester of the academic year (2019/2020). By analyzing the collected data after submitting, it was found that the most percentage of students who use the Internet are from the Department of Jurisprudence while the most used site in the learning process is (Google). The number of hours that the majority of students spend on the Internet is between (1-4) hours per day. Most of the reasons and obstacles that faced the students is the weakness of the Internet. The study presented some recommendations and suggestions.

Key words: e-learning, internet, College of Imam Al-Adam University.

## **Introduction:**

The use of the Internet in the educational process is one of the most important achievements in the history of mankind that we gain in both developed and developing societies. It is considered a major part of the educational system, which helped to improve educational skills, especially in university education through its applications in the field of teaching and learning. Interestingly, it is an educational approach to solve student problems. This enables them to enrich the cognitive, cultural and social aspects, which increases their motivation, and development of their capabilities for creative thinking and problem-solving. Education has taken another approach in the exploitation of the World Wide Web (the Internet) and websites in the learning process. As the international information network (the Internet) has provided great opportunities for the development of the educational system. Hence it has added many possibilities for renewal in the syllable contents, teaching methods, and ways of communication. The Internet has become a major and important role in teaching and learning because of its importance for educated persons to gain the general foundations of building the knowledge [1]. Nowadays internet technology is one of the most important aspects of our daily life and one of the most important features of the society. This has made the role of universities not only limited to responding to digital technological advancements in the field of education, but rather to lead this change in their endeavors to improve their educational output [2]. There are many studies on the effect of using the Internet on learning [3]. For example the study which highlight the using of Internet in the learning process in Iraq. This study was applied to a sample of Karbala University students and students from the University of Al-Kufa, and the data were collected using an electronic questionnaire that was distributed to a number of students. The results showed statistically significant differences between the percentage of students using the Internet and non-users of the Internet to solve problems among the students. The study also shows that the number of Internet users in the process of learning to solve problems exceeds the number of students who do not use the Internet. Moreover, it demonstrates that the most useful site for students responding to this questionnaire is Google.

Another study [4] aimed to identify the educational influences of using the Internet by students of Arab Open University in Jordan. The results of the questionnaire showed that there are obvious educational influences of using the Internet. Furthermore, the research outcomes indicated that there are no statistically significant differences in the educational effects of Internet use attributable to the gender variable. While there are statistically significant differences in the educational effects due to the students' specialization variable.

A study [5] aimed at identifying the extent of the use of the Internet and social media among students of Al Albayt University in Jordan. Hence the results of the questionnaire showed that students who use social media more than students who do not use them and males use them more than females. The outcomes also presented that the use of the Internet, specifically social media, increases with the increase in the academic level.

A study [6] aimed at knowing the reality of using the Internet for scientific research purposes for postgraduate students in Sudanese universities and to know the problems and obstacles that prevent the use of the Internet in scientific research. An electronic questionnaire was distributed to (3000) students from several Sudanese universities, and a set of results were reached, the most important of which are: Lack of appropriate training in using the Internet and disconnection during the search.

A study [7] aimed at identifying the percentage of students of Sport Education Colleges in Jordanian universities use the Internet and their attitudes towards the use of this technology in education. A sample consisting of (478) male and female students was selected distributed among all faculties of Sport education in the official Jordanian universities. Which are The Jordanian University, Yarmouk University, Mu'tah University, and the Hashemite University. Where the results of the statistical analysis of the questionnaire distributed to the students revealed that the highest percentage of students using the Internet in the Faculties of Sport Education was in the Jordan University (92.5%) of the participants. The results indicated that the computer experience has significant impact on students' attitudes, and the study recommended organizing workshops and distributing educational leaflets on how to use the Internet for students and faculty members.

In this study we will talk about the educational aspect and conduct a statistical analysis of students who use and who do not use the Internet in the learning process for students of the College of Imam Al-Adam (may Allah have mercy on him) University.

The study includes all the divisions, morning and evening, and for both the undergraduate and postgraduate students by making an electronic questionnaire of how students benefit from using the Internet in Education for problem solving. As well as a comparison between learning using the Internet and traditional learning (printed book, magazine, ... etc.). in addition, identifying the areas of strength and weakness in using of Internet from the viewpoint of Imam Al-Adam (may Allah have mercy on him) University students. By analyzing the results of the questionnaire it has proposed a set of solutions and recommendations that contribute to the service of education.

### **The study Problem:**

As the necessity to know the reality of using the Internet in the learning process by students of the Imam Al-Adam College (may Allah have mercy on him) University in particular identify the most websites used by students and the obstacles of using the Internet in the learning process. From that, the research problem was identified. Thus the two researchers prepared an electronic questionnaire containing a number of questions aimed to know the reality of using the Internet from the point view of College of Imam Al-Adam (may Allah have mercy on him) University students.

### **Study questions:**

The study attempts to answer the following questions:

- 1- What is the extent of using the Internet in the learning process by students of Al-Imam Al-Adam College (may Allah have mercy on him) University?
- 2- What are the most useful websites?
- 3- What is the number of hours students spend on Internet for the purposes of learning and scientific research?
- 4- What are the obstacles of using the Internet in the learning process?

### **Objectives of the study:**

The study aims to:

- 1- Identify the effectiveness and importance of employing the Internet as an educational tool to solve students' problems, with the aim of obtaining information in the easiest, fastest, and least expensive way.
- 2- Knowing the most useful websites for the sample of the study and trying to provide the electronic resources on these sites.
- 3- Identify whether there are statistically significant differences between students who use the Internet and students who do not use the Internet.
- 4- Recognizing the main obstacles of using the Internet in the learning process of the study sample.

### **The importance of the study:**

- 1- Giving a complete perception for the college administration about the reality of using the Internet in learning from students.
- 2- Attempting to merge the modern technology into education, and creating new courses such as e-learning.
- 3- Proposing some solutions that develop students' effectiveness to get what is important and useful to them in their academic journey with the Internet help.

### **The limits of the study:**

**Objective limits:** The reality of using the Internet in the learning process of a sample of students of Imam Al-Adam College (may Allah have mercy on him) University.

**Human Limits:** This study was limited to a sample of students of postgraduate and undergraduate students at the College of Imam Al-Adam (may Allah have mercy on him) University. Therefore the results of this study cannot be generalized to the rest of the departments in other colleges.

**Time limits:** The study was implemented in the second semester of the academic year (2019/2020).

**Place limits:** The study was applied to the departments of the College of Imam Al-Adam (may Allah have mercy on him) University in Baghdad and the rest of Iraqi cities.

### **Terminology of study:**

A number of technical terms were used in this study, and they were defined as follows:

**The technical definition of e-learning:** It is education by using modern communication methods, whether remotely or in the classroom.

**Technical definition of the Internet:** It is one of the communication ways through which people can communicate with the others around the world within a very wide network.

**Technical definition of obstacles to using the Internet:** Every difficulty or obstacle that delays the use of the Internet in education.

**Technical definition of College of Imam Al-Adam (may Allah have mercy on him) University:** It is a public college affiliated to the Sunni Endowment Diwan in Iraq, Their departments located in most Iraqi cities.

### **Theoretical framework:**

**Definition of the Internet:** It is a group of computers and devices of various types and shapes, linked with each other by specific protocols that control the exchange and sharing of information.

### **The advantages of learning using educational websites:**

- 1- The Internet helps to communicate with the world in the fastest time and at the lowest cost.
- 2- The huge number of information sources.
- 3- Obtaining modern information in all fields.
- 4- The possibility of communicating with researchers in different disciplines through their educational sites.

### **Method and procedures:**

#### **A) Research methodology:**

The descriptive approach was followed in this study, as it facilitates and helps to reach the facts under these current circumstances. The descriptive approach used in this study is consistent with the method in which the data were collected, which is the electronic questionnaire, which is considered one of the most common methods used in such studies. The questionnaire depends on

the validity of its data on many factors related to the sample members, their preferences, and their seriousness in filling out these questionnaires.

**B) Study society and sample:**

The study population consists of students of the College of Imam Al-Adam (may Allah have mercy on him) University, which is a public college affiliated to the Sunni Endowment Diwan and recognized by the Ministry of Higher Education and Scientific Research in Iraq. The number is (5667) students for the academic year (2019/2020) distributed as follows: (5496) Undergraduate students and (171) postgraduate students for both the morning and evening studies. According to the statistics received from the Quality Assurance and University Performance Department, and in order to represent the research community, a sample (11%) of this number of (738) students was sufficiently taken. Most of students were from undergraduate studies (687) male and female students, (29) for postgraduate studies masters and (22) male and female students for post graduate studies Ph D . They were chosen randomly, as the sample members of each department were determined: the number of students in each department = the number of the department's students \* the number of the sample students / number College students.

Table (1): The number of students participating in the study by gender and the different academic stages

Stage	Males	Females	Total males and females	Percentage
Bachelor	186	501	687	%93.1
Master	11	18	29	%3.9
PhD	2	20	22	%3
Total	<b>199</b>	<b>539</b>	<b>738</b>	%100

It is noted from Table (1) that female students occupied the largest number in the sample (539) females by (73%), and undergraduate students occupied the largest number (687) male and female students in the sample by (93.1%)

**C) The study tools:**

The two researchers used a single questionnaire to collect information. Where the questionnaire was directed to the students of the faculty, related to the reality of using the Internet in the learning process, general information such as gender, type of study, and department were formed. In addition, there were (4) paragraphs as a question form, and each paragraph has options according to the type of paragraph and the question asked in it. The questionnaire was applied electronically to the study sample.

### **Tool Validity and Stability:**

The questionnaire, in its initial form, consisting of (4) paragraphs, was presented to a group of academic staff at the college, where they agreed to approve the paragraphs of the questionnaire after making minor modifications to its paragraphs without elimination.

It also verifies the validity and reliability of the tool that was applied to the student sample of College of Imam Al-Adam (may Allah have mercy on him) University, which numbered (738) students from outside the original sample, using the Cronbach's Alpha Test for internal consistency. This is one of the most important tests used in a photograph questionnaire. It is great for measuring the correlations between the paragraphs of the questionnaire, and the Cronbach's Alpha coefficient in the questionnaire reached (0.85) according to Table (2), and since the value of the alpha coefficient of the questionnaire is more than (0.60), this value is considered acceptable for judging the research tool and the questionnaire to be honest and allows the scale to be used for scientific research purposes.

**Table (2) : Reliability Statistics**

Cronbach's Alpha	Numbers of Items
0.85	4

Table No. (3) represents the number of items that were approved in the questionnaire, as well as the "Alpha Cronbach test" for the items of the questionnaire.

**Table (3): Item-Total Statistics**

Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
How much do you use the Internet in learning process?	6.72	3.048	.019	.088
What are the most useful websites for online education for you?	6.41	2.510	.070	.017
How many hours do you spend on the Internet for the purpose of education?	6.89	2.706	.070	.027
What are the obstacles to using the Internet in your education process?	4.91	1.734	.012	.153

**Results and discussions:**

The most important results related to answering the questions raised by the study will be presented, and these results will be discussed and interpreted:

**The answer of question one:**

The first question states, "To what extent do you use the Internet in your learning process?"

The answer to the question was according to Figure (1), which shows the percentages of students who use the Internet in general for the study sample, and Figure (2), which shows the percentages of students who use the Internet in the learning process, according to the scientific departments.



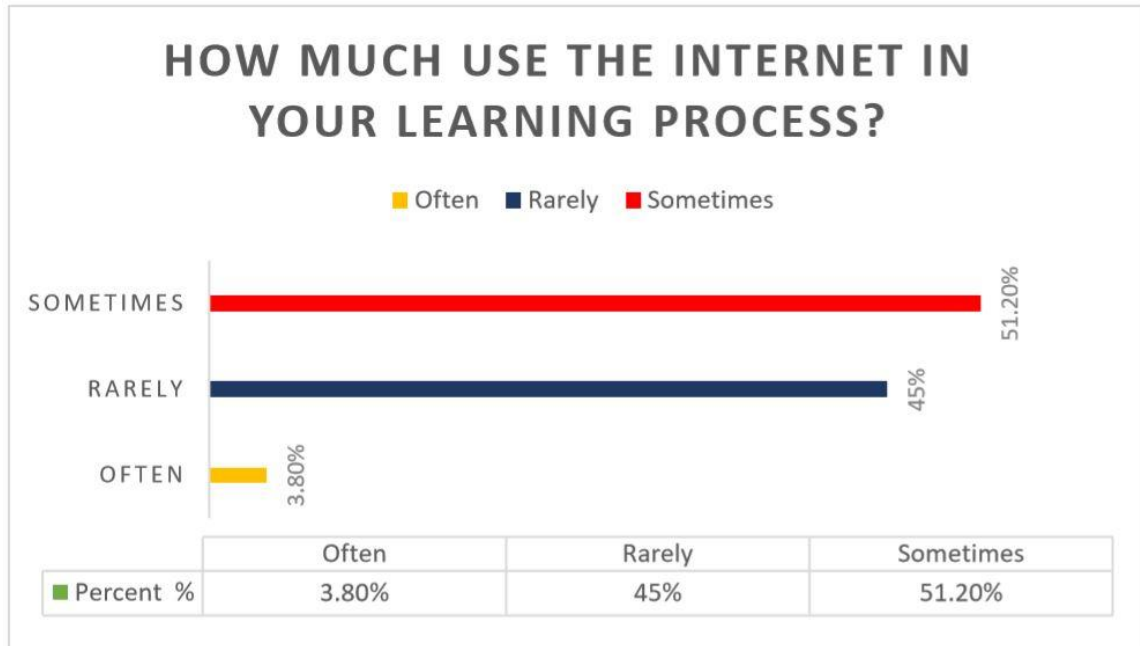


Figure (1): A chart of percentages of students who use the Internet in general for the study sample.

In Figure 1, we find that nearly half of the sample (51.20%) use the Internet in the learning process sometimes, and the percentage (45%) use the Internet (rarely), while (3.80%) is the percentage of students often use the Internet.

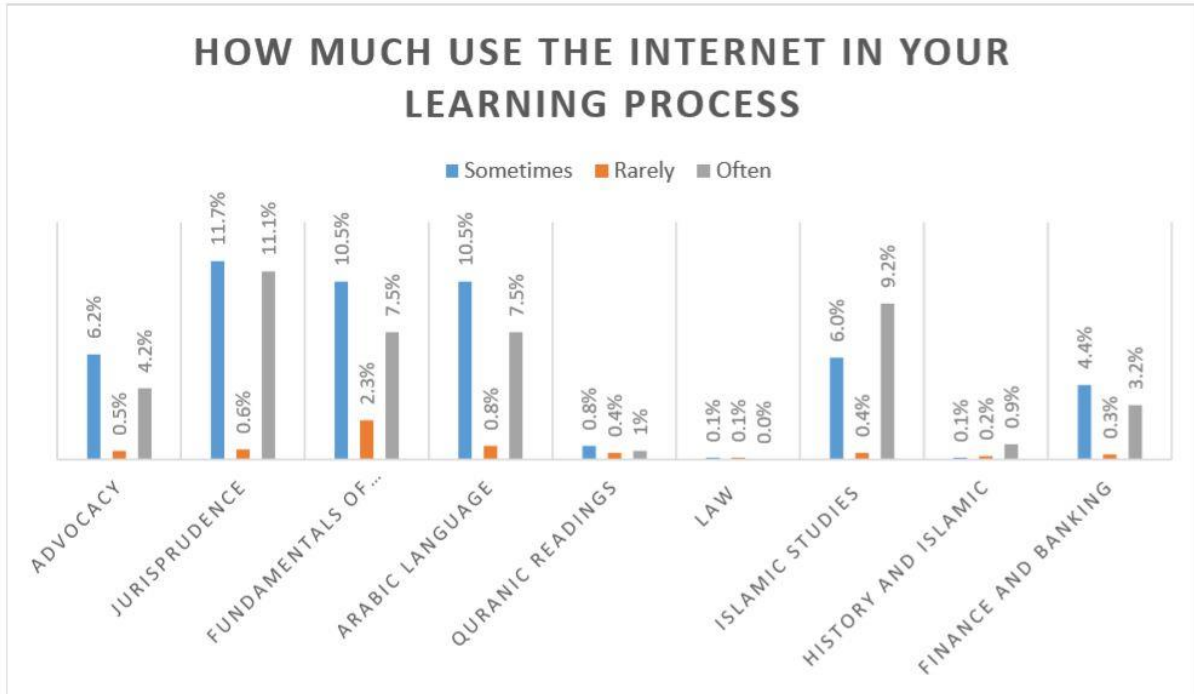


Figure (2): Percentages of students who use the Internet in the learning process, according to Scientific Departments

In Figure (2), it is clear that students of the (Jurisprudence) department are the most Internet users in the learning process compared to the rest of the Scientific Departments.

**The answer of question two:**

Which states, "What are the most useful websites for you to learn through the Internet?"

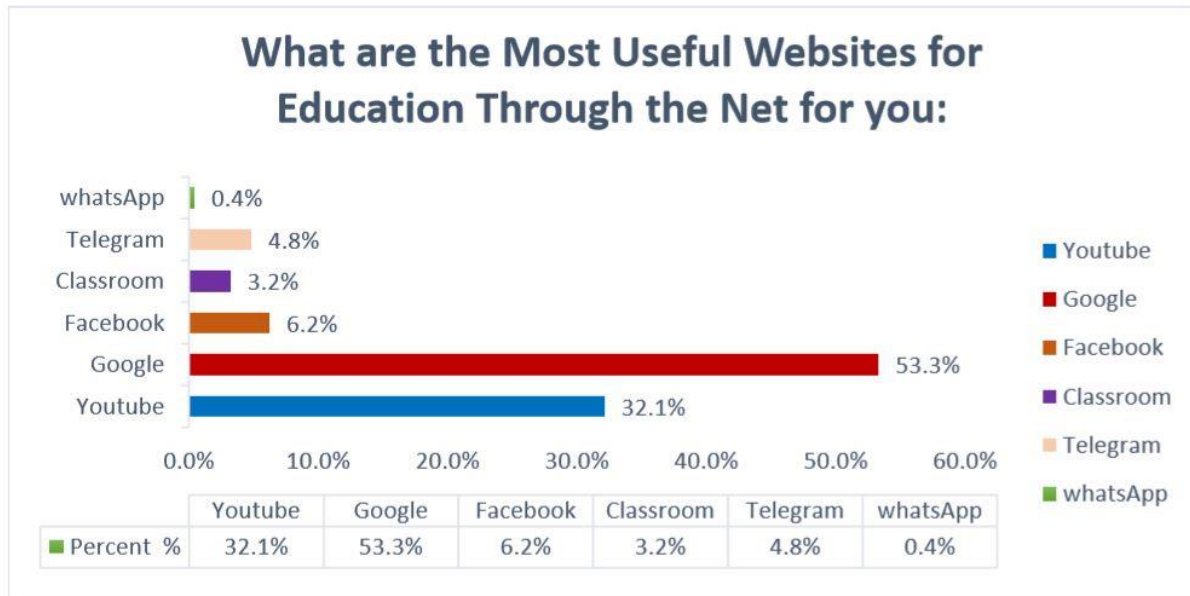


Figure (3): A chart showing the most useful sites for the study sample students

In Figure No. (3), we notice that the Google browser is one of the most useful websites for learning (53.3%), followed by YouTube (32.1%), and Facebook (6.2%).

### The answer of question three:

The third question states, "How many hours do you spend on the Internet for the purpose of education?"

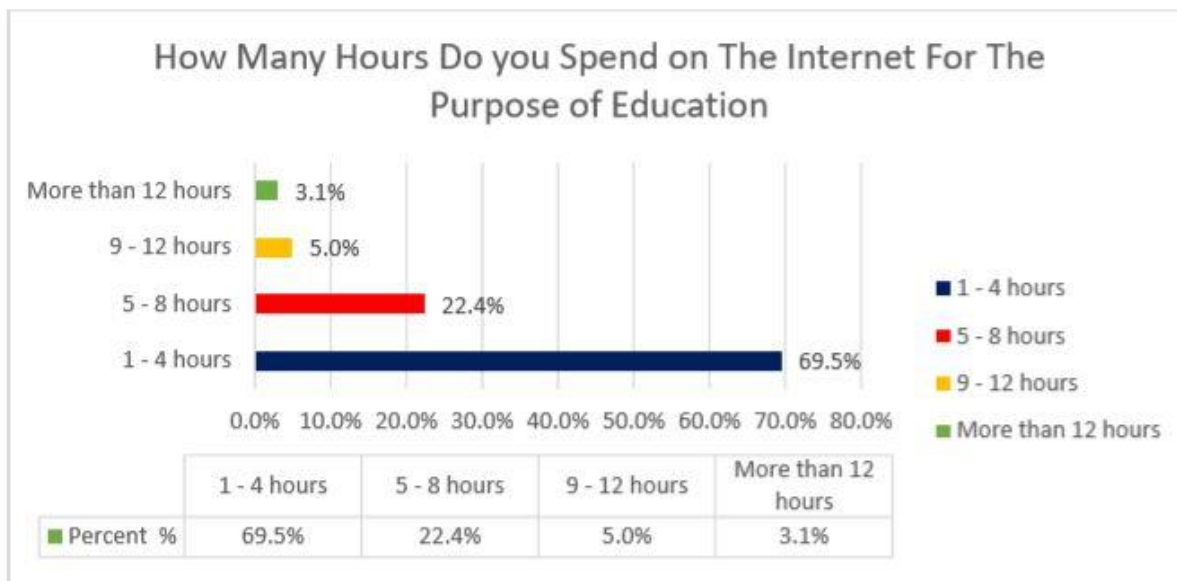


Figure (4): A chart showing the number of hours in general for the study sample students

Figure No. (4) shows that (69.4%) of the study sample spend (1-4) hours per day for the purpose of learning on the Internet, and (22.4%) of the study sample spend (5-8) hours per day, and (5%) Spend (9-12) hours a day for the purpose of learning on the Internet.

**The answer of question four:**

The last question in the questionnaire states, "What are the obstacles to using the Internet (Internet) in your educational process?"

Table (4) the reasons and obstacles for not using the Internet

Department	Financial cost	Not convinced of its importance	I do not have a computer	The general weakness of the Internet	Satisfied but not good at using it	Total
Advocacy	1.3	0.0	2.1	6.7	0.6	10.7
Jurisprudence	5	0.8	2.5	14.7	1.0	24
Fundamentals of Religion	3.7	0.7	1.8	12.5	0.9	19.6
Arabic Language	4.7	0.8	1.4	11.6	0.4	18.9
Quranic Readings	0.3	0.0	0.0	0.6	0.1	1
Islamic Studies in English	2.4	0.8	1.8	10.5	0.8	16.3
Islamic History and Civilization	0.5	0.0	0.0	0.6	0.0	1.1
Law	0.5	0.5	0.1	0.3	0.0	1.4
Finance and Banking	1.6	0.0	0.6	3.9	0.9	7

The most common reasons and obstacles to using the Internet are (general weakness of the Internet) by (39%), followed by (financial cost) by (16%), then (convinced but not good at using it) by (9%).

**The arithmetic averages:**

The arithmetic averages, percentages, and the level were calculated for each question related to the reality of using the Internet in the learning process at the College of Imam Al-Adam (may Allah have mercy on him) University from the viewpoint of college students. Where we will do the arithmetic average and calculate the percentage of each part approved in the questionnaire and for each paragraph. To clarify student participation according to gender, type of study and department, as shown in Tables No. (5), (6) and (7):

Table (5): Calculate the arithmetic average and percentage by gender

Gender		To what extent do you use the Internet in your learning process?	What are the most useful websites for online education for you?	How many hours do you spend on the Internet for the purpose of education?	What are the obstacles to using the Internet in your education process?
Male	Mean	1.65	1.92	1.31	3.08
	N	199	199	199	198
	% of Total N	27.0%	27.0%	27.0%	26.9%
Female	Mean	1.57	1.90	1.46	3.52
	N	539	539	539	539
	% of Total N	73.0%	73.0%	73.0%	73.1%
Total	Mean	1.59	1.91	1.42	3.40
	N	738	738	738	737
	% of Total N	100.0%	100.0%	100.0%	100.0%

In Table No. (5) the average and percentages according to gender were found in the proposed questionnaire. Thus we note that the number of males participating in the first paragraph (To what extent do you use the Internet in your learning process?) reached (199), with an arithmetic average (1.65) and the percentage 27%. Nevertheless, the number of female participants was (539), with an arithmetic average (1.57) and percentage 73%. That is mean the arithmetic average of the first paragraph is (weak). The second paragraph (what are the most useful websites for online education for you?) was the arithmetic average for males (1.29) and by a percentage (27%) while females were the arithmetic average (1.90) and by a percentage (73%) as well. The arithmetic

average of the second paragraph is (weak). We notice the difference of the arithmetic averages between the first and second paragraph.

The third paragraph (How many hours do you spend on the Internet for the purpose of education?) We note the arithmetic average for males (1.31) and for females it reached (1.46) and also the arithmetic average is (weak). However the fourth paragraph (What are the obstacles to using the Internet in your education process?) The arithmetic Average for males is (3.8) and females (3.52), so the arithmetic average level is (average), as shown in the below Figure:

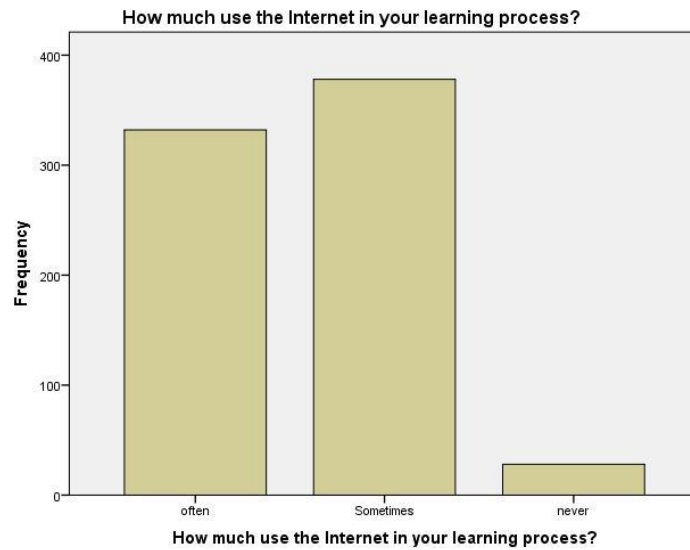


Figure (5): A chart showing the arithmetic average of the extent of using the internet in the learning process by the study sample

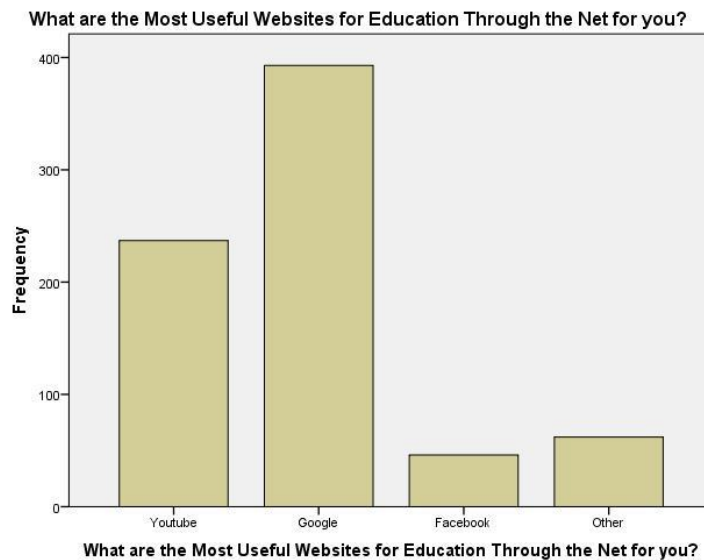


Figure (6): A chart showing the arithmetic average of the most useful websites for the study sample

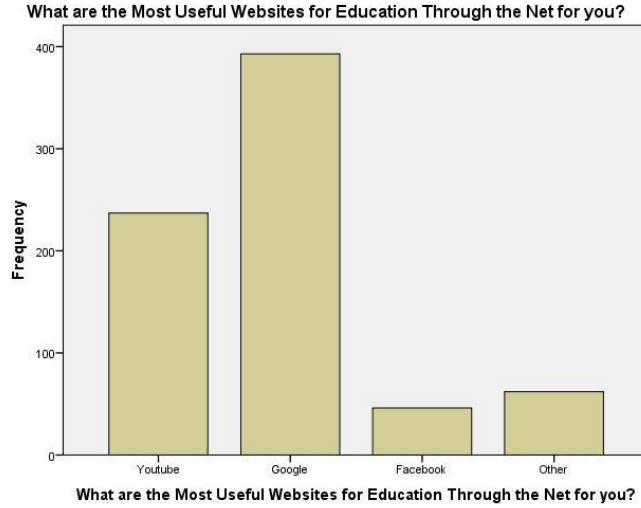


Figure (7): A chart showing the arithmetic mean of the number of hours the study sample spends using the internet

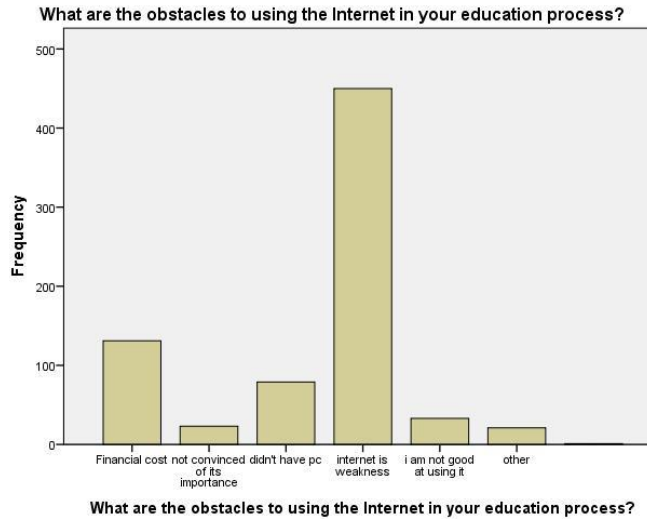


Figure (8): A chart showing the arithmetic average of the obstacles to using the Internet in the learning process

Table (6): Calculate the arithmetic average and percentage according to the type of study

Type of study		To what extent do you use the Internet in your learning process?	What are the most useful websites for online education for you?	How many hours do you spend on the Internet for the purpose of education?	What are the obstacles to using the Internet in your education process?
Bachelor	Mean	1.60	1.91	1.41	3.40
	N	687	687	687	686
	% of Total N	93.1%	93.1%	93.1%	93.1%
Master	Mean	1.59	2.00	1.69	3.69
	N	29	29	29	29
	% of Total N	3.9%	3.9%	3.9%	3.9%
PhD	Mean	1.36	1.68	1.41	2.91
	N	22	22	22	22
	% of Total N	3.0%	3.0%	3.0%	3.0%
Total	Mean	1.59	1.91	1.42	3.40
	N	738	738	738	737
	% of Total N	100.0%	100.0%	100.0%	100.0%

In Table (6) the two researchers found the arithmetic average of the paragraphs of the questionnaire and approved according to the type of study when it is undergraduate or postgraduate studies. Hence the first paragraph "To what extent do you use the Internet in your learning process?" for undergraduate studies shows that the arithmetic average was (1.60) and by a percentage (93.1). Although for postgraduate studies (masters), the arithmetic average was (1.59) and the percentage (3.9) of the participants in the questionnaire. As for the postgraduate study (PhD), the arithmetic average was (1.36) and a percentage (3.0) of the participants in the questionnaire as the overall arithmetic average for the first paragraph according to the table, it is equal to (1.59) and is considered (weak). We also note the difference between the arithmetic average values of each study as shown in the table. The second paragraph, "What are the most useful websites for online education for you?" We notice that there are different uses for the above three studies, as the arithmetic average of the undergraduate studies (Bachelor's) equals (1.91) and a percentage (93.1). This means that the percentage is equal in all the above paragraphs. As for graduate studies (Masters), the arithmetic average is (2.00) while the doctorate is (1.68). The arithmetic average for the second paragraph is equal to (1.91) and it is considered weak as well.

As for the third paragraph in the questionnaire, "How many hours do you spend on the Internet for the purpose of education?" The arithmetic average of undergraduate studies (Bachelor's) equals (1.41) and a percentage (93.1). As we mentioned earlier, "It is equal in all paragraphs for undergraduate studies. As for postgraduate studies (masters), the arithmetic average of the paragraph is (1.69) and by a percentage (3.9) and also the percentage is equal in to study in



all the paragraphs, which means the percentage of participants in the vote. As for postgraduate doctoral studies, its arithmetic mean is equal to (1.41) and by a percentage (3.0), so the sum of the arithmetic average for the third paragraph is equal to (1.42) and it is also weak as in the paragraphs that were mentioned previously.

The fourth paragraph, "What are the obstacles to using the Internet in your education process?" The arithmetic average for undergraduate studies is equal to (3.40), for postgraduate studies (3.69) and for doctorate studies (2.91). Thus, the arithmetic average of the fourth paragraph is equal to (3.40) and the level is "average".

Table (7): Calculating the arithmetic average and percentage by scientific department

Department		To what extent do you use the Internet in your learning process?	What are the most useful websites for online education for you?	How many hours do you spend on the Internet for the purpose of education?	What are the obstacles to using the Internet in your education process?
Advocacy	Mean	1.67	1.96	1.37	3.50
	N	81	81	81	80
	% of Total N	11.0%	11.0%	11.0%	10.9%
Jurisprudence	Mean	1.56	1.78	1.26	3.37
	N	174	174	174	174
	% of Total N	23.6%	23.6%	23.6%	23.6%
Fundamentals of Religion	Mean	1.67	1.94	1.47	3.42
	N	147	147	147	147
	% of Total N	19.9%	19.9%	19.9%	19.9%
Arabic Language	Mean	1.64	1.78	1.31	3.28
	N	140	140	140	140
	% of Total N	19.0%	19.0%	19.0%	19.0%
Quranic Readings	Mean	1.43	2.00	1.57	3.71
	N	7	7	7	7
	% of Total N	0.9%	0.9%	0.9%	0.9%
Islamic Studies in English	Mean	1.48	1.98	1.73	3.49
	N	125	125	125	125
	% of Total N	16.9%	16.9%	16.9%	17.0%
Islamic History and Civilization	Mean	1.00	3.14	1.29	3.14
	N	7	7	7	7
	% of Total N	0.9%	0.9%	0.9%	0.9%
Law	Mean	1.50	2.50	2.50	3.50

	N	2	2	2	2
	% of Total N	0.3%	0.3%	0.3%	0.3%
Finance and Banking	Mean	1.56	2.16	1.38	3.36
	N	55	55	55	55
	% of Total N	7.5%	7.5%	7.5%	7.5%
Total	Mean	1.59	1.91	1.42	3.40
	N	738	738	738	737
	% of Total N	100.0%	100.0%	100.0%	100.0%

In Table No. (7), the researchers summarized the participated in the questionnaire, where nine departments participated in the vote of the questionnaire. The arithmetic average was précised in the table according to the department’s participation in the questionnaire. In the first paragraph, "To what extent do you use the Internet in your learning process?" We note that the arithmetic average for the Department of Advocacy is (1.67), with a percentage (11) of the total participants. As for the second paragraph, "What are the most useful websites for online education for you?" The arithmetic average of the same department is (1.96) with the same percentage above. As for the third paragraph of the questionnaire, "How many hours do you spend on the Internet for the purpose of education?" The arithmetic average of the advocacy section is (1.37) and with the same percentage, by which we mean the number of participants in the questionnaire, and this was previously mentioned. "As for the fourth paragraph, "What are the obstacles to using the Internet in your education process?" The arithmetic average of this paragraph is (3.50).

Jurisprudence department We note the arithmetic average of the first paragraph "To what extent do you use the Internet in your learning process?" is equal to (1.56), while the percentage will be fixed in all paragraphs, which equals (23.6). As for the second paragraph, "What are the most useful websites for online education for you?" arithmetic average is (1.78). Third paragraph "How many hours do you spend on the Internet for the purpose of education" The arithmetic Average of this paragraph (1.26) and we notice that there is a difference between the ratios for all the above paragraphs and for each department as shown in Table7: Fourth Paragraph "What are the obstacles to using the Internet in your education process?" Its arithmetic average (3.37).

Now Fundamentals of Religion department, the arithmetic average of the first paragraph "To what extent do you use the Internet in your learning process?" is (1.67) and percentage equals (19.9). As for the second paragraph, "What are the most useful websites for online education for you?" the arithmetic average is (1.94). The third paragraph, "How many hours do you spend on the Internet for the purpose of education?" the arithmetic average is (1.47). As we note, there is a difference in the numbers for each paragraph and each department. The last and fourth paragraphs, "What are the obstacles to using the Internet in your educational process?" the arithmetic average is (3.42). Thus, the level in the first three paragraphs is (weak) except for the fourth paragraph is (average).

The Arabic language Department, arithmetic average for the first paragraph, "To what extent do you use the Internet in your learning process?" (1.64). While for the second paragraph, "What are the most useful websites for online education for you?" the arithmetic average (1.78). The third paragraph "What The number of hours you spend on the Internet for the purpose of education" (1.31). As for the fourth paragraph, "What are the obstacles to using the Internet in your teaching process?" (3.28).

Quranic readings department arithmetic average of the first paragraph "To what extent do you use the Internet in your learning process?" (1.43). While for the second paragraph, "What are the most useful websites for online education for you?" the arithmetic average (2.00). The third paragraph "How many hours do you spend on the Internet for the purpose of education" (1.57). As for the fourth paragraph, "What are the obstacles to using the Internet in your education process?" (3.71). We note that the level for the first three paragraphs is also (weak), while the fourth paragraph has become (high).

As for the Islamic Studies in English, the arithmetic average of the first paragraph "To what extent do you use the Internet in your learning process?" (1.48). While for the second paragraph, "What are the most useful websites for online education for you?" the arithmetic average is (1.98). Thus the third paragraph, "How many hours do you spend on the Internet for the purpose of education" (1.73). As for the fourth paragraph, "What are the obstacles to using the Internet in your education process?" (3.49). The level of the fourth paragraph in this study became (average) again,

For History and Islamic Civilization department, the arithmetic average of the first paragraph "To what extent do you use the Internet in your learning process?" (1.00). While for the second paragraph, "What are the most useful websites for online education for you?" The arithmetic average is (3.14). The third paragraph "How many hours do you spend on the Internet for the purpose of education" (1.29). As for the fourth paragraph, "What are the obstacles to using the Internet in your education process?" (3.14). We notice for this department that the level was (weak) for first and third paragraphs. However in the second and fourth paragraphs it became (average), which means there is a rise in the levels for each department.

As for the (Law) Department, the arithmetic average of the first paragraph, "To what extent do you use the Internet in your learning process?" (1.50). Though for the second paragraph, "What are the most useful websites for online education for you?" The arithmetic average (2.50). "How many hours do you spend on the Internet for the purpose of education" (2.50). As for the fourth paragraph, "What are the obstacles to using the Internet in your education process?" (3.50). It turns out that the level in this department also changed in the first paragraph was (weak) but the second and third were (average), and fourth was (high).

As for Finance and Banking department, the arithmetic average of the first paragraph, "To what extent do you use the Internet in your learning process?" (1.56). Whereas for the second paragraph, "What are the most useful websites for online education for you?" The arithmetic

average (2.16). The third paragraph “How many hours do you spend on the Internet for the purpose of education” (1.38). As for the fourth paragraph, “What are the obstacles to using the Internet in your education process?” (3.36). Hence the level in the first, second and third paragraphs are (weak), while the fourth is also (average).

### **Conclusion of results:**

By analyzing the data collected by submitting an electronic questionnaire to the student College of Imam Al-Adam University, the following is exhibit:

- 1- The largest percentage of students using the Internet is from Jurisprudence Department, compared to the rest of college departments.
- 2- The most used site by students in the learning process is (Google), followed by YouTube.
- 3- The number of hours that the majority of students spend on the Internet is between (1-4) hours per day.
- 4- (The weakness of the Internet) is one of the most common reasons and obstacles that students faced.

### **Recommendations and Proposals:**

According to the results which have been reached by this study, some recommendations and proposals were presented as follows:

- 1- Providing an internet network within the college departments so students can benefit from it for educational purposes.
- 2- Try to get some funds for students who are unable to use the Internet due to the financial cost.
- 3- Holding seminars, introductory workshops and training courses for students at the beginning of each academic year aimed to teach students how to use computers in general and using Internet search sites in particular.

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