Internet Use and its Impact on Academic Achievements and Social Competence among the Students of the Philadelphia University: A Comparative Study According to Gender, College, and Educational Level

استخدام الإنترنت وتأثيره على الإنجاز الأكاديمي والكفاءة الاجتماعية لدى طلبة جامعة فيلادلفيا: دراسة مقارنة حسب الجنس والكلية والمستوى التعليمي

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Abstract

The study objectives aimed to identify the impact of internet use on the students of the Philadelphia University in regards to academic achievement and social competence and shed some light on the degrees of this in accordance with the variables of gender, college, and educational level. Three tools were used to collect the data, which were Internet Use Questionnaire, Social Efficiency Scale, and the Academic Achievement Scale, whereas the Statistical Package for Social Sciences (SPSS) was used to process and analyse the data in question. The population of the study consisted of the students of humanitarian and scientific majors at the Philadelphia University, with a total of (500) participants, who were selected as the sample of the study. Results revealed that there are significant effects of internet use in all of the three questions of the study. This implies that internet use does have an impact on academic achievement, social competence, and on both in accordance with the variables of gender, college, and educational level. The study concludes that the internet has a positive impact on students of the Philadelphia

University, and encourages that it should be employed within all educational institutions in the near future.

Keywords: Internet Use, Academic Achievement, Social Competence, Philadelphia University.

ملخص

هدفت الدراسة إلى التعرف على تأثير استخدام الإنترنت على طلبة جامعة فيلادلفيا في مجال التحصيل الدراسي والكفاءة الاجتماعية وتسليط بعض الضوء على درجات هذا وفقا لمتغيرات الجنس والكلية والمستوى التعليمي. المنهجيات: تم استخدام ثلاث أدوات لجمع البيانات، وهي استمارة استخدام الإنترنت، مقياس الكفاءة الاجتماعية، ومقياس الإنجاز الأكاديمي، في حين تم استخدام الحزمة الإحصائية للعلوم الاجتماعية (سبس) لمعالجة وتحليل البيانات المعنية. الإعداد: أجريت الدراسة في جامعة فيلادلفيا. المشاركون: يتكون مجتمع الدراسة من طلاب التخصصات الإنسانية والعلمية في جامعة فيلادلفيا، حيث بلغ عدد المشاركين فيها (500) مشاركا، وتم اختيارهم من عينة الدراسة. النتائج: أظهرت النتائج وجود تأثيرات معنوية لاستخدام الإنترنت في جميع الأسئلة الثلاثة للدراسة. وهذا يعني أن استخدام الإنترنت له تأثير على التحصيل الدراسي، والكفاءة الاجتماعية، وعلى حد سواء وفقا لمتغيرات الجنس، الكلية، والمستوى التعليمي. الاستنتاجات: خلصت الدراسة إلى أن الإنترنت له تأثير إيجابي على طلبة جامعة فيلادلفيا، ويشجع على أن يتم توظيفه في جميع المؤسسات التعليمية في المستقبل القريب

الكلمات المفتاحية: استخدام الإنترنت، التحصيل الدراسي، الكفاءة الاجتماعية، جامعة فيلادلفيا.

Introduction

Information and Communication Technology (ICT) is gradually becoming more prevalent across numerous sectors including the educational sector. It allows people to utilise technologies at hand to improve the learning process and expand access to both education and training within the educational sector. It also facilitates communication as well as processing and transmitting information by electronic means. ICT also includes technologies and approaches that can facilitate storing, processing, managing, and exchanging information (Olowa, 2012).

While many, if not all, educational systems try at the very least to enhance or even radically change, it does not necessarily imply that they all have the means to do as such. In any case, there are several motives that

present technology as a crucial component for the educational systems changes, which serve as reasons to consider the ever-growing significance and implications of technology and technology-based school (Groff, 2013):

1. Technology can implement numerous functions throughout the change process, including providing new opportunities to improve learning and teaching, specifically if it's affordable to customise learning to meet learners' different needs;

2. Technology became an important skill to have, especially among adults; people who do not have nor mastered them may suffer from 'digital divide,' which will affect their ability to operate and flourish effectively within the new economy;

3. Technology is an essential part to access competencies that are often referred to as the '21st Century Skills,' which are necessary to be productive in today's society.

Academic Achievement

Educational institutions are starting to adjust their teaching and learning processes to become suitable for the technological advances. In addition, such advances are offering revolutionary instruments such as websites as well as interactive audio-visual aid systems. These tools can be assimilated as a new way of teaching, as they can provide teaching resources, which include texts, images, graphics, sounds, animations, and videos, all which can greatly enhance students' interest in learning and stimulate their understanding and memory of knowledge (Barzegar, Farjad, & Hosseini, 2012).

Nowadays, education encounters numerous challenges in all social, cultural life and economic aspects. The most important challenges of these are education philosophy development, overpopulation, changes in teachers' roles, illiteracy, shortage in staff members, technological development, and the media. This make teachers employ modern technologies in their teaching strategies in order to be able to face these problems, which can be done by augmenting the level of learning, which

can be achieved by providing equal opportunities for everyone wherever and whenever, all while taking individual differences into consideration. To advance the educational productivity, some faculty members sought to make use of technology within education in order to develop the traditional techniques of teaching and employing new methods (Aloraini, 2012).

Higher Education Institutes in Arab countries are disbursing rapidly. This is due to the increasing social demands for better education and prioritising the production of effective and competent human resources that can meet the economy's requirements. Several approaches have been implemented in order to enhance the quality of higher education in Arab countries, such as the educational shift toward the internet use, so as to overcome the increasing demand and enhance the quality of education, where numerous types of accrediting institutions have been established to examine its quality. In spite of constant endeavours for enhancing higher education through means of the internet, there is still criticism regarding the quality of technology-based education in Gulf Cooperation Council countries and its impact on academic achievement (Baporikar & Shah, 2012).

Internet Use

The Internet is a mean that gathers, processes, stores, sends, and retrieves of information across the globe through broadcast, computing and telecommunications media. It relies on hardware such as computers, smartphones, and modems to function. Its scope also covers the communication aspects such as digital TV and radio, e-mails, broad bands, instant messaging, Global Positioning System (GPD), wired and wireless networks, and video conferencing. It has been found that the Internet is crucial for speedy access and distribution of information regarding education, and thus, is widely used by university students around the globe (Onwuagboke, Singh, Fook, & Onwuagboke, 2014).

The growth of internet use over the past years has transformed the ways in which most end users experience it. Now that the internet is no longer a one-way broadcast delivery system and is now driven by the activities of its users, the social web is now participatory, and collective

activities are reflected in the language used to describe the internet (Selwyn, 2012).

Internet use has developed quickly throughout the last ten years in nearly every country, specifically in Jordan; nowadays, millions of people have a connection to the Internet, as it became the backbone of the information economy. It has various uses, including social, personal, political, and commercial interactions. According to Almarabeh, Majdalawi, & Mohammad (2016), most students in Jordan access the Internet before attending university and have a positive attitude towards it. However, they mainly use it for going on social media platforms, chatting, and gathering information.

Given how easy it became to access the Internet for the majority of people, its uses varied and are no longer limited to visiting social media websites; it is now used for numerous purposes, which can be divided into education and non-education purposes. Education purposes include the use of Internet to expand knowledge, either by watching videos that are related to students' academic fields or by watching lectures online. On the other hand, non-education purposes usually include the use of Internet for entertainment purposes. For example, watching movies, listening to music, downloading videos and songs, online gaming, and watching TV shows online (Ellore, Niranjan, & Brown, 2014).

Since then, the internet was added as an indicator of academic achievement, which relies on the technology-based environment on an institutional level, time spent on the internet, and how it is utilised. If properly established, the technology-based environment of an educational institution would become a key factor in developing a culture that can easily use technology. In spite of the fact that this doesn't necessarily guarantee academic success, it does, however, enable students to develop good habits that can help them achieve their academic goals (Torres-Díaz, Duart, Gómez-Alvarado, Marín-Gutiérrez, & Segarra-Faggioni, 2016).

However, the Internet could also be used for non-productive activities. It even has negative consequences on students' academic performance and social competence; this is due to the fact that students who own a home

computer spend most of their time using it for non-productive and entertainment-centred activities, such as gaming, all while the academic use of computers is almost absent, which will inevitably result in negative behavioural outcomes (Kim, 2011).

On the other hand, the Internet can also have an impact on social competence, which is a general concept that consists of cognitive, emotional, behavioural, and social skills. It is regarded as a requisite for effectiveness within social interactions that are associated with successful behavioural patterns. It is also related to the ability to react in various ways and to different situations, learn from old experiences, and applying them to changes within social interactions (Boncheva & Tomcheva, 2012).

Social Competence

Social competence can be defined as an inclusive construct that has different features; it refers to emotional-motivational, cognitive, and behavioural aspects, and can be developed in both formal and informal education and within numerous contexts. Therefore, it can be also observed as a major qualification of parents and educators. In regards to the construct of social competence, it can be depicted as the capability to adequately make and preserve positive social results by sorting out one's very own personal and environmental resources that have relationships to both personality constructs and theories regarding skill development (Arnold & Lindner-Müller, 2012).

Social competence also refers to the individuals' ability to manage the expressions and social behaviours to optimise their social relationships by relying on the social information available. It should be stressed that flexibility in this sense is a necessity for social competence, but is not sufficient, given that the latter implies not only a variation in responses to a certain social stimulus by relying on information but also a demonstration that this variation can be adaptive. It also allows people to convey the appropriate responses, generate, and take advantage of opportunities within the social environment, which enhances their fitness ultimately. Although such capability will enhance social interactions, its

developmental and environmental significance has been overlooked (Taborsky & Oliveira, 2012).

Unlike the previous times where children were capable of developing social competence via face-to-face interaction, it became inevitable for modern social technologies to have an impact on adolescents' social competence in one way or another. However, since the internet is a new medium for communication that wasn't used as frequently in the past, it is still early to determine its impact on social competence. Yet, if the use of internet continues to escalate at the current rate, it might change how people develop their social competence entirely. Eventually, people will spend long periods of their time texting, sending emails and instant messages, social networking, which will reduce the time of direct interaction. This would ultimately lead to poor comprehension of basic communication skills, such as understanding body language and interpreting the tone of the voice (Mulder, 2010).

Problem of the Study

Given the widespread use of the Internet within the Jordanian society and among university students in particular, and due to the emergence of problems within this group – on account of weak social relations and the lack of communication skills – such as violence at universities and the inability to communicate with others efficiently, it became necessary to pay attention to how the youth of the generation are handling internet use, and how much it affect their live, specifically their academic achievement and their social competence.

Thus, the study aims to answer the following questions:

1. What is the level of impact of internet use on academic achievement among students of the Philadelphia University?

2. What is the level of impact of internet use on social competence among students of the Philadelphia University?

3. What is the level of impact of internet use on both academic achievement and social competence according to the variables of gender, college, and educational level?

Importance of the Study

Linking the Internet to academic achievement may improve academic achievement and address the problems associated with poor achievement, given the network's scope of information and role in providing access to knowledge. This useful benefit can be achieved through the correct and conscious use by students. Therefore, such a study has been conducted to provide specific information on the impact of Internet use on academic achievement based on information that will be collected from students to be analysed. The Internet is characterised by its widespread and depth of effect. It is also considered as a fundamental pillar in education and communication considering the development of knowledge in all countries of the world. These are all reasons that require the study of this phenomenon, including its advantages and disadvantages to make use of the positives and avoid the potential drawbacks. Therefore, such a study, which provides information on a scientific basis on the impact of the Internet on social competence among an important group of society, was needed. So that the institutions concerned with raising youth, such as families, universities, media, and religious institutions assume the task of counselling and spreading awareness regarding the positive effects, and reduce the negative impacts related to the use of this technology.

Previous Studies

The current study went back to a number of previous studies, which have been arranged from oldest to newest as follows:

This study has been conducted by Ogedebe (2012), which aimed to examine the extent of usage of Internet among Nigerian University undergraduate and how this has affected their performance. The study was conducted in Nigeria, and used the descriptive analytical approach, where the sample consisted of (350) students in the Departments of Accountancy and Microbiology in the University of Maiduguri, Nigeria. The results of the study showed that the Internet has been shown to influence the academic performance of students both at the local and international levels.

While this study was conducted by Al-Rahmi and Othman (2013), which aimed to identify impact of social media use on academic performance among university students. The study was conducted in Malaysia, and has used the descriptive analytical method, where the sample consisted of the sample consisted of (31) male and (49) female under- and post-graduate students. The results show that collaborative learning positively and significantly with interactive with peers, interactive with teachers and engagement which impact the students' academic performance.

On the other hand, this study, conducted by Galgao (2015), aimed to assess the extent of the effect of the perceived effect of internet usage of Southeast Asian college students on their academic achievement. This study was conducted in Thailand, and used the descriptive analytical approach, where the sample consisted of (72) SEA university-level students from (8-10) countries that make up Southeast Asia. The results revealed that the participants in this study perceived that internet usage had little to no effect on their academic achievement.

There was also another study that was conducted by Siraj, Salam, Hasan, Jin, Roslan, & Bin Othman (2015), which aimed to determine the association between Internet usage and academic performances of students in a public University of Malaysia. The study was conducted in Malaysia, and has used the descriptive analytical approach, where the sample of the of the study consisted of (186) year-4 medical students of session 2011-2012 at Malaysian Public University. Results showed that thirty-six students (20.5%) were identified as dependent Internet users, while Internet user > 6 hours were observed to have higher CGPA (p = 0.003). No significant difference was detected between CGPA of dependent and nondependent Internet users. A total of (64.4%) respondents perceived that internet acts as supplement to the information given by the lectures.

Another study, which was conducted by Jehopio, Wesonga, & Candia (2017), focused on the influence of Internet heavy usage on academic achievement of university students. The study was conducted in Uganda, and applied the descriptive analytical approach, where the sample consisted of (312) male and female Makerere University students, who

offered arts and sciences. The results indicated that students who use the Internet in harmony with the aim of their study were more likely to attain higher academic achievement compared to light or average users. Therefore, students should avoid obsessive passionate use of the Internet, which is strongly correlated with academic achievement degradation.

Methodology

Hypotheses of the Study

Main Hypothesis (H_{01}): There isn't a level of impact of internet use on academic achievement among students of the Philadelphia University.

Main Hypothesis (H_{02}): There isn't a level of impact of internet use on social competence among students of the Philadelphia University.

Main Hypothesis (H_{03}): There isn't a level of impact of internet use on both academic achievement and social competence according to the variables of gender, college, and educational level.

Design

To examine the hypotheses, which were formulated to examine problems with the social security system in Jordan and proposed solutions, Statistical Package for Social Sciences (SPSS) was used in processing the following statistical techniques and tests in data analysis:

1. **Reliability Test for the Instruments of Measurement:** The reliability of a measure highlights the stability of consistency with which the instrument is measuring the concept and helps to assess the 'goodness' of a measure.

2. **Frequencies and Percentages:** To describe demographical variables.

3. **Descriptive Statistical Techniques:** To illustrate respondents to study fields. These included Means and Standard Deviations.

4. **Simple Regression Test:** To explore the direct impacts of variables.

5. **Independent Samples T-Test:** To examine the differences in the sample.

Respondents were asked to read each item, and select one of 5 choices, where 5 stood for (Strongly Agree), 4 stood for (Agree), 3 stood for (Neutral), 2 stood for (Disagree), and 1 stood for (Strongly Disagree).

Therefore, it divided into three stages: High, which represented the means (1-2.33), Moderate, which represented the means (2.34-3.67), and low, which represented the means (3.68-5).

The study has also relied on a number of other instruments, which are:

1. **Internet Use Questionnaire:** The researchers prepared a questionnaire that would measure students' use of the internet by referring to previous literature and tools that measure the phenomenon.

2. **Social Efficiency Scale by Abu Rumman (2008)**, which includes four dimensions:

    - Compliance with laws and authority

    - Leadership qualifications

    - Social dimension

    - Awareness of security and safety matters

3. **Academic Achievement Scale:** The researchers built a questionnaire that measures the level of achievement among university students by linking it mainly to the cumulative average and the quarterly average, and by using the theoretical literature and previous studies that dealt with the subject such as Tarawneh & Fakhriq's (2012) study.

As shown in table (1), the total Cronbach's Alpha for the study fields had high values, which will ensure the stability of the results for this study.

Table (1): Cronbach's Alpha for the Study Instruments.

Instrument Number	Field	Value of (α)
1	Social Competence	0.966
2	Academic Achievement	0.921
3	Internet Use	0.900

Validity of the Tool

The validity of the study tool was verified by presenting it to a group of (5) arbitrators and specialists from the faculty members of the Jordanian universities and specialists in the field of Education. Their comments have been adopted, and some paragraphs have been added, while others were deleted, and some others were modified.

Stability of the Tool

In order to make sure that the questionnaire measured the factors, and to verify them, the researcher tested the internal consistency of the scale paragraphs, where the scale was evaluated by the Cronbach's Alpha calculation, because the Cronbach's Alpha test was based on the consistency of the individual performance from one paragraph to another, which indicates the strength of bonding and cohesion between the paragraphs of the scale, in addition to stability.

Procedure

The researchers have coordinated with the university in question to allow them to distribute the study tools to all students of humanitarian and scientific majors. This is because these subjects are university requirements, which are inclusive of students from different faculties and levels. The researchers then performed the appropriate statistical processing to come up with the results.

Participants

The population of the study consisted of the students of humanitarian and scientific majors at the Philadelphia University, and the sample was (500) students, as it is classified into its demographic characteristics in tables (2) and (3). Table (2) shows that the percentage of males from the sample was (42%), while it was (58%) for females. As for the variable (faculty), table (3) shows it seems that the (scientific) rank achieved (48%), while the (humanitarian) rank achieved (52%), as shown in Tables (2) and (3) below:

Table (2): Demographic Characteristics of the Study Sample (Gender).

Gender	Sample	
	Frequency	**Percentage**
Male	210	42%
Female	290	58%
Total	500	100

Table (3): Demographic Characteristics of the Sample (Faculty).

Faculty	Sample	
	Frequency	**Percentage %**
Scientific	240	48%
Humanitarian	260	52%
Total	500	100.0%

Results

To analyse the data and examine the questions, descriptive statistics for each field was calculated.

As seen in table (4), the Social Competence instrument achieved a mean of (3.77) and a standard deviation of (0.62), while the Academic Achievement instrument achieved a mean of (3.62) and a standard deviation of (0.66). On the other hand, the Internet Use instrument achieved a mean of (3.78), and a standard deviation of (0.60).

Table (4): Descriptive Statistics for Identity Styles of Students of the Philadelphia University.

Field Number	Field	Mean	Std. Deviation	Level
Social Competence		3.77	0.62	High
F1	Compliance With Laws And Authority	3.89	0.72	High
F2	Leadership Qualifications	3.68	0.73	High
F3	Social Dimension	3.71	0.69	High

... continue table (4)

Field Number	Field	Mean	Std. Deviation	Level
F4	Awareness Of Security and Safety Issues	3.78	0.64	High
Academic Achievement		3.62	0.66	Medium
F1	Cumulative Average	3.60	0.77	Medium
F2	Quarterly Average	3.63	0.63	Medium
Internet Use		3.78	0.60	High
F1	Educational Purposes	3.49	0.82	Medium
F2	Research Purposes	3.83	0.77	High
F3	Entertainment Purposes	3.99	0.77	High
F4	Social Media Purposes	3.80	0.65	High

Question 1: '**What is the level of impact of internet use on academic achievement among students of the Philadelphia University?**'

The simple regression test has been used to check the direct impact of internet use on academic achievement among students of the Philadelphia University.

According to table (5), the result shows that there is a significant effect for the internet use on academic achievement among students of the Philadelphia University, because the significant value was (0.000), which is less than (0.05). The value of R is the square root of R-Squared and is the correlation between the observed and predicted values of dependent variable, which was (0.775), and the coefficient of determination R^2 was (0.601). Therefore, about (60.1%) of the variation in academic achievement of students of the Philadelphia University is explained by internet use and the restriction parameter (F) was (749.812); thus, we will accept the alternative hypothesis.

Table (5): Simple Regression Test to Check the Direct Impact of Internet Use on Academic Achievement.

Coefficients				DF	F	R²	R	Dependent Variable
Sig	T	B	Predictor					
0.000	27.383	0.853	**Internet Use**	1	749.812	0.601	0.775	Academic Achievement
				498				
				499				

Question 2: 'What is the level of impact of internet use on social competence among students of the Philadelphia University?'

The simple regression test has been used to check the direct impact of internet use on social competence among students of the Philadelphia University.

According to table (6), the result shows that there is a significant effect for the internet use on social competence among students of the Philadelphia University, because the significant value was (0.028), which is less than (0.05). The value of R is the square root of R-Squared and is the correlation between the observed and predicted values of dependent variable, which was (0.098), and the coefficient of determination R^2 was (0.010). Therefore, about (1.0%) of the variation in social competence of students of the Philadelphia University is explained by internet use and the restriction parameter (F) was (4.849); thus, we will accept the alternative hypothesis.

Table (6): Simple Regression Test to Check the Direct Impact of Internet Use on Social Competence.

Coefficients				DF	F	R²	R	Dependent Variable
Sig	T	B	Predictor					
0.028	2.202	0.101	**Internet Use**	1	4.849	0.010	0.098	**Social Competence**
				498				
				499				

Question 3: 'What is the level of impact of internet use on both academic achievement and social competence according to the variables of gender, college, and educational level?'

Gender

T-test analysis was used to know the differences between the pair groups as shown in table (7). The table shows the means and SD of both males and females. The table also illustrates that there are significant effects due to the gender in regards to the fact that the level of significance is less than (0.05), and is in favour of male students.

Table (7): Results of the T-Test Analysis Differences between the Pair Groups.

Sig.	T	Std. Error Mean	Std. Deviation	Mean	Gender	Study Instruments
.000	15.597	0.0348	0.50	4.18	Male	Social Competence
		0.0297	0.51	3.47	Female	
.000	3.528	0.0437	0.63	3.74	Male	Academic Achievement
		0.0391	0.67	3.53	Female	
.000	3.787	0.0399	0.58	3.90	Male	Internet Use
		0.0353	0.60	3.69	Female	

Faculty

T-test analysis was used to know the differences between the pair groups as shown in table (8). The table shows the means and SD of both scientific and humanitarian students. The table also illustrates that there is no significant effect due to the faculty in regards to the fact that the level of significance is more than (0.05), except for social competence, which significance level was less than (0.05), and is in favour of scientific students.

Table (8): Results of the T-Test Analysis Differences between the Pair Groups.

Sig.	T	Std. Error Mean	Std. Deviation	Mean	Faculty	Study Instruments
.000	5.528	0.0361	0.56	3.92	Scientific	Social Competence
		0.0392	0.63	3.63	Humanitarian	
.220	1.229	0.0424	0.66	3.58	Scientific	Academic Achievement
		0.0411	0.66	3.65	Humanitarian	
.784	.275	0.0384	0.59	3.77	Scientific	Internet Use
		0.0375	0.60	3.79	Humanitarian	

Discussion

As shown in the previously-stated results, the Social Competence instrument achieved mean which reached (3.77), the Academic Achievement instrument achieved mean which reached (3.62), the Internet Use instrument achieved mean which reached (3.78).

The First question stated that **'What is the level of impact of internet use on academic achievement among students of the Philadelphia University?'** The results revealed that there is a significant effect of internet use on academic achievement. This can be interpreted as the internet encourages students to search more for new information, which helps them to improve their skills and maximize their academic achievement, as supported by Siraj, Salam, Hasan, Jin, Roslan, & Bin Othman's (2015) study, which stated that (64.4%) of the respondents perceived that internet acts as supplement to the information given by the lectures.

The second question stated that **'What is the level of impact of internet use on social competence among students of the Philadelphia University?'** The result shows that there is a significant effect for the internet use on social competence. This can be interpreted as that internet helps students to increase their social circle, and meet new friends, which enable them to improve their social skills, boundaries, and emotional intelligence, which is supported by BrckaLorenz, Haeger, Nailos, &

Rabourn's (2013) study, which stated that students that use more frequently technology as a communication tool had more positive relationships with their classmates.

The third question stated that **'What is the level of impact of internet use on both academic achievement and social competence according to the variables of gender, college, and educational level?'** The result indicates that there is a significant effect of the internet use on both academic achievement and social competence due to the gender in favour of male students. This is attributed to the fact that male prefer to use the internet in order to understand their curriculum better rather than their books, improve their achievement, and develop their social skills. This is supported by Jehopio, Wesonga, & Candia's (2017) study, which stated that students who use the Internet with the aim of their improving their studies were more likely to attain higher academic achievement compared to light or average users, where (52.22%) of its sample were males.

The results also indicate that there is no significant effect of the internet use on academic achievement due to the (Faculty) variable regarding the point that the level of significance is more than (0.05). This can be interpreted as students in all faculties need to use the internet in order to increase their achievement. Furthermore, students in all faculties must use the internet for research and analysis purposes, which help them to understand their curriculum properly.

Furthermore, results revealed that there is a significant effect of the internet use on the social competence in favour of scientific faculty. This can be interpreted as that students in scientific faculty students use internet and technology more than other students, which make them use social media in order to improve their social skills and meet new friends, which can be also supported by BrckaLorenz, Haeger, Nailos, & Rabourn's (2013) study.

Conclusion

There were some limitations within this study that must be taken into account; first being the human limitation, which was only limited to the students of the Philadelphia University who studied humanitarian and

scientific majors. The second limitation would be insincerity and conflict when answering the questionnaire by some of the students, resulting in these questionnaires being excluded by the researchers and not being included in the final analysis.

While choosing students of the Philadelphia University who studied humanitarian and scientific majors as the sample of the study was an effective method, it would've been better to include a larger sample to ensure better results. It would also be preferable to include other universities that employ technology and internet use in their teaching methods. Further qualitative research would be needed in the future to accurately measure the impact of internet use on academic achievement and social competence.

In the light of the results of this study, the study suggests activating the role of student counselling in universities and the organisation of indicative programs that aim to overcome the disadvantages associated with internet use, especially when it becomes more of an addiction above all else. In addition, further research into the broader impact of internet use and any new outcomes, whether they are positive or negative, would be appreciated by the researchers.

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