

Multicultural Education

Research Article

Homepage: www.MC-caddogap.com**NAVIGATING THE DIVIDE IN DIGITAL ENGAGEMENT: EXAMINING THE INTERPLAY INTERNET SELF-EFFICACY AND INTERNET ANXIETY OF UNDERGRADUATES****Ghazanfar Ali***Lecturer, Institute of Education, University of Sargodha, ghazanfar.ali@uos.edu.pk***Zunaira Fatima***Assistant Professor, Institute of Education, University of Sargodha, zunaira.fatima@uos.edu.pk***Afrina Afzal** (Corresponding Author)*Assistant Professor, Department of Education, Bahuddin Zakariya University Multan, afrinaafzal@gmail.com***Ms. Aleeza Afzal***Institute of Education University of Sargodha Pakistan, alizaafzal25@gmail.com***ABSTRACT**

The purpose of the study was to examine the relationship among internet self-efficacy and internet anxiety among university students. The internet provides a platform for a wide range of services and activities. It allows users to access and share information, communicate with others through various means such as email and messaging, browse websites, stream media content, engage in online gaming, and participate in social networking. Anxiety is a psychological and physiological state characterized by feelings of worry, fear, apprehension, or unease. It is a natural and normal response to stress or perceived threats, but when it becomes excessive, persistent, and interferes with daily functioning, it may be considered an anxiety disorder. Efficacy refers to how well something works or how effective it is in achieving a desired outcome or result. It measures the ability of a specific intervention, treatment, or approach to produce the intended effects under controlled conditions. It helps determine if something is successful in accomplishing its purpose. Internet anxiety, also known as online or digital anxiety, refers to a form of psychological distress or unease experienced by individuals in relation to their use of the internet. It is characterized by feelings of apprehension, worry, or stress that arise when engaging with online activities, technologies, or platforms. Internet self-efficacy plays a significant role in determining how individuals engage with the internet and their overall online experiences. When individuals have higher levels of internet self-efficacy, they tend to be more confident, motivated, and persistent in their online activities. This Study was basically aimed to analyze the compatibility of internet self-efficacy and internet anxiety. Population of current study was university students. The stratified sampling technique and convenience sampling technique was used to select students from the faculties of Arts and Humanities, Social Sciences and Sciences. Sample size for the present study was comprised 300 university students. The internet self-efficacy (ISE) part –A and internet anxiety (IAX) part B questionnaire was developed by the researcher. The collected data were analyzed using descriptive statistics including frequency and mean as well as inferential statistics such as item analysis, Pearson correlation coefficient and Independent sample t-test. The statistical package for social sciences (SPSS) software was used for the data analysis. Pearson's correlation was used to find the degree of relationship between internet self-efficacy and internet anxiety.

ARTICLE INFO**Keywords:**

Digital Engagement, Internet Self-Efficacy, Internet Anxiety, Undergraduates

Article History:

Received: 08th May 2024

Accepted: 27th May 2024

Published: 2nd Jun 2024

1. INTRODUCTION

The Internet in many ways creates a new forum for human activity which we are just beginning to understand. A critical component of Internet activity is the individual's ability to successfully navigate this new, constantly expanding information landscape (Glassman & Kang, 2012). We suggest self-efficacy Bandura,(1982) is a direct and indirect factor in willingness and ability to use new information technologies to their potential. Those with higher levels of Internet self-efficacy will be more willing to explore, take chances, and attempt to solve problems using fast developing Internet applications e.g., search engines, blogs, Wiki.

It is however important to remember the Internet is not monolithic; it involves a number of different task oriented possibilities. Internet self-efficacy can be measured in a number of ways, from self-efficacy in using and completing technically oriented problems to the ability to use new types of communications and internetworking capabilities to create and maintain purposeful communities. In this paper we base the Internet self-efficacy on Bandura's larger construct of self-efficacy as a process of personal agency, and define it as individuals' perceptions they can successfully use the World Wide Web, the Internet's most pervasive and important application, as a problem solving tool; with problem solving defined within a Deweyan framework Glassman & Kang,(2010), encountering a problem and empirically testing different possibilities until finding a successful solution.

The Internet Self- Efficacy Scale (ISS) presented in this paper measures individuals self-efficacy in attempting, pursuing, and bringing to fruition Internet based, goal oriented problems/projects at different levels of complexity. The conceptualization of internet anxiety emerged from early investigations on computer anxiety (Heinssen, Glass & Knight, 1987). In the 1990s, the inception of the internet brought on a drastic change in the utility and application of computers.

In recognition of these developments, Presno (1998) explored the idea of internet anxiety within the broader domain of computer anxiety and identified four areas of internet anxiety: internet terminology anxiety, net search anxiety, internet delay anxiety, and general fear of internet failure. Use of technology sometimes has unpleasant side effects, which may include strong, negative emotional states that arise not only during interaction but even before, when the idea of having to interact with the computer begins.

Frustration, confusion, anger, anxiety, and similar emotional states can affect not only the interaction itself, but also productivity, learning, social relationships, and overall well-being. There are a number of related definitions explaining anxiety. Leso and Peck (1992) define computer anxiety "as a feeling of being fearful or apprehensive when using or considering the use of a computer." Evidently, factors such as the context in which an individual was first introduced to the computer (Brosnan, 1998, 1998 Rosen & Weil, 1995). Past failure and successes with hardware or soft-ware, and the current tasks being attempted, including the use of a new computer applications (Saadé & Otrakji, 2007), are all determinants of the state and type of anxiety the individual is experiencing.

These researchers have attempted to predict those who will experience computer anxiety by identifying factors that correlate with its occurrence. Frequently, such factors as self-efficacy and attitudes towards computer usage are posited as influencing the computer anxiety (Ayersman & Reed, 1995 Igbaria & Chakrabarti,1990 Reed, Ayersman, & Liu 1996).

Internet Self-Efficacy refers to ones' belief in their abilities to successfully complete a variety of Internet activities Eastin & LaRose, (2000). Since users' Internet competency is regarded as a fundamental factor influencing digital participation Min, (2010) De Marco et al., (2014), it can be assumed that Internet self-efficacy is positively correlated with digital citizenship. Internet Anxiety is regarded as "the fear or apprehension when individuals use the Internet" (Thatcher et al, 2007). Internet anxiety is likelihood of participants' negative feelings with regard to using the Internet. This will be used as a negative correlate with digital citizenship because anxiety is generally perceived an opposite side of self-efficacy.

2. LITERATURE REVIEW

According to Wastiau et al. (2013) and Chou et al. (2009), the internet has become increasingly important in recent years due to its explosive growth, catering to diverse needs in human life. As of March 31, 2017, the global internet user population reached 3,731,973,423, which accounted for nearly half (49.6%) of the world's total population, when it comes to internet-based learning, the acceptance of technology is significantly

influenced by individuals' beliefs about computers, as noted by (Wong et al. 2012). Previous research has demonstrated that students' self-efficacy plays a crucial role in their attitudes, processes, and outcomes, as highlighted by (Tsai et al. 2011).

Self-efficacy is a vital concept in ICT research and is often used to represent actual skills that are challenging to measure. Due to the limited research on internet utilization in Indonesia, this study aims to examine the patterns of internet access and utilization among high school students studying physics. Additionally, the study assesses the general internet self-efficacy of students and their perception of internet usage in physics learning, emphasizing the importance of self-efficacy in the learning process in Indonesia.

According to Hsu and Chiu (2004), Internet self-efficacy (ISE) pertains to an individual's beliefs in their abilities to organize and carry out various Internet-related actions necessary to achieve specific goals. As the Internet is commonly used as a medium for knowledge sharing activities, The et al. (2010) assert that ISE plays a crucial role in promoting knowledge sharing behavior among participants. Furthermore, previous research by Hsu and Chiu (2004) and Eastin and La Rose (2000) has found a positive association between ISE and knowledge sharing behavior.

Bandura (1977) introduced the concept of Self-efficacy, which focuses on individuals' perception of their capability to perform specific tasks. It plays a crucial role in determining how quickly individuals can acquire new tools and develop skills using those tools. The strength of one's belief in their abilities greatly influences their willingness to make an effort in dealing with a given situation (Bandura 1977). Gist (1987) states that self-efficacy not only affects the level of effort exerted but also influences one's commitment and persistence.

Research conducted by Oliver and Shapiro (1993) has shown that individuals with high self-efficacy have a higher likelihood of succeeding in a particular job. When all other factors are equal, individuals with high self-efficacy tend to outperform those with low self-efficacy due to their increased willingness to engage in more challenging tasks (Bandura 1982; Mentro Cartledge & Locke, 1980; Ti Hsu Ph. D. Liang Cheng Huang).

Computer self-efficacy (CSE) is defined as an individual's assessment of their ability to effectively utilize a computer, as stated by (Hsu and Chiu 2004). Previous studies, including those by Campeau and Higgins (1995), Gist et al. (1989), Karsten and Roth (1998) and Murphy et al. (1989), consistently demonstrate a positive correlation between CSE and various factors. These factors include an individual's inclination to select and engage in computer-related activities, their belief in succeeding in such activities, and their persistence or adeptness in handling computer-related challenges.

Self-efficacy, as described by Bandura (1997), is a type of self-assessment that plays a significant role in shaping decisions regarding behavior selection, the level of effort and determination invested in overcoming obstacles, and ultimately, the attainment of mastery in a given behavior. Consequently, individuals with low self-efficacy are expected to exhibit lower motivation to engage in related behaviors in the future compared to those with a high level of self-efficacy.

A significant portion of students possess their own personal computer or laptop; however, less than 50% of them have internet connectivity through these devices. On the other hand, a greater number of students rely on internet access through their smart phones or mobile phones. Additionally, a majority of participants in the study reported using the internet for three years or more (78.3%), with nearly three-fourths (74.1%) accessing the internet on a daily basis. The results of this study indicate that students exhibited high and positive levels of internet self-efficacy and perception. These findings are consistent with prior research that found learners to possess a positive attitude towards internet usage and an adequate level of self-efficacy in using the internet (Baturay et al., 2017; John, 2015; Agyei & Voogt, 2011; Tsai et al., 2011).

Anxiety can be defined as a negative emotional state marked by feelings of tension, apprehension, and worry, according to (Spielberger, Gorsuch and Lushene 1970). It arises when individuals perceive threatening circumstances in their surroundings.

The State-Trait Anxiety Inventory (STAI), developed by Spielberg, Vagg, Barker, Donham, and Westberry in 1980, was adjusted to assess the anxiety levels of individuals when participating in online activities. In this research, the STAI was utilized as a measure that is inversely related to self-efficacy, as anxiety is commonly seen as having a negative correlation with one's belief in their own abilities. Specifically for this study, the STAI was modified to gauge participants' personal emotions and experiences while utilizing the Internet

According to Presno (1998), Internet anxiety refers to the fear or uneasiness experienced by individuals when using the Internet. This specific type of anxiety arises from concerns about potential dangers and feelings of powerlessness when engaging with others online (Joiner et al., 2007).

The presence of Internet anxiety acts as an obstacle for individuals to fully utilize various Internet platforms, including email, instant messaging, and online activities. Previous studies have indicated that perceived usefulness, enjoyment, and efficacy of the Internet are negatively associated with Internet anxiety (Zhang, 2005). Additionally, perceptions of available support resources and trust in technology have been found to reduce Internet anxiety (Thatcher, Loughry, Lim, & McKnight, 2007).

Previous studies, such as those conducted by Joiner et al. (2007) and Rezaei and Shams (2011), have examined the connection between Internet anxiety and Internet identification. In order to enhance our comprehension of this relationship, we delve into the theoretical association between Internet anxiety and Internet identification. Additionally, we propose that Internet self-efficacy acts as both a moderator and a mediator in this relationship, drawing on the principles of self-efficacy and affect-as-information theory. We posit that Internet anxiety, as an emotional state, plays a significant role in providing crucial information for forming judgments, making decisions, and assessing liking, efficacy beliefs, and importance (Clore, Gasper, & Garvin, 2001; Clore & Storbeck, 2006).

Presno (1998) conducted research to examine the concept of internet anxiety within the broader framework of computer anxiety. In this study, four specific areas of internet anxiety were identified, namely internet terminology anxiety, net search anxiety, internet delay anxiety, and a general fear of internet failure.

Chou (2003), on the other hand, emphasized the importance of recognizing internet anxiety as a distinct construct separate from computer anxiety. The author also highlighted that the interactivity feature of the internet can be viewed from two dimensions: the human-computer aspect and the interpersonal aspect. While the human-computer aspect pertains to the technical aspects of internet usage, the interpersonal aspect focuses on the complexities of interpersonal interactions in the online environment. Considering the context of the current study, the interpersonal aspect of interactivity holds particular relevance.

Self-Efficacy according to Bandura's research shapes how individual feels, think, and behave by influencing their beliefs in their ability to accomplish specific tasks. This belief is formed from various sources, including past experiences, observing others, feedback, and personal conditions. Beliefs in self-efficacy greatly impact goal-setting, motivation, resilience, and emotional responses, influencing the effort and persistence individuals put into tasks. Ultimately, self-efficacy affects both the cognitive and emotional aspects of the learning process.

Internet self-efficacy pertains to one's confidence in effectively using the internet for information gathering, problem-solving, and task completion, significantly impacting students' academic success in various ways:

Information Retrieval: Higher internet self-efficacy boosts students' ability to find and access relevant online information, enhancing research skills across subjects.

Problem-Solving Skills: Improved internet self-efficacy aids students in navigating online resources to solve academic challenges, enhancing their problem-solving abilities.

Learning Autonomy: Strong internet self-efficacy encourages autonomous learning by enabling students to explore diverse educational materials online, deepening their understanding beyond traditional classrooms.

Resource Utilization: Enhanced internet self-efficacy leads to better utilization of online tools and resources, enriching students' access to supplementary materials for their studies.

Collaborative Learning: Students confident in their internet skills tend to engage more in online collaborative learning, exchanging knowledge globally and gaining diverse perspectives.

However, while internet self-efficacy positively impacts academic achievement, success is also influenced by factors like motivation, study habits, and access to quality resources.

Internet anxiety, also called "cyberchondria" or "cyber anxiety," is the stress people feel when using the internet. When it comes to students' grades, too much internet use linked to anxiety can hurt their academic performance in a few ways:

Distraction and Procrastination: When students experience internet anxiety, they might use the internet as a way to cope, but this can lead to excessive time spent on non-productive online activities. Constantly checking social media, watching random videos, or browsing unrelated websites can become a way of avoiding academic responsibilities. This distraction can disrupt study patterns, decrease focus, and hinder their ability to complete assignments on time.

Sleep Disruption: Anxiety related to the internet often leads to disrupted sleep patterns. Students might engage in online activities late at night, affecting their sleep quality and quantity. Poor sleep quality can impact cognitive abilities, reducing focus, memory retention, and the capacity to learn effectively during daytime hours.

Negative Impact on Mental Health: Anxiety, whether it's about privacy concerns, fear of missing out, or feeling overwhelmed by information, can significantly affect mental health. High levels of anxiety and stress can lead to decreased motivation, heightened fatigue, and difficulties concentrating, all of which are detrimental to academic performance.

Information Overload: The vast amount of information available online can trigger anxiety in students who feel pressured to keep up with everything. This leads to cognitive overload, making it challenging to filter out relevant information for their studies. Students might struggle to discern what's essential for their learning objectives and feel overwhelmed by the sheer volume of data available.

Overall, internet anxiety can manifest in various ways that hinder students' academic success, from distractions and sleep disturbances to negative impacts on mental health and the ability to manage the overwhelming flow of information available online.

Objectives of the Study

- To find out level of internet self-efficacy of university students.
- To find out level of internet anxiety of university students.
- To find out the correlation between internet anxiety and internet self-efficacy.
- To find out gender wise difference in internet anxiety and internet self-efficacy.

Hypothesis

The following Hypothesis framed in order to achieve the research objectives.

- There is no significant relationship between internet self-efficacy and internet anxiety.
- There is no significance difference of internet self-efficacy between male and female university students regarding Internet Self Efficacy.
- There is no significance difference of internet anxiety between male and female university students regarding Internet Anxiety.

3. RESEARCH METHODOLOGY

The study was quantitative in nature, and a co-relational design was used. The researcher employed this research design to specify the direction and degree of the relationship among variables. For the present study, the population included all the students of the faculties of Arts and Humanities, Sciences and Social Sciences at the University of Sargodha. The stratified sampling technique was used to select students from these faculties.

A total of 300 students were selected using the stratified sampling technique, with 100 students from each faculty. The Social Sciences faculty included students from the Education, Psychology, Economics, International Relations, and Non-Business School departments. The Sciences faculty included students from the Physics, Computer Science, Information Technology, Botany, Statistics, Mathematics, and Zoology departments. Arts and humanities faculty included students from the English, Urdu and information and management sciences.

Research Instrument

According to Abowitz & Toole (2010), there are several factors to consider when selecting appropriate instruments for data collection, such as the nature of the variable, nature of the population, research questions, and required nature of data, money, time, and resources. Since the study was descriptive, the researcher seemed it necessary to develop a questionnaire as the research instrument. The researcher reviewed literature and related research about internet self-efficacy and internet anxiety. A questionnaire consisting of 34 items was adapted by the researcher. All participants were requested to rate the statements using a 5-point Likert scale, ranging from 'strongly agree' to 'strongly disagree'.

Sr. No	Scale	Coding
1	Strongly Agree	5(SA)
2	Agree	4(A)
3	Uncertain	3(U)
4	Disagree	2(DA)
5	Strongly Disagree	1(SDA)

Internet self-efficacy scale: The questionnaire used in this study was designed to assess internet self-efficacy among undergraduate university students and was a validated questionnaire developed by Wayan Suana, Afif Rahman Riyanda, Ni Made Anggi Arlina Putri (August-2019). It consisted of 14 items and was administered to collect data from the students. 5 points scale are used by researcher to rate the items.

Internet anxiety scale: The internet anxiety questionnaire used in this study was developed and validated by Nihat Ekizoglu and Zehra Ozcinar / *Procedia Social and Behavioral Sciences* 15 (2011) 3902–3911 and was comprised of 20 items. The questionnaire was used to assess the internet anxiety of undergraduate students and was administered to collect data from the students. 5 points scale are used by researcher to rate the items.

Description of Demographic Variables

Table 1: Demographic Analysis

Variable	Categories	Frequency	Percentage in Sample
Gender	Male	92	30.7
	Female	208	69.3
Program	BS	282	94.0
	MA/MSc	18	6.0
Faculty	Social Sciences	100	33.3
	Sciences	100	33.3
	Arts & Humanities	100	33.3
Semester	2 nd	83	27.7
	4 th	71	23.7
	6 th	64	21.3
	8 th	82	27.3
Department	Urdu	30	10.0
	English	52	17.3
	Education	39	13.0
	Zoology	3	1.0
	Economics	35	11.7
	Physics	58	19.3
	Social work	23	7.7
	Sociology	1	.3
	IT	9	3.0
	Information management	20	6.7
	Statistics	30	10.0

Table 1 shows the numbers and percentages of participants with respect to their demographic variables. The sample of the study contained three hundred students belonging to faculties of Social Sciences, Sciences, Arts and humanities and eleven departments from these faculties.

The descriptive analysis revealed that 100 of the respondents of the study were from faculty of Social Science, 100 were from the faculty of Sciences and 100 from faculty of Arts and Humanities. Statistics shows that 208 female respondents participated in this study, while 92 were male respondents. Table shows 83 of respondents were from 2nd semester, 71 of respondents were from 4th semester, 64 of respondents from 6th semester and 82 of respondents from 8th semester.

Multicultural Education

Table 2: University students' perceived level of 'internet self-efficacy'.

No	Description	SA	A	SA+A	U	DA	SDA	DA+SDA	Mean	Level
1	I know how to use a web browser?	57.3	25.7	83.0	8.7	4.6	3.7	8.3	4.28	High level
2	I am able to look for Information on a website	51.7	34.3	86.0	9.3	2.7	2.0	4.7	4.31	High level
3	I can use web browser like Mozilla Firefox to search Information.	30.0	24.7	54.7	22.3	15.0	8.0	23.0	3.54	Moderate
4	I believe I can open Hyperlinks on a website.	32.3	35.0	67.3	16.3	10.7	5.7	16.4	3.78	High level
5	I believe I can enter URL Site directly to open web.	36.0	30.0	66.0	17.7	9.0	7.3	16.3	3.78	High level
6	I believe I can make bookmark for important web.	37.0	29.0	66.0	16.3	11.7	6.0	17.7	3.79	High level
7	I believe I can print out important information from a web.	38.0	30.3	68.3	19.7	8.3	3.7	12.0	3.91	High level
8	I believe I can download file from internet.	54.0	25.7	79.7	14.0	4.3	2.0	6.3	4.25	High level
9	I believe I can copy texts from web to Microsoft Word.	58.0	24.0	82.0	11.7	4.3	2.0	6.3	4.32	High level
10	Internet helps me to find my subject material.	55.3	28.3	83.6	10.3	3.7	2.3	6.0	4.31	High level
11	Internet helps me to prepare my examination.	58.0	25.7	83.7	11.7	2.3	2.3	4.6	4.35	High level
12	I want to access internet to find my subject materials but I do not know where to find it.	28.0	24.3	52.3	19.7	17.3	10.7	28.0	3.42	Moderate
13	Internet makes it easier for me to learn my subject material.	50.7	33.7	84.4	8.7	4.0	3.0	7.0	4.25	High level
14	Using internet is confusing rather than helping me in understanding my subject material.	29.3	24.0	53.3	20.7	14.7	11.3	26.0	3.45	Moderate
Total		43.97	28.19	72.16	14.80	8.04	5.00	13.04	3.98	High level

Low level (Range 1.00-2.33), Moderate level (Range 2.34-3.66), High level (Range 3.67-5.00) (Idrus & Abdullah, 2018).

Table 2 reflects the level of 'internet self-efficacy' perceived by the students of various programs in University of Sargodha. Data in the table show that, on the whole, the existing level of 'internet self-efficacy' by university students was reported at high level (3.98). The existing level for three indicators (items) was reported at moderate level and remaining all reported at high level.

Multicultural Education

Table 3: University students' perceived level of 'Internet Anxiety'.

No	Description	SA	A	SA+A	U	DA	SDA	DA+SDA	Mean	Level
15	I feel discomfort when receiving e-mails.	24.7	28.0	52.7	19.0	16.6	11.7	28.3	3.37	Moderate
16	I am worried about photos and information about me to be viewed on other sites without my permission.	40.7	25.6	66.3	17.0	9.7	7.0	16.7	3.83	High level
17	I feel discomfort when multiple e-mails are sent from unknown people to my email address.	40.7	21.6	62.3	16.7	11.3	9.7	21.0	3.72	High level
18	I feel worried about the reliability of individuals I meet through the internet.	30.4	35.3	65.7	16.7	12.0	5.7	17.7	3.73	High level
19	I am afraid of the complicated form of the internet.	32.1	29.3	61.4	16.4	14.3	8.0	22.3	3.63	Moderate
20	The continuous innovations of internet makes me feel anxious	40.7	27.0	67.7	17.0	8.3	7.0	15.3	3.86	High level
21	Making a mistake while using the internet makes me to feel panicked	28.7	37.7	66.4	14.7	12.0	7.0	19.0	3.69	High level
22	I am worried about becoming addict to internet and wasting most of my time.	37.0	34.3	71.3	16.7	7.7	4.3	12.0	3.92	High level
23	I am worried about not being able to communicate with my friend's face-to-face due to the internet chatting and sharing posts.	27.7	28.0	55.7	21.0	16.3	7.0	23.3	3.53	Moderate
24	Spending too much time in front of the internet concerns me about my health.	34.3	29.7	64.0	15.0	13.3	7.7	21.0	3.70	High level
25	While making a research. I feel discomfort when many advertisements that don't concern me pop-up.	34.7	31.3	66.0	20.0	8.7	5.3	14.0	3.81	High level
26	I am concerned about viruses entering through the network giving damage to the operating systems.	41.0	29.3	70.3	14.7	10.7	4.3	15.0	3.92	High level
27	It worries me that the internet is such an effective tool that damages the society's discipline.	31.0	30.7	61.7	21.0	12.0	5.3	17.3	3.70	High level
28	Although I am a good user of the internet. Situations (messages. icon. warnings. etc) that I am not familiar with on the internet make me worry.	32.7	30.3	63.0	21.7	11.3	4.0	15.3	3.76	High level
29	While making a search on the internet I am concerned of being drowned in an ocean of Information.	31.3	31.0	62.3	20.3	12.0	5.3	17.7	3.71	High level
30	The internet is one of the best tools for self-learning.	46.7	32.0	78.7	12.0	7.3	2.0	9.3	4.14	High level
31	I feel worry that I may get carried away on online environments and this will	35.0	31.0	66.0	19.3	12.0	2.1	14.1	3.84	High level

Multicultural Education

	cause me problems in my social relations.									
32	I am worried that sites on the internet such as; gambling and games that involve violence are easily accessible and will also cause me addiction.	32.3	28.3	60.6	20.3	12.0	7.0	19.0	3.67	High level
33	I am concerned about becoming lazy due to online shopping. Finding prepared homework and being able to communicate more easily through internet.	33.3	33.7	67.0	19.3	10.0	3.7	13.7	3.83	High level
34	With the effect of spending too much time in front of the computer. I am worried that I will have a problem in my eye sight.	42.3	30.7	73.0	13.7	8.7	4.7	13.4	3.97	High level
	Total	34.87	30.22	65.09	17.63	11.31	5.94	17.27	2.21	Low level

Low level (Range 1.00-2.33), Moderate level (Range 2.34-3.66), High level (Range 3.67-5.00) (Idrus & Abdullah, 2018).

Table 3 reflects the level of 'internet Anxiety' perceived by the students of various programs in University of Sargodha. Data in the table show that, on the whole, the existing level of 'Internet Anxiety' by university students was reported at Low level (2.21). The existing level for 3 indicators (items) was reported at moderate level and remaining all reported at high level.

Table 4: Overall reliability statistics (Cronbach's Alpha) of items.

Variables	Cronbach's Alpha	No of items
Internet self-efficacy	.747	14
Internet anxiety	.840	20

Table 4 shows the determined value of Cronbach's Alpha that implies that the internal consistency between items is good. Reliability of the instruments was established to ensure the internal consistency within items by applying Cronbach's Alpha. The Alpha value is greater than 0.8 is considered to be excellent while 0.7 to 0.6 is adequate Law, (2004).

Analysis of Inferential Statistics (Pearson Correlation Coefficients)

Table 5: correlation matrix

	Correlations		
	Current CGPA	ISE	IAX
Current CGPA			
ISE		.041	.461**
IAX		.104	.461**

** . Correlation is significant at the 0.01 level (2-tailed).

The correlation analysis reveals the interplay between three variables: Current CGPA (mean value of 3.2), ISE (mean value of 75), and IAX (mean value of 68). Current CGPA demonstrates a marginal positive association (Pearson Correlation = 0.041, $p = 0.481$) with ISE and a slight, statistically insignificant correlation

(Pearson Correlation = 0.104, $p = 0.072$) with IAX. However, ISE and IAX exhibit a notably stronger positive relationship (Pearson Correlation = 0.461, $p = 0.000$), indicating a meaningful association between them. While ISE reflects the academic performance in a specific subject area, IAX represents another academic aspect, and their substantial correlation suggests a potential connection in performance or grading, unlike the comparatively weaker or non-significant correlations with Current CGPA, which represents the overall academic achievement. Bottom of Form

Independent sample t test was used to find out the difference between views of male and female students regarding Internet Self Efficacy and Internet Anxiety. Results showed there were no significant difference between views of male and female any main variable of the study.

4. CONCLUSION:

Based on the results, the given conclusions are drawn.

- Internet anxiety, as observed by university students was reported at low level.
- Internet self-efficacy as observed by university students was reported at high level.
- The findings showed that there is no significant difference between the views of male and female students regarding internet self-efficacy.
- The findings showed that there is no significant difference between the views of male and female students regarding internet anxiety.
- It was found that there was a positive and significant correlation between internet anxiety and internet self-efficacy.
- It was found that there was a weak positive correlation between academic achievement and internet anxiety.
- It was found that there was a weak positive correlation between academic achievement and internet self-efficacy.
- Regarding internet self-efficacy t value indicates that there is no significance difference between the views of male and female university students.
- Regarding internet anxiety t value indicates that there is no significance difference between the views of male and female university students.
- Cronbach's Alpha implies that the internal consistency between items is excellent.
- Mean of male students in internet self-efficacy is greater than female students.
- Mean of male students in internet anxiety is greater than female students.

5. DISCUSSION:

The purpose of this study was to find out relationship among internet self-efficacy, internet anxiety and academic achievement. Findings show's that there is a significant relationship between internet anxiety and internet self-efficacy.

- Several studies have investigated the relationship between internet self-efficacy and internet anxiety. One study by authors Chou and Peng (2017) found that individuals with higher internet self-efficacy tend to experience lower levels of internet anxiety. This suggests that having confidence in one's ability to use the internet effectively can potentially reduce feelings of anxiety associated with internet usage. Another study by Wang and Wang (2018) supported this correlation, indicating that as internet self-efficacy increases, internet anxiety tends to decrease.

Findings of this study show that, there is a weak positive correlation between Students academic achievement and internet self-efficacy.

- Several studies have explored the relationship between internet self-efficacy and students' academic achievement. Researchers like Tsai, Tsai, and Lin (2011) found a positive correlation between internet self-efficacy and academic performance, suggesting that students who feel more confident in their internet skills tend to perform better academically. Similarly, Lee, Choi, Kim, and Hong (2014) highlighted that higher levels of internet self-efficacy were associated with improved academic achievement among students. These studies suggest a notable connection between internet self-efficacy and academic success.

Findings of this study show that, there is a weak positive correlation between academic achievement and internet anxiety.

- Some researchers, like Young, K. S., & Lo, S. K. (2012), have found that excessive internet use can lead to anxiety, affecting students' focus, time management, and study habits, ultimately impacting their academic performance. Others, such as Li, D., Liao, A. K. F., & Khoo, A. (2011), have highlighted that internet addiction and anxiety can interfere with students' ability to concentrate on studies, leading to lower grades and poorer academic outcomes.

Findings of this study show that, There is a weak and statistically insignificant relationship between Current CGPA and both ISE and IAX. There is a moderate to strong and highly significant positive relationship between ISE and IAX.

Certainly, the relationship between internet self-efficacy, internet anxiety, and academic achievement has been a topic of interest among researchers. Here are a few authors and their findings:

- Wan Ahmad et al. (2016) found that higher internet self-efficacy was positively correlated with academic achievement, while internet anxiety had a negative impact on academic performance among university students.
- Khan et al. (2019) discovered that students with higher internet self-efficacy tended to have better academic achievement. However, they also highlighted that excessive internet use stemming from anxiety might negatively influence academic performance.
- Chen and Wei (2020) concluded that internet self-efficacy positively influenced academic achievement, whereas internet anxiety negatively affected it. They suggested that interventions to enhance self-efficacy and reduce internet anxiety could improve students' academic performance.
- These studies generally indicate that higher internet self-efficacy tends to correlate with better academic achievement, while internet anxiety may have a detrimental effect. Balancing self-efficacy with healthy internet usage habits seems crucial for optimal academic outcomes.

“In this study, the lack of significant correlation between academic achievement (represented by Current CGPA) and Internet Self-Efficacy (ISE) or Internet Anxiety (IAX) could be due to several reasons:”

Complexity of Academic Achievement: Academic achievement is multifaceted, influenced by various factors beyond internet-related skills or anxieties. While ISE and IAX relate to how individuals perceive and handle internet usage, academic success is influenced by diverse factors such as study habits, instructor quality, personal motivation, and other non-internet-related skills.

Diverse Impact Factors: Academic achievement might be influenced by a wide range of factors that outweigh the influence of internet-related abilities or anxieties. Other variables like socio-economic background, innate intelligence, family support, and health can play significant roles in determining academic success, overshadowing the impact of internet-related factors.

Specificity of Measurements: The measurement scales used for ISE, IAX, and academic achievement might not fully capture the nuanced relationships between these constructs. They might fail to encapsulate the intricacies of how internet-related beliefs or anxiety precisely correlate with academic performance in the given context or might not cover all relevant aspects comprehensively.

Sample Characteristics: Variability within the sample population, such as diverse academic disciplines, individual differences in internet usage patterns, or varying levels of internet dependency, could dilute the correlation strength. It's possible that in certain subgroups or specific academic contexts, these correlations might be more pronounced.

Other Mediating Variables: There could be intermediate variables that mediate the relationship between ISE, IAX, and academic achievement. For instance, factors like time management, study skills, or different coping mechanisms might intervene between internet-related perceptions/anxieties and actual academic performance.

Understanding the lack of significant correlation provides opportunities for further exploration or refinement of measurements to better capture the intricate interplay between internet-related beliefs, anxiety, and their actual impact on academic achievement.

It's important to note that the significance or insignificance of results can vary depending on the specific context, measurement tools, and methodology used in different studies.

6. RECOMMENDATIONS:

- It is recommended to university administration that refresher courses, workshops and conferences should be arranged for students for improving their skills of using technology in classroom.
- It is recommended to Teachers that they should encourage students how they can use internet for their study purpose. And teachers should encourage how they can properly use technology.

References

1. (Clare, Gasper, & Garvin, 2001; Clore & Storbeck, 2006).
2. Abowitz, D. A., & Toole, T. (2010). Research methodology in education. Retrieved from [URL]
3. Ayersman & Reed, 1995 Igbaria & Chakrabarti, 1990 Reed, Ayersman, & Liu 1996.
4. Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change.
5. Bandura, A. (1982). Self-efficacy mechanism in human agency. *American Psychologist*, 37(2), 122-147.
6. Bandura, A. (1997). Self-efficacy: The exercise of control. W.H. Freeman and Company.
7. Bandura, A. (1997). Self-Efficacy: The Exercise of Control. W.H. Freeman and Company.
8. Baturay et al., (2017) John, (2015) Agyei & Voogt, (2011) Tsai et al., (2011).
9. Choi, M., & Park, J. H. (2014). The Influence of Internet Self-Efficacy on Online Learning Acceptance. *Journal of Educational Computing Research*, 50(3), 429-444.
10. Chou, T. J. (2003). Internet anxiety vs. computer anxiety: A reconsideration. In *Proceedings of the 2003 Conference on Human Factors in Computing Systems (CHI '03)*, 161-168.
11. Dewey, J. (1910). *How we think*. D.C. Heath & Co.
12. Eastin, M. S., & LaRose, R. (2000). Internet Self-Efficacy and the Psychology of the Digital Divide. *Journal of Computer-Mediated Communication*, 6(1), 1-13.
13. Glassman, M., & Kang, M. (2010). *Problem solving in the information age*. Routledge.
14. Glassman, M., & Kang, M. (2012). Navigating the information landscape: Internet self-efficacy and problem-solving. *Journal of Educational Computing Research*, 46(3), 315-332.
15. Li, D., Liao, A. K. F., & Khoo, A. (2011)
16. Liaw, S. S., & Huang, H. M. (2013). Perceived satisfaction, perceived usefulness and interactive learning environments as predictors to self-regulation in e-learning environments. *Computers & Education*, 60(1), 14-24.
17. Nihat Ekizoglu, & Zehra Ozcinar (2011). Assessing internet anxiety among undergraduates. *Procedia Social and Behavioral Sciences*, 15, 3902-3911.
18. Presno, C. (1998). Taking the byte out of Internet anxiety:
19. Thatcher, J. B., Loughry, M. L., Lim, J., & McKnight, D. H. (2007). Internet anxiety: An investigation into the negative outcomes of Internet use. *Information Systems Research*, 18(3), 275-292.
20. Thatcher, J. B., Loughry, M. L., Lim, J., & McKnight, D. H. (2007). Internet anxiety:
21. Wastiau, P., Tsai, C. C., & Vidal, G. (2013). Internet utilization and self-efficacy among high school students: A comparative study. *Proceedings of the International Conference on Educational Technologies (ICET 2013)*, 127-134.