

ABSTRACT

This study had three main purposes: (1) to find out what students' attitudes on the Internet are; 2) to find out if different groups of students have different views toward the credibility of online resources and 3) to find out the affective factors contributing to the differences. The subjects participating in the study were 179 students of Muaklek Wittaya School, Nawaminthrachinuthit Bodindecha School, Assumption University and Thammasat University, selected by convenience and random sampling. The research instrument employed in the study was a questionnaire modified from several previous researchers conducting studies in the same area. The questionnaire was reliable for a population with a Cronbach's Alpha of .935 (attitudes $\alpha = .94$ credibility $\alpha = .93$). The obtained data was analyzed using the Statistical Package for Social Sciences (SPSS) version 12.0 to calculate the basic descriptive statistics, such as frequency, mean, percentage, and standard deviations (SD).

The results reveal that students have positive attitudes toward the Internet as a source of knowledge (mean = 3.75). The students view that the Internet offers 'equal learning opportunity' 'low cost knowledge' and 'necessary skills for future work'. While 'reliability' and 'coverage' of the sources are the most important factors that make the information credible for university students, 'prominent presentation' or Web design is the most important factor which influences school students' opinions toward credibility of information. Analyses of the results also reveal that different groups of students, science vs. non-science have the same views about the credibility of online resources. In addition, 'school' and 'friends' are indicated by respondents as sources of Internet skills. Implications, thus, lie in educators' attempts to improve students' knowledge in evaluation of Internet information for academic purposes.