

## **CHAPTER FIVE**

### **CONCLUSION, DISCUSSION AND RECOMMENDATIONS**

This chapter presents (1) a summary of the study, (2) a summary of the findings, (3) discussions, (4) conclusions, and (5) recommendations for further study.

#### **5.1 SUMMARY OF THE STUDY**

**Objectives of the Study** To determine the students' attitude toward the Internet resources and to find out what causes them to believe the information they find on the Internet.

##### **5.1.1 Objective of the Study**

This study has two main purposes: (1) to determine students' attitudes toward the Internet resources and (2) to find out what causes them to believe the information they find on the Internet.

5.1.1.2 To compare the degree of credibility that students of different disciplines and educational levels have towards Internet content/information.

5.1.1.3 To identify if there are relationships between students' attitudes on the Internet and their perceptions of credibility of its information.

##### **5.1.2 Subjects**

The samples of this study consisted of students at secondary level, high school level, and undergraduate and graduate students. The researcher approached university students individually on a random basis. They were asked to complete the survey forms anonymously.

High school and secondary school students were selected by teachers on condition that they have experience in using the Internet. The two schools were Muaklek Wittaya and Nawaminthrachinuthit Bodindecha.

##### **5.1.3 Materials**

The research instrument was a questionnaire aimed to obtain information on attitude and credibility towards Internet information. The employed measure was modified from several previous research studies in the same area. The questionnaire

was designed to have four parts to collect data on demographic, Internet behavior, attitude, and credibility towards Internet information.

Data collection was spanned over two weeks. Then the data was analyzed using SPSS program. Interpretation of statistics data was done afterwards.

#### **5.1.4 Procedures**

The researcher spent two days (on January 22 and 23, 2008) of the regular class period distributing the copies of the questionnaires to the sample by asking for cooperation and assistance from the instructors and class leaders. The respondents were informed that the questionnaires would be collected later on the same day and that the information obtained would be used for research purposes only and kept confidential.

The researcher spent another two days (on January 26, and 27) to distribute questionnaires to students at Assumption University and Thammasat University. As for 18 computer science students, the researcher asked her son to conduct the survey in class for her

## **5.2 SUMMARY OF THE FINDINGS**

The result of this study can be summarized as follows:

The results revealed that ‘reliability’ of sources (types of web sites) and ‘coverage’ (relevance of information to users’ needs) are the most important factors that affect their assumption of credibility. Demographic data – age, gender and education have an impact on the assumption. Field of study has no influence over students’ perceived credibility towards online information.

There was a slight degree of correlation between independent variables, which are gender ( $r=.043$ ), attitude ( $r=.203$ ), education ( $r=-.208$ ), field of study ( $-.031$ ) and the degree of credibility any individual users have towards Internet information. However, attitude (correlation-co efficiency value =  $.2009$  with  $.05$  significance) has been found to positively influence users’ perceived credibility.

Coverage and reliability of source of information were two criteria which influence students’ assumption (credible or not) when browsing for information they need on the Internet.

### **5.3 DISCUSSIONS**

When considering the Internet, and the findings on credibility and attitude, the data suggest that many students need Internet skills.

Schools are the source of knowledge for Internet usage. Computer schools are not options because not many students cited computer schools as sources.

On the dimension of accuracy, most of them rate no comment which means 'don't know, or 'not sure'. It is obvious that they do not know that types of URL provide certain degrees of authority already. Respondents seem to trust web sites with .com, .net or the like which are not registered in Thailand. Anyone of any nationality or location can register and become the web publisher if they can pay by credit card or other means of online payment. There are no legal coverage for any wrongs committed on such websites. This is very basic information that a web user should know. Weaknesses found on these criteria might serve as a starting point to find out more for quality web usage.

### **5.4 RECOMMENDATIONS FOR FURTHER RESEARCH**

Based on the findings and conclusion of the study, the following recommendations are made for further research.

**5.4.1** This study was limited to a questionnaire survey. To strengthen the results, further research can incorporate an experiment by letting participants evaluate specific web pages in class or group at the same time.

**5.4.2** Limitation of criteria is another aspect that one might consider. There are many researchers who work in the field of Internet. More criteria would give more insight on what influences or affects credibility in the mind of web searchers.

**5.4.3** Collecting data should be done in an appropriate environment. When target subjects are in the mood to cooperate, not when they are engaged in their thoughts.

**5.4.4** Data collection should be carried out early. Surveying when everyone else is hunting for data may yield unsatisfactory results (difficult to get participants). Researchers should come up with a very good plan.

**5.4.5** There are many ways to compare variables and find correlations among them. Such findings would be beneficial for students who strive for good quality of life when searching for information on the Internet.

**5.4.6** Purpose of search will be the essential tools for users to leverage with the search providers, such as Google.com. How can users voice their need to have more effective search features that are not bounded by adverts? In the researcher's observation most students search through Google.com. Why don't they turn to alternative services such as Yahoo.com, Lycos.com, etc.?