

SATISFACTION IN THE USE OF INTERNET FOR VALUE EDUCATION AMONG
THE SECONDARY STUDENTS IN THE CATHOLIC SCHOOLS IN BANGKOK



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by
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ABSTRACT

Internet has rapidly developed for years as the powerful media that eliminated time and space as obstacles to communication. It has grown wide in its potential use for information, communication, social networking, recreation and education. Values and the benefits gained are the satisfaction obtained from the use of internet. The benefits gained vary according to the students' purpose of using the Internet at school or outside the school environment.

The purpose of this research was to study the satisfaction of using the Internet for value education among the secondary students in the Catholic schools in Bangkok. In this study, the Multiple Regression Analysis and a reference to the frequency distribution, Mean and Standard Deviation were used to test the hypothesis.

Demographic profile, internet usage, values obtained in the use of Internet, perceived supports for the use of Internet, benefits gained from the use of Internet and satisfaction were used to examine the research questions.

Findings from the four hundred respondents from the six Catholic schools in Bangkok revealed that location of internet use such as school, home and internet café; age, gender, perceived support from educational structure and benefits gained from the use of Internet are significant predictors to the satisfaction in the use of Internet

for value education among secondary students in the Catholic schools in Bangkok. However, findings also reveal that perceived school support as training, the school and year level are not significant predictors in the satisfaction of the use of Internet for value education.



Approved: _____

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Signature of Advisor

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CHAPTER 1

INTRODUCTION

I. Rationale

The Internet's history is not very long. It was invented as an experiment of the United States Defense Department. In fact, it was not designed for the Public's personal use but was established as a system to protect the exchange of information among different government agencies in the event of war. Today, this unique internet attribute remains constant as part of its progress.

Internet is the latest and most powerful media that eliminated time and space as obstacles to communication (Ethics in internet, 2002). It has made a dramatic change in the lives of people in every walk of life when it came into reality that even at the moment this study is being done, the progress of the internet as means of social communications continues to unfold.

As early as 1995, Heap, Nick, Thomas, Eion, Mason, & Mackay (1995) claimed that internet is one of the contemporary communications technologies that over 30 million users worldwide are connected into it with over 30,000 other networks into a single 'cyberspace.' The number of users may increase. Because of its worldwide connectivity not any person or organization is in control of it.

Vatican document, Apostolic letter, the rapid development (2005), in the same concept said, that the development of internet is fast in the field of media becoming one of the signs of progress in the present society. Such progress in the information technology cannot be ignored in daily life (United Nations, 2004, p.5). It is changing the world and the way people live (Fernandes, 2001).

Influence of Internet

The development of internet as means of social communications is becoming the way of life and the new living space for the social group. Duran, Yousman, Walsh, Longshore (2008) claimed that in effect the means of social communications has become the most powerful socializing institution as an environment.

“The Western world, in the first decade of the twenty-first century, is a world saturated with media images and sounds. Television, radio, films, newspapers, magazines, and the internet - life without these mediated forms of communication have become virtually unimaginable.” (Duran et al., 2008, p.49-50)

Information technologies then, have a deep impact on the lives of people because of their potential for changing perspective of seeing the world. In fact, the earlier claim of Heap et al. (1995) stated that those information technologies create a foundation for understanding and even changes human behavior.

The positive advantage that the internet can offer is in its access to information and to individuals through the electronic mail (Sadowsky, 2002). Electronic networking is a powerful, rapid and cheaper way to communicate and exchange information.

Because of the advantage the internet can offer the education sector is one that receives benefits from the use of the internet. Some of its benefits are English language, typing, and interpersonal communications skills, e-mail, chatting, and instant messaging. Individuals in the net generation are more often communicating, more often exploring their feelings and opinions and more apt to be open and articulate in expressing themselves.

In an ABAC poll (1999) survey, 74% of Thai children used the internet to find new friends, 70% meeting people in the chat room, and 44.6% said they already met someone they first encountered in the chat room. Considering the progress of electronic networking, survey result may increase. Thus, in the era of information technology (United Nations, 2004), information has become a commodity that can be acquired almost in an instant.

The internet as a new means of communication is fast, transferable, interactive, global, autonomous, diffusive, and shared information. However, these merits contain certain negative impact. Users particularly the students are able to access dangerous materials such as pornography, invasion of privacy and violence (Ethics in Internet, 2002). Pornography still has the most powerful negative influence on the internet. It is indiscriminately distributed to young students through illegal filming. It can invade person's privacy.

A 2006 ABAC poll (2006) survey found that 60% of 1,464 15-24 years old people had seen porn on the internet, and 70% of those had downloaded the material. It is probable the percentage of those people downloading increases. Beyond pornography, the internet has been the cause of pedophiles and terrorists.

Impact/Influence of Internet on Education among Secondary Students

Curriculum

The church's document Ethics in internet, (2002) pointed out that the internet is an important element in the overall educational experience of many teenagers. Schools are a common location where online teens access the web. Teaching children how to handle internet is very important. Schools and educational institutions and programs for children and adults are to provide training in discerning the use of the

internet including not just training in technical skills- computer literacy and the like- but a capacity for informed, discerning evaluation of content.

It is equally defined that Catholic schools have a vital role in providing all-round formation for the young (Eilers, 2002). The Catholic school is characterized mainly as an educating community, a “school for the person and of persons.” In *Educating together*, (2006) a guide to the Catholic schools in Thailand encourages the use of tools in teaching value education.

Forming the person in the fundamental unity of his being using the tools of teaching and learning where his criteria of judgment, shaping of values, interests, inspiration and models of life are formed.

Information technology does not in and of itself create value (Grochow, 1997). It does not form value in itself; rather it is in using that technology effectively to create value. This would imply that technology is a channel of sending out values (message) creatively done through technological features so that it reaches to the receiver.

Information Search

According to Belch and Belch (2007), the greatest advantage of the internet is its availability as an information source. The essence of the internet is that it provides an almost unending flood of information in a moment (Pope Benedict XVI, 2010). Internet users can find a huge array of information almost every topic of choice through a search. Once a particular site is visited, users are able to find a wealth of information. Fernandes (2001) suggested on the same idea that the new media technologies’ advantage is the ability to pull together information and experiences and on how people get and use information.

Empowered by search engines and the vastness of the internet, the net generation tends to be more curious, investigative and innovative with information. Net generation tends to turn to the internet for questions or skills they want to learn. Similarly, the net generation tends to absorb multiple sites and perspectives before synthesizing answers and opinions.

Value Education

The social communications media- the internet can be used for good or for evil. Great good and great evil come from the use and people make use of the media of social communication. In fact, the media as tools cannot do nothing by themselves (Ethics in communication, 2000), but they are mere instruments; tools used as people choose to use them.

Media are forming values everywhere and these values sometimes contradict the examples given at home, contradict the lessons that are taught in the classroom, and contradict the doctrine that is preached in the church (Reuter, 1992). The internet's value in the context of traditional schools system may best fit when teachers help their students develop the ability to extract the necessary information, and even training. Schools may focus on providing students with the preparation and tools to build understanding and, providing encouragement to value critically and explore critically.

The use of the internet for value education in view of a human development can be a best source in this period dominated by the new media technology. To take advantage of its influence, the internet must be more than the library. Hence, the Internet has become an invaluable tool for educators and students (Ionone, 2001; Chambers, 1999; Granic & Lamey, 2000). Teachers can share ideas and lesson plans,

search primary sources to supplement content, take their class on virtual tours, and mentor students online.

Gragert (1999) also claimed that the power of the internet is in its human connective potential. He further pointed out that educators have the opportunity and responsibility to prepare students for adult life through meaningful collaborative interaction.

Internet can literally bring the world to the students and can help them feel connected to a global community. Mastering the use of the Internet can give the students those skills necessary for future endeavors and provide them with the opportunity to learn tolerance for other cultures (Iannone, 2001).

The educational institution in this regard has the duty to implement and strengthen value education in the school environment. Catholic schools in this study, see to it that the mission of forming students to be persons with human values is one of the priorities.

Formal/Informal Learning

The American Pew Internet project survey revealed the result of internet use among young people whether formal or informal. Some 93% of teens use the internet, as venue for social interaction- a place where they can share creations, tell stories and interact with others.

Some 64% of online teens aging 12-17 have participated in one or more among a wide-range of content in creating activities on the internet from a similar survey at the end of 2004. Some 55% of online teens aging 12-17 have created a profile on social networking site such as Facebook or MySpace; 47% of online teens

have uploaded photos where others can see them through many restrict access to the photos, and 14% of online teens have posed video online.

It is assumed that the percentage use may increase more drastically in the years to come.

Church's Opinion about Internet and Role of Supervision of Catholic Secondary Schools

The Church affirmed that “in an era of globalization, the means of social communication have become so important as the chief means of information and education, of guidance and inspiration in their behavior as individuals, families and within society at large”(John Paul II, 1999, p. 48). The Church approaches internet, as new medium realistically and with confidence. Like other communications media, it is a means not an end in itself (John Paul II, 2002). Aware of the impact that the social communications have brought on human progress, the Church likewise acknowledges its ever-growing role to play in the vast field of human education. The Church as an institution points out to its use for education instilling a creative quality and elicits an active response (Communio et Progressio, 1971).

The Head of the Catholic Church, Pope Benedict XVI highlighted “educative emergency” or the need to transmit true values to young people. In similar stance, the Vatican newspaper, L'Osservatore Romano, (Celli, 2008) emphasized the urgent need to form value formation among the youth.

Throughout Asia, the church's involvement in education is extensive, a key element of her presence among the peoples in the continent. The goal of education and of particular the Catholic education (Ecclesia in Asia, 1998, pp. 47-48) is directed

towards human promotion, one that provides an environment where students receive not only the formal elements of schooling but an integral human formation.

Therefore, the internet as means of social communications has brought rapid technological progress in the lives of peoples. Its positive influence has become the channel of information source useful for education, recreation and interaction among users throughout the world.

The information structure and software benefits it has given to business and commerce cannot be denied. Young people use the internet as a network to communicate with friends and develop communication skills through e-mails, chatting and networking.

The positive benefits of the information technology particularly the internet cannot be ignored. In the area of education, it has improved the teacher-student relationship because of its information access related to school projects. Proper guidance and training from teachers in schools are imperative so that value education is channeled through the use of the internet. The Church on her part is supportive of the internet as a tool for value education

II. Problem Statement

The emergence of internet and of cyberspace has its positive impacts on education; its negative impact on the students has also raised the concerns of the school and the Church. While it has provided powerful tools with a great capacity for connecting people disseminating information, the fact is that they are also being misused – for offensive and hate communication, spreading disinformation that is not only damaging and untrue, but also dangerous and defamatory (Fernandes, 2001).

The access to pornography, privacy, violence and addiction are some of the concerns that cannot be ignored. Students can access to the use of the internet, but it is also a concern in this study as to what tasks they perform while using the internet in school and out of school.

On value education, with the increased amount of information the Internet provides, it has allowed many educators to increase their options for classroom activities and issues using this information. There is too much for students to navigate. Instead of enhancing learning, media distracts people and time wasting (Ethics in Communication, 2000, p. 19).

Iannonej (2001) and Dresang (1999) claimed that the Internet does not help students to search and analyze more efficiently relevant information. Access to a huge amount of information is not the whole answer. In using the internet, the study will see the benefits students gained from using the internet.

If schools begin to use internet as instructional tools, then the teacher and the student need to have critical skills in order to know whether the information is accurate or valid. In this study, students are asked what values are learned from the use of the internet.

On the part of the school or the educational institution, the researcher will find out support implemented in using the internet in the school system.

It is imperative that education and training regarding the internet use ought to be part of a comprehensive program of media education (Church and Internet, 2002). It is evident and a major concern that young people need to be taught to be active in using all the aids to communication within the media (Church and Internet, 2002). The church's document on the internet illustrates that the constant availability of

images and ideas and their rapid transmission have profound consequences both positive and negative, for the psychological, moral and social development of persons, transmission of values, world views, ideologies and religious beliefs.

In elementary and secondary schools, youths are dynamic and they are the generation who are interested in exploring new things, and acquire knowledge especially from the internet. They too, are interested in interacting with new friends and to being entertained through the various features the internet can offer them.

Hence, the effective use of internet is concerns that need to be explored especially in elementary and secondary schools (Thailand Research Institute Foundation, 1993).

The influence of the communications media particularly the internet is no longer an assumption. There is a need to train teachers to understand deeply their role in the young generations' environment (Maslog, 1992). Teachers must be aware that value education does not begin and end in the classroom or even in school. Value education is carried out in a more powerful way by communications media (Maslog, 1992). The media is now considered stronger than all three formational agents called for as traditional which is the family, the school, the church.

The society too, must be educated to use these powerful means which are not only instruments but also fundamental elements of contemporary cultural development. The great challenge about technology requires individuals to be more creative rather than accepting all conditions without questioning. It is in this critical perspective that value education is imperative.

Therefore, this research attempts to find out the constructive means of using internet to promote educational value among secondary students in the Catholic schools.

Research Questions

1. What is the profile of the respondents?
2. What are the students' internet behaviors?
3. What values do students acquire in using the internet?
4. What are the schools' supports on the use of internet as tool for value education?
5. What are the general benefits students' obtained in the use of internet for their satisfaction

Objectives of the Study

1. To determine the respondents' profile.
2. To identify students' behavior in the use of internet
3. To identify the values students' obtained in using the internet
4. To know the school supports in using the internet as tool for value education
5. To find out student's general benefits in using the internet as related to their satisfaction.

Significance of the Study

The result of the study will benefit the educational institutions particularly the Catholic school, the educators, the family, the students themselves and the society.

As for the educational institutions, the study will serve as a review of the schools' policy on the students' use of internet as tool for value education as part of

their mission. In the same manner, the study will serve as reference to point out measures to consider in helping students develop a critical use of the internet not only in school but even outside the school premise.

As for educators, the study will become the basis of strengthening their role as innovators of education for their students. In the same manner, they are being encouraged to be technically trained themselves in using the internet.

As for the family, considered as the basic unit of society, and the first place where students/children learn to distinguish good and bad; it is the first teacher before the school. It is a prerogative that responsible parents teach children the value of discipline and in this case, the use of the internet. This presupposes that parents themselves teach children the proper use of internet.

As for the students, it is a great help for them to know the good and bad effect of the use of the internet. It is proven that internet has valuable benefits for education and for personal development. Most often, students are not able to discipline oneself in the use of the computer that many times they are lost in the way internet entertain them in many ways. This study will instill awareness on their part.

As for the society, this study will inspire authorities on the need to implement media literacy in the school, family and social environment. Media ignorance will affect society in various forms such as crimes, sexual abuse, drugs and various vices.

And, to a larger perspective, the study will benefit the policy makers to encourage production of educational programs that favor values of love, friendship, peace, creativity and diligence.

Definition of Terms

Value Education

Value education often emphasizes values as motivating forces from within that move persons to respond. It is cherished and holds them in high esteem because they give direction to life; hence, needs to be educated and cultivated. Value education means inculcating in the students a sense of humanism, a deep concern from the well-being of others and the nation. This can be accomplished by instilling on the students a deep feeling of commitment to values that would build the country and bring back to the people pride in work that brings order, security and assured progress. Through value education the social, moral, aesthetic and spiritual sides of a person are developed which are often undermined in formal education. Value education teaches to preserve what is good and worthwhile in what is inherited from culture. It helps one to accept and respect the behavior of those who differ from us. Value education does not mean value imposition or indoctrination.

Inculcation of values is influenced by a complex network of environmental factors such as home, school, peer groups, community, the media and society at large.

Internet

It is a decentralized network of host computers that are linked by high-speed lines. Internet is also defined as a large computer network fused out of some thousands of interconnected networks initially in the United States and later in countries throughout the world. It supports a whole range of services such as electronic mail, mail transfer, database access, etc.

Internet is also a series of interconnected computers located throughout the world that facilitates data communication. It connects millions of computers that can

communicate with any other computer as long as all are connected to the internet. The WWW is one of the ways that information can be shared over the internet (using hyper text transfer protocol (HTTP)). Internet begun as a network connecting computers into radio and satellite systems in 1960's by the United States Defense Department and is now a global system circulating a massive range of information.

Cyberspace has become common usage in the world of business and technology and, is used interchangeably, in these and popular contexts with references to the web, internet and virtual reality.

Catholic Schools

This is preferable to the Roman Catholic religion. Catholic schools refer to the learning institutions administered by religious men and women of the Roman Catholic Church. Examples of the Catholic schools in Bangkok are the Gabrielite School, the St. Joseph School, St. Dominic School, Sacred Heart School, Pramahathai Suksa School and the Mater Dei School.

Secondary Students -refer to high school students. They are students who completed their primary school. These high school students are from 13-18 years old. In this study students are from the Catholic schools for boys and girls in Bangkok.

CHAPTER 2

LITERATURE REVIEW

Introduction

The popularity of the Internet has increased rapidly as the numbers of people using the Internet are expected to join this phenomenon daily. It has become central part to modern day living that without it is almost unimaginable. Earlier claims like Newsweek (1999) said of the Internet as transforming life, education, economy, health and politics. This claim continues to unfold even to this present time as the World Wide Web develops more and more. A huge volume of information attested of the internet's benefits in almost all of human affairs. However, it is remarkable that in some studies, it referred to some drawbacks of internet use. Considering the growth of the web, more study and a more critical research have been undertaken and are being done to have a better grasp of its benefits to peoples and society.

This review of readings would bring some insights particularly into the study of the internet use for information search for social networking and entertainment and a tool for value education related to learning in the school.

Internet Usage

Growth and Influence of Internet on Youth

The figures convey the concept of the speed of internet's development. In a study conducted by NUA Ltd. (2001), there were approximately 407.1 million Internet users world-wide in 2000. From those early days, nationwide usage has grown to over 1.2 million in 2002 (NUA, 2002) and projected to 12.0 million in 2006 (Charmonman & Chorpothon, 2002) and an increase of an estimated 13.4 million

users in 2008 according to the Internet World Statistics. From the same source the world's internet users is estimated to 1.5 billion as of March 2009. In 2010, it reported that in Thailand an estimated internet users reached 17 million approximately 23% of the population (66 million), and the worldwide users increased to 1.9 billion about 28.7% of the population (6.8 billion).

Following the boom and growth of the internet, its reality has become a great attraction among youth today. In March 2009, teachers in the UK were anxious that children were using laptop computers as a replacement for TV. The attraction of internet has become fourfold: first, it makes possible for users to hear and see content from across the globe; second, content can be accessed in any place; third, local content are accessible even far from home; and finally, internet makes viewing and listening convenient.

The Thai internet in its beginnings in 1994, (Downey & Rattanapian, 1994) joined the internet connection with a significant portion of its users found at the Assumption University's campus. Majority of these users, however utilize the internet for a very small portion of its overall potential. University students about 170 at the Assumption University in Bangkok found that users habitually access the internet for e-mail and information search either for class or personal interests. Adireksarn (2003) likewise attested to the use of Internet Technology (IT) in Thailand to access information and acquire knowledge from all available channels and discipline.

Internet is becoming more accessible at home in compliance with children's requirement in school. Its use is part of the curriculum of the educational system from elementary to college and the young people are familiar in using them than their parents and elders (Church and internet, 2002).

In many parts of the world, internet use has become a familiar tool for young people. Media Literacy Reports (2004) mentioned Canadian adolescents between the ages of 12 to 17 logged on the internet at an average of nearly three hours per day. However, in some context it is observed that young people's use of new media varies in terms of environmental and geographical access. Hence, in a 2005 study of more than 5,200 children in Grades 4 -11 across Canada, 37% indicated they had computer with internet access, 23% had cell phones and 22% had webcam.

In Asia, the Philippine Daily Inquirer (2009) newspaper reported that young Filipinos are the most attracted to the Internet, a survey showed with 50 percent of those in the 10 to 19-year-old age bracket accessed the Internet. Keeping in touch, to be more informed about anything and everything, to play games and to socialize are characteristics of Filipino internet users.

Connectivity as the Philippine Daily Inquirer newspaper in April (2009) reported, is also one of the benefits of technology. People keep in touch with whoever they want regardless of time and distance. In the same newspaper of March 2009, it said that technology's ongoing explosion, allowed today's students to spend more time with new- media such as television, internet, mobile and land phones, video games and radio—than they do in school. The minds of today's students are electronically wired and need to be challenged. They do homework with iPod earphones on, watching a television screen often with a running subscript, pop-ups and side bars of information. And, they seem to absorb it all.

In a survey conducted by the National Electronic Communications (Nectec, 2005) to Thai users showed that 54.4% of Thai net users are female between 20 and

30 years old, 66% access from home while 40% use the net in the workplace, 29% educational facility and 25% at an internet café.

In another previous survey (Nectec, 2004), 51.9 % of all internet users in Thailand were between 15 to 24 years old with time spent online at 10 hours per day. It was observed that the young are already familiar with technology, but the disadvantage is that of forming bad habits prompting curiosity in order to learn new things. It was experiential that Thai urban youths are among the most active media users in Asia, according to Synovate's Media Atlas survey conducted in 2007. This was supported by another survey with 885 Thai youth aged from 15-24.

The above findings can bring light to the perception that internet use is increasing among the youth and the adolescent.

The Use of Internet

Internet is used among the youth mostly on the search for information, entertainment and social networking. On the educational aspect, internet is a tool for information search and a potential tool to value education in the context of training and educational system.

Information Search

Internet has its long history; in fact information-sharing was built into its foundation and development (Schiller, 2000). It was also lauded by Ellsworth (1994), as the "largest reservoir of knowledge ever known in the planet" where students are able to develop more sophisticated search and retrieval strategies. Schools and universities are connected by Schoolnet and Uninet and by distance learning technologies, so internet and IT literacy in Thailand has an impact (Borton,

2003). The crucial question according to D' Costa (2003) is to what extent the number of users is increasing and in what way these new technologies are being used.

Reports from surveys and studies reveal that the youth use of the internet is for information search. An online activities of an earlier report, (Hemenway, 2000) said, more than two-thirds of young urban Thais access the Internet in search of information.

Findings from a study by Opinion Research Corp for Round Table group (2000) said that 67% of US young adults among 18-24 use internet to access essential information. There is a significant preference to use the web than over the traditional information media like TV and newspaper. In the same findings, 84% of young adults said, they are more likely to use internet to retrieve useful information than go to the public library and 47% of the 1,014 US households telephone respondents said, they would consider taking educational course through web.

Reuters (1995) New York reported that internet is considered the most popular source of information and the preferred choice for news ahead of television, newspapers and radio. When asked to examine into the future of the internet, Zogby Interactive Survey told Reuters that 82% said that internet would be the main source of information in five years time, compared to 13 for television and 0.05 percent newspapers. While entertainment and information seeking is the most popular internet activity with 81% (Pew Internet, 2007), the percentage of online teens using the internet to get news or information also remains high (76% in 2004 and 77% in 2006).

The Pope Benedict XVI said that young people have “an almost spontaneous affinity” for using the new means of communication. Thus, the internet is gaining ground among them as they use the internet not only for communicating but also

obtaining information about education (Wotring & Rorrest, 1995). A finding by Maignan and Lukas' (1997) supported that the internet is a rich source for information-gathering purposes.

A survey found that 90% of Internet users in Spain used the Internet for information search (AMIC, 2001). Information gathering in the form of reading news on the Internet was also a popular activity (UCLA Centre for Communication Policy, 2000; Athaus & Tewksbury, 2000; Rainie & Packel, 2001).

Social Networking and Entertainment

As information tool, internet use among the youth creates social networking and friendship. Researchers found that young people commonly used online as friendship-driven and interest-driven. Digital media allows youth to be in contact with friends as texting, instant messaging, mobile phones, internet connections as well as social networking as MySpace and Facebook.

Interest driven networks allow young people to have the ability to engage in peer group that is passionate about certain area of interest and join that group in a self-directed way and get around the gatekeepers to knowledge (Trotter, 2008). The survey commissioned by the Alexandria, Va-based National school boards association, showed that 985 of adolescents with access to cell phones and internet-capable computers use them to build and maintain social networks. In one of an oldest survey 9th WWW User Survey conducted by Georgia Tech (GVU's 9th WWW user survey, 1998), the WWW's youngest users (11-20) use the web mainly for "entertainment" (81%), "education" (70%), "time wasting" (67%), and "personal information" (60%). This, in fact is very revealing of the internet's use for entertainment among the young people.

Much of the positive potential of new media for the young generation has been seen to rest in their educational role (Buckingham et al., 2001; Nixon, 1998). It is claimed that computer software will make 'learning fun' by making imagery and modes of address drawn from children's popular culture, and by employing what maintain to be interactive approaches. These new forms of edutainment are offered both as an acceptable leisure-time pursuit and as fascinating alternative to the apparent monotony of much school work. The distinct characteristics of the Internet lead to additional dimensions in terms of the uses and gratifications approach. For example, "learning" and "socialization" are suggested as important motivations for Internet use (James et al., 1995). "Personal involvement" and continuing relationship" were also identified as new motivation aspects by Eighmey and McCord (1998) when they investigated audience reactions to websites. The potential for personal control and power is also embedded in the internet use.

In a substantial empirical study, Giacqinta, Bauer, and Levin (1993) conclude that the educational promise of this technology has been largely unfulfilled. While parents are likely to invest in computers and software with educational benefits in mind, and while they often have access to good quality educational programs they are rarely used. In general, children prefer to use home computers for playing games, and resist overtly 'educational activities.' However, there were also some important social reasons why the technology was not living up to its creative potential. Very few parents knew how to support their children in using the computer. For most children, however, using computer seemed to be a way of filling in time when they were bored.

Tool for Value Education

Values are defined as motivating forces from within that moves persons to respond; they give direction to life. While value education is inculcating to students (recipients) a sense of humanism, a deep concern for others. Value education teaches to preserve what is good and worthwhile.

Values are inculcated or taught; and are influenced by a network of factors like the home, the school, peer group, the community, society and the media.

Education in general or value education in particular (Kumar, 2009) occupies a prestigious place in modern context of contemporary society. Value education of the young assumed increasing prominence in educational discussion in recent times. Parents, teachers and society at large are concerned about values and value education of children.

The internet is seen by many as one of the most powerful innovations ever invented, and with good reason. It figures increasingly in life that practically no aspect is untouched by it. One such area that the internet has had phenomenal impact is on education. The potential of the internet as a teaching tool is relatively a new concept but more and more people realize that it can indeed foster a dynamic learning environment.

Nowadays, it is claimed that the internet is the most powerful tool that will transform education. Web in the classroom is only the latest in a long history of mass media technologies that have been embraced by the educational establishment. Yet it is argued that its uses are focused on its massive, yet passive storage capability and its role as a research tool (Gragert, 1999). Those uses he claimed will not transform education. The power of the internet is in its human connective potential that opens

new ideas and shapes the thinking of others through diverse inputs. The internet has the potential for creating value education.

Digital information and communication technologies (ICT) are seen as a set of tools which can be chosen and as appropriate in the creative process. In addition the characteristics of ICT can also make a distinctive contribution to the processes providing new tools, media and environments for creative learning to be and learning through being creative. Numerous studies show that the quality of learning (Davis et al., 1997) can be significantly enhanced when ICT is integrated with teaching.

In a research done by Bransford et al, (1994) showed that ICT can enhance critical thinking, information handling skills, conceptualization, and problem solving capacity. This new technology is perceived to add value to education and to support more effective pedagogy by providing knowledge for learners and by enhancing communication that promotes learning (Privateer, 1999).

Creativity in education includes learning to be creative to obtain originality and value to individuals; peers and society. Learners and teachers together can use ICT to support imaginative expressions, autonomy and collaboration, designing and making, pursuing purpose, being original and judging value.

The Digital technologies exhibit features of interactivity, capacity, range, speed and automatic functions which enable users to do things effectively. It is the interaction between the distinctive features of ICT (Information Communication Technology) and the characteristics of creativity that brings up new perspectives on the development of creativity in education. Teaching creativity with digital technologies involve in reality certain challenges such as the use of ICT to support creativity in traditional settings such as schools; and the development of ICT

resources to support innovation in new learning environments for creative activity and collaboration. In similar stance, the National Center for Educational Statistics (1997) of the United States mentioned the same challenges confronting educators and schools. It is said, that fear and vanity prevent bringing up potential in many areas of life and to address them takes trust and confidence in individuals and communities.

Information Communication Technology (ICT) has the potential (UNESCO, 2004) tool in enhancing the quality of teaching and learning. The internet is such, an empowering tool both for the teachers and the students. If used effectively in accordance with learning goals, there is no reason it should not continue as a powerful educating tool. Students learning are no longer passive because internet offers various activities to apply what they have been taught. However, an examination of countries in the Asia-Pacific region has shown that ICT is not being used to its full potential in enhancing the quality of teaching and learning. Technical and capacity-related barriers have to be overcome.

In addition, Internet can be a source of information for education. Aware of the use of internet among youth, the issue of Learning Post of the Bangkok Post newspaper reported that policy makers pressed Goodnet project in an effort to transform internet cafes from game parlors into education-themed 'lifelong learning centers'. This is being supported through educators reinforcing students' positive internet habits. For many students, the internet is a big part of daily life.

In the same manner, a computer department head in a public school in Bangkok told Learning Post that, to nurture and guide the curiosity of students, educators have to take the lead, meaning to introduce students to the wealth of knowledge available freely on the internet. He started stimulating an educational

website, and found the students taking interest in and diverted their attention to exploring sites. With proper guidance from teachers, students are able to learn how to make choices and understand its consequences and learn to use internet intelligently (Daily Inquirer, 2009).

According to Education Week journal (Trotter, A, 2008) the schools can do to students far more good by embracing the Internet and social modes of learning, and educating, and evaluating the use of the Internet wisely, than by seeing it as a dangerous area where access to knowledge must be restricted. Consequently, the internet is the venue and the tool where teaching values can be inculcated. The use of the internet (2008) makes easier for students to do their assignments or research. This will allow them to connect to the rest of the world.

School Support of Internet Usage

Pope John Paul II said in his apostolic exhortation. “Ex Corde Ecclesiae (ECE, 1990; Ethics in Communication, 2000, p. 23),

“In the world today characterized by such rapid developments in science and technology, the tasks of Catholic university assume an ever greater importance and urgency. Scientific and technological discoveries create an enormous economic and industrial growth, but they also inescapably require the correspondingly necessary search for meaning in order to guarantee that the new discoveries be used for the authentic good of individuals and of human society as a whole.”

Catholic schools instill in its mission of forming students with human values. While it is the aim of the Catholic schools in Thailand to develop human person, values are also inculcated in pupils especially creativity. It means “active methods,”

of exploration and discovery, education in divergent and convergent thinking, support, collaboration and methods of encouragement (Komolmas & Asif Salam, 2006).

The Church favors using the media for value education, saying that all media including the Internet are gifts of God to humanity. Many benefits are gained when using is guided by critical thinking and Christian morality. Students are taught how to use media technology but the challenge for educators is teaching them to choose the right content. It is always implied that technology is not an end for itself but only a means for better education. The students are not to become slaves of technology but will be encouraged to use it responsibly (Catholic Education in Thailand, 2008). Value education means to integrate values into the classroom environment where teachers have an active role to play.

Despite the clear duty teachers have in the value education, a challenge is pause to them to review the implementation of this duty in the real school environment. Many schools and teachers have not yet recognized- much less responded to-the new ways students communicate and access information over the internet.

Students reported that there is a significant gap between how they use the internet for school and how they use the internet during the school and under the teacher's direction. For most part, students' educational use of the internet occurs outside school, and outside the direction of teachers. Students say they face several hindrances when it comes to using the internet at school. In many cases these hindrances discouraged them from using the internet as much, or as creatively, as they

would like. It is true that, students' use of the internet for school does not occur in a vacuum.

Hence, education plays a crucial role in the whole process. Educators must be willing to learn and develop knowledge and be open to the renewed and updating of methodologies, but open also to spiritual and religious formation and sharing. The internet's value in the context of traditional school system, may best fit if teachers help their students develop the ability to obtain necessary information, and even training, is necessary (Ache, 2002). Teaching students how to use effectively the best resources from the internet are truly needed. Picking and selecting the best web resources for students is not a practical preference, rather giving them the tools to make intelligent decisions about media content is fundamental (Ebersole, 2000).

The Philippine Daily Newspaper reported in 2008 that a company trains teachers because it believes that technology is only a tool while the teachers are the implementers. The Vatican communication (2010) while reporting on the theme chosen for World Communications Day 2011 also pointed out that, "technology on its own, cannot establish or enhance a communicator's credibility, nor can it serve as a source of the values which guide communication." In the same manner Postman (1995) in his *Visions of Cyberspace* (interview), said of the significance of value education:

"The worst images are of people who are overloaded with information which they don't know what to do with, have no sense of what is relevant and what are irrelevant, people who become information junkies."

Hence, this brings to the conclusion that, to simply provide information is not enough; but the school should enable the students to develop the intellectual and

(cultural) competencies that are required to select, interpret and utilize it. Students do not automatically know how to use media technology, nor evaluate what it provides. Schools and family institutions need to pay much attention to what is taking place in their interactions with the new media and to the forms of support and education they need in order to make those interactions as productive as they promise to be.

Information Search and Value Education

The media can become factor in humanization, not only because of its technological development in communication information but above all on the vision of the human person and the common good that reflects universal values (Benedict XVI (2009).. The human person is the heart of all communicative processes. In various studies of the internet, it is evident that information search becomes the very first reason of using the internet. Even in the various sectors where internet is available, information is the top priority for using the internet. People of all walks of life mostly the internet savvy and the young generation finds a familiar closeness to the internet. There is no wonder the internet dominates in the business world. It is a fact, that internet has developed speedily beyond the traditional media and form convergence: sound, image, effects, designs, speed, interaction and networking. In all its forms, internet carries a huge amount of information and in just in seconds these are made available.

The internet as information source has developed into the educational sector. Nowadays, schools are equipped with Information Technology and the internet system where students can avail. The on-going development of the internet in the school to support education does not take place in an instant. This has confronted education with a challenge: technology for value-education.

Information is essential to knowledge and learning. There is no doubt; the internet is the source of information. But the hardest thing in it is, to assess the best approach to encourage the students to use it in education. Here lies the alternative to train teachers to make a radical option to value education using the internet in school.

The following theory will explain why the students use internet and for what purpose.

Uses and Gratification Theory as Related to Internet Usage

History has shown that new media often create new gratifications and new motivations among various audience groups (Angleman, 2000). The internet features combines elements of both mass and interpersonal communication.

Few studies have taken a uses and gratifications approach to studying the Internet and even fewer have narrowed their focus to look at the World Wide Web (WWW) (Charney, 1996; Stetter, 1997; Yoo, 1996, & Kaye, 1998). December (1996) identified “communication, interaction, and information” as the three broad categories for why people use the internet. In another study of Flaherty, Pearce and Rubin’s (1998), individuals used internet to satisfy three major needs: interpersonal needs; traditional associated with media and new media needs. In a more recent study, Papacharissi and Rubin (2000) identified three other factors they believe influence internet usage: contextual age as opposed to using limitations of chronological age; unwillingness to communicate- the tendency to avoid verbal communications due to factors including low self –esteem, introversion and apprehension; and media perceptions- the lack of social presence on the Internet, informational benefits, interpersonal benefits.

Uses and Gratification is one mass media theory that has repeatedly been cited as holding promise for the analysis of the new media. In addition to the article by Rice and Williams articles by Williams, Strove and Grant (1994), Newhaven and Rarely (1996), Morris and Organ (1996), and December (1996) have also included references to the suitability of uses and gratifications for new media research.

Elisha Katz (1995) first introduced the Uses and Gratification approach, when he came up with the notion that people use the media for their benefit. The theory views the audience as active that is they dynamically seek out specific media and content to achieve certain results or gratifications that satisfy their personal needs. As an “active audience” theory, uses and gratifications provides an advantage point from which to look at the ways that the audience respond to the breadth and depth of information that is made available by these new media.

This idea focuses around the assumption that the viewers are goal oriented and attempt to achieve their goals through the media source.

McQuail, (1983) said the core question of such theory is: why do people use media and what do they use them for? In the mass communication process, uses and gratifications approach puts the function of linking need gratifications and media choice clearly on the side of the audience members. It suggests that people’s needs influence what media they would choose, how they use certain media and what gratifications the media give them. Uses and gratifications approach is more concerned with ‘what people do with media’ (Katz, 1995).

A similar study claimed that the theory of internet use have applied the theory of uses and gratifications to the internet (Charney & Greenberg, 2001; Chou & Hsiao, 2000; Dimmick, Kline & Stafford, 2000 et al.). The internet is in many ways an

exceptional medium that caught researchers' attention that derived from its unique facets. Examples are those projected interpersonal communication gratifications, like the functions of e-mail and chatrooms are common modes of internet usage.

Korgaonkar and Wollin (1999) recognized scope of information, interactive and economic control; Song et al. (2004) virtual community gratification; Charney and Greenberg (2001) coolness, sights and sounds, career, and peer identity factors; and Stafford and Stafford (2001) search for cognitive factors.

Uses and gratifications approach emphasizes motives and the self-perceived needs of audience members. It presupposes prior adoption of an innovation and concerns itself with the individual user's motivation to continue the use of that technology (Ruggiero, 2000; Stafford & Schkade, 2004). It is further based on the notion that media cannot influence an individual unless that person has some use of that media or its message (Rubin, 2002). This marks a shift from the traditional viewpoint of 'powerful-media-effects' theories, where an audience is depicted as passive, and easily manipulated by media influences. The perspective is compatible with the constructive thinking of learning which emphasizes that learning is an "active" process, that is when the student is engaged in authentic tasks that relate to meaningful contexts, it is not something done to the student, but rather something that a learner does (Heinich et al., 1996). Blumer and Katz (1974) concluded that different people can use the same communication message for very different purposes. The same media content may gratify different needs for different individuals.

The uses and gratifications theory has been widely used, and also is better suited for studies of Internet use. In the internet environment, users are even more actively engaged communications participants, compared to other traditional media

(Ruggiero, 2000). The theory also suggests that people consciously choose the medium that could satisfy their needs and that audiences are able to recognize their reasons for making media choices (Katz et al., 1974).

The use of internet among the youth to search for information for personal use is gratified. This happens in and outside the school environment and most often without the direction and supervision of the teacher. In the same manner, the motivation for using the internet or the World Wide Web for entertainment is achieved due to the various features the technology offer to the net generation.

For educational purposes the use of the internet becomes a source for students to access information related to assignments in schools. The desire to obtain information to support learning is achieved through the use of the internet. Use and gratification theory is implied in the use of internet among students to obtain information, to be entertained and learn in view of education.

Hypothesis

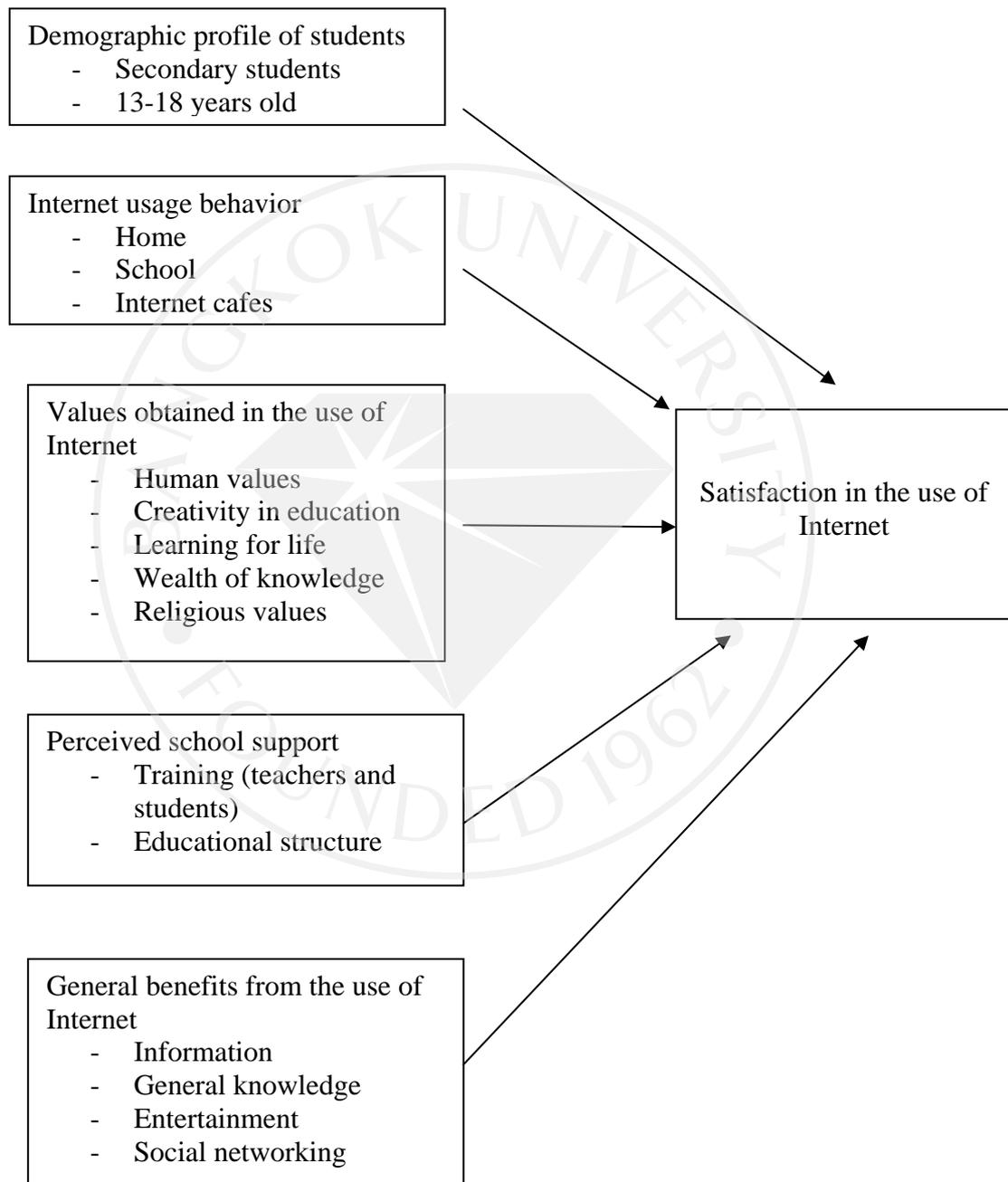
The review of related readings with emphasis on the study of internet use among the students and the net generation lead to the following hypothesis.

H1. The change of secondary students' satisfaction with internet use varies according to demographics, internet usage behavior, values obtained in the use of internet, perceived school support and the general benefits from the use of in

Conceptual Framework

Satisfaction in the use of Internet: for value education among Secondary Students in the Catholic Schools in Bangkok

Figure 1: Conceptual Framework

Independent VariablesDependent Variable

CHAPTER 3

METHODOLOGY

Introduction

This research study use the quantitative design and discuss the population, sampling, the demographic profile, the survey tool (questionnaire), and procedure of data collection, the variables, and the data analysis.

Population

The population of this study comprises the secondary students from the sixteen Catholic schools between the ages of 13-18 years old (see names in the appendix). The Catholic schools in the country are administered by lay people, by parishes (under the responsibility of the church's organization) and by religious men and women. The study focused only the secondary schools students in the Catholic schools in Bangkok administered by religious men and women.

Sampling

The sample group of the study focuses on the main schools in the parameter of Bangkok particularly administered by men and women religious orders.

Respondents in this study are the 400 students from the men and women Catholic schools in Bangkok from the first to the sixth year in the secondary level with ages from 13-18 years old. These year levels are chosen because they are able to understand the questions asked of them from the questionnaire. These students are Thai from the six Catholic schools: three from boys' school namely: St. Dominic School, Gabrielite School and Pramahathai Suksa. And the three from girls' school in Bangkok namely: Mater Dei School, Sacred Heart School and the St. Joseph School.

The list of these Catholic schools is taken from the Catholic Education Council (August 2008- July 2009) an annual edition of the association on the occasion of their council meeting.

The Catholic schools in Bangkok are selected for sampling because they are administered mostly by the religious men and women. Most of these religious groups have schools in the city. From the schools randomly selected, the researcher selected students from the six Catholic schools. The sample group used is 400 and the numbers of students from each school were selected proportionately based on their total number.

Demographic Profile

Students from the six Catholic schools in Bangkok are the secondary level with their ages ranging from 13-18 years old, boys and girls from the first to the sixth year level.

Variables

The Independent variables include demographic profile of students, internet usage behavior, values obtained in the use of internet, perceived school support on the use of internet and the general benefits from the use of internet.

The demographic profile of the secondary students includes their ages ranging from 13-18 years old.

The students' internet usage behavior includes places like at home, at school and at internet cafes.

Values obtained in the use of internet comprise human values, creativity, learning for life, wealth of knowledge, religious values and social networking.

Perceived support from school in the use of internet: training for teachers in the use of internet, teachers guide students in the use of internet and encouragement in the use of internet.

General benefits from the use of internet: information search, social networking, sending e-mails, visiting website, chatting, creating blog, viewing movies, listening to music, and playing games.

The dependent variable is the satisfaction gained in the use of internet.

Survey Tool

The study use questionnaire as survey tool to collect data from the students and 30 pre-test respondents were conducted to test its validity.

The survey statements are written in English and translated into Thai using the back translation method. Survey statements are an open ended formulation and consisted of six parts:

First: questions about the respondents' demographic profile: age, gender, school and year level

Second: questions identifying internet usage behavior among secondary students

Third: questions about values obtained in the use of internet

Fourth: questions about perceived support from school in the use of internet as tool for values education

Fifth: statement identifying the general benefits from the use of internet

Sixth: statement about satisfaction in the use of internet

Data Collection

After the topic was approved the researcher formulated the survey statements for the questionnaire and submitted for approval. Then permission was requested from the school administrators in the Catholic schools to distribute the questionnaire to the 400 secondary students in the specified year levels. The instructions were explained in the survey sheet for the students to follow when answering the questions. They were encouraged to their best responses to the questions. To test the internal consistency or average correlation of items in the survey questionnaire to gauge its reliability Cronbach's Alpha was used. The result found out that there is a high reliability of coefficients on the following: Part 3.1 is .8522; Part 3.3 is .7609; and for Part 5.1 is .8046.

The researcher distributed the questionnaires to the six Catholic schools in Bangkok namely: Mater Dei School, Sacred Heart School, St. Joseph School, St. Gabriel School, St. Dominic School and Pramahathai Suksa School. It was only after their summer break in May 2010 that the questionnaires were administered to the students with proper permission from school heads. The advisers of the students helped in giving out the questionnaire to the designated year level in the school selected at their convenient class schedule. The researcher did make follow up to collect the data and it was made complete within two weeks time and the. About 90% of the questionnaires were retrieved

Data gathering was completed within two weeks time and the encoding of data followed which took place about three weeks.

Data Analysis

Collected data are encoded using the Statistical Package program and the subsequent computations are done using the computer program. Findings are inferred from the result.

Statistical Treatment of Data

The responses to the 400 respondents were analyzed through a statistical package program using Multiple Regression Analysis stepwise method. Frequencies and percentages, Mean and Standard Deviation were also used to explain the descriptive information of the data. From the results the hypothesis is inferred, analyzed, discussed and presented through the use of tables, and the final conclusion was made. The level of reject or accept in each hypothesis is .05

CHAPTER 4

FINDINGS

Introduction

This chapter is divided into six major parts: descriptive data on the demographic profiles of the students; internet usage; values received in using the internet; opinion on the support from school on the use of internet as tool for value education; and general purpose of using the internet and the satisfaction on the use of internet.

Part I. Descriptive Data on the Demographic Profiles of the Students

The succeeding table shows the demographic profile of the students in terms of their gender, age, school, and year level.

Findings showed the following profile of the students: girls (n= 220 or 55%) and boys (n= 180 or 45%) from the six Catholic schools in Bangkok. The students are fifteen years old (n= 121 or 37%), fourteen years old (n= 100 or 31%), sixteen years old (n= 46 or 14%), seventeen years old (n= 30 or 9%), eighteen years old (n=19 or 6%) and thirteen years old (n=10 or 3%), respectively.

Findings also revealed that students are from the Gabrielite school for boys (n=113 or 28%), from the Sacred Heart school for girls (n=100 or 25%), from St. Joseph school for girls (n=70 or 17%), from the St. Dominic school for boys (n= 56 or 14%), from Mater Dei school for girls (n=46 or 12%) and boys from Pramathai Suksa (n=15 or 1%).

Regarding year levels, findings revealed that students are of third year (n=110 or 27%), fourth year (n= 102 or 26%), second year (n=78 or 19%, sixth year (n=50 or 13%), fifth year (n= 44 or 11%) and first year (n=16 or 4%, see Table 4.1) respectively.

Table 4.1: Demographic Profile of Students

Gender	Frequency	Percent
Female	220	55%
Male	180	45%
N	400	100%
<hr/>		
Age		
13 years old	10	3%
14 years old	100	31%
15 years old	121	37%
16 years old	46	14%
17 years old	30	9%
18 years old	19	6%
N	326	100%

(Continued)

Table 4.1 (Continued): Demographic Profile of Students

School		
Gabrielite School	113	28%
Sacred Heart School	100	25%
St. Joseph School	70	17%
St. Dominic School	56	14%
Mater Dei School	46	12%
Pramathai Suksa School	15	4%
N	400	100%
Year Level	Frequency	Percent
First year	16	4%
Second year	78	19%
Third year	110	27%
Fourth year	102	26%
Fifth year	44	11%
Sixth year	50	13%
N	400	100%

Students' Internet Usage

Findings in Table 4.2 revealed that students mostly use internet at home/school (n=200 or 50%) while some students (n=130 or 33%) use internet at

home only. Furthermore, students use internet at internet café (n=49 or 12%), and some use it, at school only (n=12 or 3%), (see Table 4.2).

Table 4.2: Locations Where Students Use the Internet

Venue	Frequency	Percent
At home/school	200	50%
At home	130	33%
At internet cafe	49	12%
At school	12	3%
Others	9	2%
N	400	100%

Frequency in the Use of Internet

At Home

Findings in Table 4.3 revealed that students use internet at home mostly everyday (n=179 or 44%), followed by their use of internet at home every day (n=110 or 28%), sometimes (n=97 or 24%), often (n= 13 or 4%), and lastly never use the internet at home (n= 1 or .03%), (see Table 4.3).

Table 4.3: Students' Frequency of Using the Internet

	Frequency	Percent
Almost every day	179	44%
Everyday	110	28%
Sometimes	97	24%
Often	13	4%
Never	1	.03
N	400	100%

Findings also revealed in Table 4.4 that most students use internet at home between 1-3 hours (n= 209 or 52%), followed by 3-5 hours (n = 110 or 28%), 5-7 hours (n=37 or 9%), at least an hour (n=29 or 7%) and finally more than 7 hours (n=15 or 4%), (see Table 4.4).

Table 4.4: Frequency and Percentage of Students Regarding their Duration of Internet Use

Duration	Frequency	Percent
Between 1-3 hours	209	52%
Between 3-5 hours	110	28%
Between 5-7 hours	37	9%
At least an hour	29	7%
More than 7 hours	15	4%
N	400	100%

Internet Use at School

Table 6.5 revealed that most students use internet at school once a week (n= 188 or 47%) followed by twice a week (n = 61 or 16%), at least once a month (n = 60 or 15%), and twice a month (n =24 or 6%). Some students use internet everyday (n =23 or 6%) while some use internet at school once a month (n =22 or 5%), (see Table 4.5).

Table 4.5: Frequency and Percentage of Students on their Use of Internet at School

Frequency of Internet Use	Frequency	Percent
Once a week	188	47%
Twice a week	61	16%
At least once a week	60	15%
Twice a month	24	6%
Everyday	23	6%
Once a month	22	5%
Others	22	5%
N	400	100%

Internet Use at Internet Café

Findings in Table 4.6 revealed that students never use internet at internet café (n=159 or 40%) while some use internet at internet café often (n= 153 or 38%). Some

students use internet at internet café sometimes (n=64 or 16%), almost every day (n=13 or 3%) and always (n=11 or 3%), (see Table 4.6).

Table 4.6: Frequency of Students on their Use of Internet at Internet Café

Frequency use at Internet Café	Frequency	Percent
Never	159	40%
Often	153	38%
Sometimes	64	16%
Almost everyday	13	3%
Always	11	3%
N	400	100%

Students' Companion in the Use of Internet

Results revealed in Table 4.7 that students use internet alone most of the time (n=204 or 51%) while often with groups of friends (n= 88 or 22%) and sometimes with friends (n=73 or 18%). Findings also revealed that students use internet sometimes with family members (n=28 or 7%), (see Table 4.7).

Table 4.7: Frequency of Students Using Internet with Companions

Companion	Frequency	Percent
Alone most of the time	204	51%
Often with groups of friends	88	22%
Sometimes with friends	73	18%
Sometimes with family members	28	7%
Others	7	2%
N	400	100%

Values Students Obtained in Using the Internet

Results in Table 4.8 revealed that students obtained values in using the internet. The highest value received is creativity ($M=4.10$, $SD = .70$), wealth of knowledge ($M= 3.88$), life-long learning ($M=3.84$), communication ($M= 3.83$), human values ($M=3.57$), and religious values ($M= 3.01$, $SD = .91$), respectively.

Students agreed moderately regarding the values obtained in using the internet ($M= 3.71$, $SD = .54$), (see Table 4.8 - 4.9).

Table 4.8: Mean Indicating Values Students Obtained in their Use of Internet

Values	M	SD	Meaning
Human values	3.57	.80	Moderate
Creativity	4.10	.70	Moderate
Life-long learning	3.84	.78	Moderate
Communication	3.83	.77	Moderate
Wealth of knowledge	3.88	.90	Moderate
Religious values	3.01	.91	Less
Average	3.71	.54	Moderate

Note:

1.00– 1.80 = mostly agree

1.81 - 2.60 = agree

2.61 – 3.40 = neither agree or disagree

3.41 – 4.20 = disagree

4.21 – 5.00 = mostly disagree

Values are Obtained from the Use of Internet

Result in percentage revealed that students agree that values are obtained from the use of internet (n= 260 or 65%) while some (n=109 or 27%) mostly agree and, the considerable few (n=23 or 6%) neither agree nor disagree. The least number (n=8 or 2%) disagree to the opinion that values are obtained from the use of internet. (See, Table 4.9).

Table 4.9: Frequency of Students Regarding Values Obtained from the Use of Internet

Level of Opinion	Frequency	Percent
Agree	260	65%
Mostly agree	109	27%
Neither agree nor disagree	23	6%
Disagree	8	2%
Mostly disagree	-	-
N	400	100%

Students are Encouraged to Use Internet

The data indicated the students' encouragement on the use of internet.

Findings showed that students strongly agree on information resource and art/recreation ($M = 4.38$, $SD .69$), whereas agree on creative value production ($M = 4.17$, $SD = .63$), creative multimedia ($M = 4.00$, $SD .93$), and creating blog ($M = 3.94$, $SD = 1.02$), respectively. (See, Table 4.10).

Table 4.10: Mean Indicating Students Encouraged to Use Internet with a Purpose

Purpose of the Use of Internet	Mean	SD	Meaning
Creative value production	4.17	.63	Agree
Information resource	4.38	.69	Strongly agree
Art/ recreation	4.38	.69	Strongly agree
Creative multimedia	4.00	.93	Agree
Creative blog	3.94	1.02	Agree

Note:

1.00– 1.80 = mostly agree

1.81 - 2.60 = agree

2.61 – 3.40 = neither agree or disagree

3.41 – 4.20 = disagree

4.21 – 5.00 = mostly disagree

Perceived Support from School on the Use of Internet

The perceived supports from school on the use of internet are shown in number and percentage. Findings revealed that students sometimes perceived support (n= 149 or 37%) from school on the use of internet. They often perceived (n =147 or 36%) support from school, some always perceived support (n = 57 or 15%) while

others seldom perceived the support from school on the use of internet and only a few (n = 6 or 2%) never perceived the support from school, (see Table 4.11- 4.15).

Table 4.11: Percentage of Students on their Perceived Support from School

Perceived Support on the	Frequency	Percent
Use of Internet		
Sometimes	149	37%
Often	147	36%
Always	57	15%
Seldom	41	10%
Never	6	2%
N	400	100%

Teachers' Use of Internet as Teaching Tool for Value Education

Data showed that students approve on teachers' use of internet as teaching tool (n= 235 or 59%). A good number of them (n = 126 or 31%) strongly approve of the teachers' use of internet as teaching tool, while a number do not show an opinion on their approval or non- approval (n =18 or 5%, n= 16 or 4%). A few students (n = 5 or 1%) disapprove that teachers use internet for teaching tool, (see Table 4.12).

Table 4.12: Percentage of Students on their Perceived Support Regarding Teachers
Using Internet for Teaching Tool

Internet as Teaching Tool	Frequency	Percent
Approve	235	59%
Strongly approve	126	31%
Disapprove	18	5%
Neither approve/disapprove	16	4%
Strongly disapprove	5	1%
N	400	100%

Teachers' Guiding Students Creatively in Using Internet for Value Education

Findings showed that students received much guidance from teachers in using the internet (n = 189 or 47%), and others said they received moderate guidance from teachers in using the internet (n = 116 or 29%). Some (n = 76 or 19 %) received guidance mostly from teachers in the use of internet and a few (n= 15 or 4%) received guidance from teachers in the use of internet, (see Table 4.13).

Table 4.13: Frequency of Students on their Perceived Guidance from Teachers in Using the Internet

Guidance Level	Frequency	Percent
Much	189	47%
Moderate	116	29%
Mostly	76	19%
Less	15	4%
Least	4	1%
N	400	100%

Use of Internet as Teaching Tool at School is Encouraged

Data below revealed that students (n = 201 or 50%) agree that internet is encouraged as teaching tool at school while some (n= 153 or 38%) strongly agree. A few students (n= 23 or 6%) neither agree or disagree to the opinion on the use of internet as teaching tool, while a few disagree (n = 19 or 5%), and strongly disagree (n = 4 or 1%) to the opinion on the use of internet for teaching tool is encouraged at school, (see Table 4.14).

Table 4.14: Percentage of Students on their Perceived Use of Internet as Teaching Tool at School

Level of Opinion	Frequency	Percent
Agree	201	50 %
Strongly agree	153	38%
Neither agree or disagree	23	6%
Disagree	19	5%
Strongly disagree	4	1%
N	400	100%

Use on Internet at School with Proper Guidance and Support

Findings shown below are opinions of students as to the use of internet at school with proper guidance and support from school. Approximately two-third of the students (n= 264 or 66%) agree, some (n= 90 or 23%) strongly agree, but a few (n=20 or 5%) disagree. Some students neither agree nor disagree (n= 22 or 5%) and a few (n=4 or 1%) strongly disagree to the use of internet at school with proper guidance and support (see Table 4.15).

Table 4.15: Frequency of Students on their Perceived Use of Internet at School with Proper Guidance and Support

Level of Opinion	Frequency	Percent
Strongly agree	90	23%
Agree	264	66%
Disagree	20	5%
Strongly disagree	4	1%
Neither agree nor disagree	22	5%
N	400	100%

General Benefits in Using the Internet

Benefit of Using the Internet at Home

Findings show that in general, students benefit from using the internet by visiting website and listening to music (M= 4.18), followed by playing games (M= 3.77), chatting (M= 3.50), viewing movies (M=3.35), sending e-mail (M=3.20), social network (M= 2.84) and creating blog (M= 2.36), respectively.

As to the frequency of using the internet to their benefits, the students send e-mail sometimes at home (32%). Besides, students visit website (48%) and chat through the web (38%) always. Students create blogs (30%), and view movies (32%) sometimes, while listening music always (49%). Playing games always through internet are other benefit students obtained (33%) while social networking (24%) sometimes (see Table 4.16).

Table 4.16: Mean indicating Benefits Students Gained from Using the Internet at Home

Benefits	Frequency in using internet					Mean SD	Meaning
	always	often	sometimes	seldom	never		
Send e-mail	11%	28%	32%	26%	2%	3.20 1.02	Moderate
Visiting website	48%	31%	13%	7%	1%	4.18 .97	Much
chatting	34%	18%	22%	17%	9%	3.50 1.36	Much
Creating blog	7%	10%	22%	30%	29%	2.36 1.21	Moderate
Viewing movies	14%	31%	32%	17%	4%	3.35 1.06	Moderate
Listening to music	49%	29%	12%	6%	2%	4.18 1.02	Much
Playing games	33%	28%	23%	13%	2%	3.77 1.11	Much
Social networking	19%	12%	24%	20%	24%	2.84 1.43	Moderate

Note:

1.00– 1.80 = mostly agree

1.81 - 2.60 = agree

2.61 – 3.40 = neither agree or disagree

3.41 – 4.20 = disagree

4.21 – 5.00 = mostly disagree

Benefit of Using the Internet at School

Result found that most students have the benefit of using the internet at school through the information search (M= 3.62), doing assignments/projects (M= 3.28), learning something new (M=3.34) acquiring new knowledge (M=3.27), and sending e-mail (M= 2.29). Table 4.17 shows details on the findings on the various items categorized as benefits on the use of internet.



Table 4.17: Mean Indicating Benefits Students Gained in Using the Internet at School

Benefits	Frequency in using internet						Mean SD	Meaning
	Always	often	sometimes	seldom	never			
Sending e-mail	4%	11%	23%	30%	31%	2.29	Less	
						1.14		
Information search	21%	37%	28%	10%	3%	3.62	Much	
						1.14		
Doing Assignments/ projects	13%	31%	36%	14%	6%	3.28	Moderate	
						1.07		
Acquire knowledge	10%	34%	33%	18%	4%	3.27	Moderate	
						1.03		
Learn Something new	12%	34%	35%	13%	5%	3.34	Moderate	
						1.03		

Note:

1.00– 1.80 = mostly agree

1.81 - 2.60 = agree

2.61 – 3.40 = neither agree or disagree

3.41 – 4.20 = disagree

4.21 – 5.00 = mostly disagree

Satisfaction in the Use of Internet

Results show that in general most students are satisfied in the use of internet.

It can be seen from the findings are in order, listening to music (M= 4.34), visiting website (M= 4.21), information search (M = 4.19), obtain general knowledge (M= 4.01) and viewing movies (M= 3.97). Creating blog (M= 3.06) got moderate level of satisfaction from students. Findings are given in details in Table 4.18.



Table 4.18: Mean Indicating Satisfactions Students Gained in the Use of Internet

Purpose	1	2	3	4	5	M	SD
	Frequency						
Sending e-mail	24%	43%	25%	19%	2%	3.83	.92
Chatting	31%	28%	26%	8%	5%	3.73	1.14
Viewing movies	34%	36%	23%	6%	1%	3.97	
.94Listening to music	54%	30%	11%	3%	1%	4.34	.89
Create blog	12%	23%	36%	19%	10%	3.06	1.15
Listen news	19%	29%	35%	13%	4%	3.47	1.07
Playing games	36%	34%	20%	7%	2%	3.94	1.04
Visit website	47%	30%	17%	4%	.5%	4.21	.92
Information							
Search	41%	39%	17%	2%	.5%	4.19	.82
Social network	23%	20%	29%	19%	8%	3.32	1.25
Obtain general							
Knowledge	35%	37%	24%	3%	1%	4.01	.90

Note:

1.00– 1.80 = mostly agree

1.81 - 2.60 = agree

2.61 – 3.40 = neither agree or disagree

3.41 – 4.20 = disagree

4.21 – 5.00 = mostly disagree

Part II. Hypothesis Testing

Multiple Regressions was performed between satisfaction as the criterion variable and the demographic profile of students (age, sex, grade/year level) school, benefits (b1, b2), school support (support1, support2) and place of internet use as predicting variables. The multiple correlation coefficient ($R = .48$) was significantly different from zero, $F_{(8, 391)} = 15.021$, $p < .05$, and 21% of the variation in the criterion variables was explained by the set of predicting variables ($R^2 = .235$, adjusted $R^2 = .219$).

Table 4.19: Multiple Regression Table

Model	Sum of squares	Df	Mean square	F	Sig.
1 Regression	33.990	8	4.249	15.021	.000 ^a

a. Predictors: (Constant), SUPP_REC, AGE_RECO_PLC1_REC, BENEFIT1, SCH_RECO, SUP_RECO, BENEFIT2, GRA-RECO

b. Dependent Variable: SATISFACTION

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.485 ^a	.235	.219	.53184

Multiple Regression Analysis reveals the following predictors of the students' satisfaction with the use of internet among secondary students for value education:

1) age of the students ($t = 2.871, p < .05$), 2) places where the students use the internet such as school, home and internet cafes ($t = -2.135, p < .05$), and 3) benefits perceived in using the internet ($t = 5.914, p < .05$, and $t = 2.163, p < .05$) and for perceived support for educational structure, ($t = -3.587, p > .05$).

However, the Multiple Regression Analysis method also revealed that the following variables are not significant predictors of the students' satisfaction with the use of internet among secondary students for value education: 1) perceived school support which is training ($t = -.826, p > .05$), school, ($t = 1.150, p < .05$), and grade level ($t = -.585, p > .05$).

Table 4.20: Coefficients of Predictors

Model	Unstandardized		Standardized		
	Coefficients		Coefficients		
	B	Std. Error	Beta	t	Sig
1 Constant	8.564	1.552		5.519	.000
BENEFIT1	.255	.043	.288	5.914	.000
BENEFIT2	8.260E-02	.038	.107	2.163	.031
AGE_RECO	.110	.038	.255	2.871	.004
SCH-RECO	1.753E-02	.015	.053	1.150	.251
GRA_RECO	-2.300E-02	.039	-.052	-.585	.559
PLC1_RECO	-5.836E-02	.027	-.098	-2.135	.033
SUP_RECO	-2.649E-02	.032	-.040	-.826	.409
SUPP_REC	-.105	.029	-.171	-3.587	.000

List of Variables

Variable Name	Description
BENEFIT1	Benefits from the use of internet in terms of information and general knowledge
BENEFIT2	Benefits from the use of internet in terms of entertainment and social networking
AGE_RECO	Demographic profile for Age
SCH-RECO	Demographic profile for School
GRA_RECO	Demographic profile for Grade level
PLC1_RECO	Places where students use internet (school, home, internet Café)
SUP_RECO	Perceived support for internet use in terms of training
SUPP_REC	Perceived support for internet use in terms of educational structure

Conclusion

Findings on the study: “Satisfaction on the use of internet for value education among secondary students in the Catholic schools in Bangkok” has given insights into various aspects in the use of internet.

The 400 students consist of boys and girls from the Catholic schools in Bangkok were the respondents to the questionnaire in order to predict satisfaction in their use of internet. In this study, the predictors such as age, places or locations where students use internet (school, home and internet cafes), benefits gained from the use of internet and the perceived support in terms of educational structure are significant in determining satisfaction in the use of internet. In the readings students with ages ranging from 14- and up are those who use most the internet and, its use takes place in the home, school and internet café. School and home are the common places for students to use internet while some are at internet cafes especially for some who do not have internet access at home. At internet cafes, fees are minimal and most of the time online access alone after school hours is convenient.

The study also predicts that benefits are gained from the use of internet. Findings showed that information search, recreation, communication and networking are the general benefits gained from the use of internet that lead to their satisfaction in relation to value education.

Support from educational structure is significant predictor to the satisfaction in the use of internet for value education because it is the prerogative of the school to use technology with all its potential to the benefit of students. Finally, the study leads to the conclusion that secondary students are satisfied in their use of internet for value education.

CHAPTER 5

INTRODUCTION, SUMMARY, CONCLUSION AND RECOMMENDATIONS

Introduction

This section presents the summary of the findings and discussion about the theoretical implications of the study; conclusion derived from the research findings; the limitations of the study; and recommendations for future research.

Summary

This study seeks to determine the respondents' profile, identify their behavior in the use of internet, identify the values the respondents' obtained in the use of internet; know the school support in the use of internet for value education and determine the satisfaction from the benefits obtained in the use of internet. Thus, from the findings the following answer the research questions:

RQ1. What is the demographic profile of the respondents?

Four hundred (400) secondary students from six Catholic schools in Bangkok administered by religious orders: three from the boys' school and three from the girls' school were the respondents of this study on the satisfaction of the use of internet as tool for value education among secondary students in the Catholic schools in Bangkok. The students are with ages ranging from 13- 18 years old from first year to sixth year levels. These students comprised girls and boys who are almost equal in number and the highest age bracket is 15 years old; the highest numbers of respondents are from the school for boys and the highest year level corresponds to the third year.

Demographic profile comprising of age, school, and year level were the predictors to the satisfaction in the use of internet. Findings showed that age ($t=2.871$, $p<.05$) is significant to the satisfaction in the use of internet for value education; and in this study the respondents are the 15 years old students. This finding reveals that Internet use has become a great attraction to young people as Media Literacy Report (2004) reported on a study done to the Canadian adolescents between the ages of 12 to 17. National Electronic Communications (Nectec, 2004) also mentioned in a survey result that Thai internet users are between 15 years old to 24 years old with time spent online at 10 hours per day; while Synovate Media Atlas (2007) in a survey confirmed that young Thais in the urban areas are among the most active media users in Asia. The Philippine Daily Inquirer (2009) also reported that young Filipinos between the ages of 10-19 are most attracted to the internet.

RQ2. What are the students' internet behaviors?

This question identified the places where the respondents use the internet, the usage duration and their companions in using the internet.

In this study, findings showed that majority of the students said that home and school (50%) are the common locations they use Internet while (33%) use internet at home. A few responded that they use Internet at internet cafes which may possibly mean that internet is not available at home.

However, the use of Internet is more accessible at home in compliance with the school requirements in view of students' assignments; while at school the policy also requires its use as part of the curriculum from elementary to college, thus most often young people are more adept to using internet than their parents.

The result of the study also showed that most respondents' use internet at home almost every day (44%) and between 1-3 hours (52%). This does not support Nectec survey report in 2004 where the 51.9% of Thai internet users between 15-24 years old spent online at 10 hours per day.

Unlike the use of Internet at school, students' use of Internet at home is not specifically restricted according to time of use. At times parents do not have Internet use policy in the family. Possibly, while other families have made policies; but in this study this is not implied.

As to the use of Internet at school, majority of respondents mentioned once a week (47%) while some said, twice a week (16%). While it is true that the use of Internet is part of the curriculum, its use is being structured due to some other classes during the week. Students do not use the Internet the whole day but only during their computer classes because of some other activities at school. At other times, possibly during their break time.

Students claimed they never use Internet at internet cafés (40%) while some said they often (38%) use internet at internet cafés. Students who never use Internet at internet cafés possibly have access to the internet at home since parents provide them, while those who use internet at internet cafes perhaps do not have at home and usually avail the internet after school hours where fees are cheaper and accessible especially in the city and near the school vicinity.

Given the result of the study that students access the Internet at home/school most of the time, it is likely that they use it alone most of the time (51%) as finding reveals. It is at school that their use of Internet is structured and teamwork encouraged. In the Philippine newspaper of March 2009, it said that technology's

ongoing explosion allowed students today to spend more time with new media such as internet and video games. And, it is observed that students' use of internet at school does not occur in a vacuum. Hence, education in the use of Internet is very important.

RQ3. What are the values obtained in the use of Internet?

The question on values obtained in the use of Internet includes three statements: on the students' opinion that values are obtained, the identified values obtained; and the use of Internet is encouraged at school.

Findings on the study showed that most of the respondents agree (65%) that values are obtained in the use of Internet. The same findings identified the values in order by Mean and Standard Deviation obtained in the use of Internet as follows: Creativity (M=4.10 and SD .70); wealth of knowledge (M=3.88 and SD .90); life-long learning (M=3.84 and SD .78); communication (M= 3.83 and SD .77); human values (M= 3.57 and SD .80) and religious values (M= 3.01 and SD .91). The same result in the study shows the Mean indicating that students are encouraged to use Internet with the following purposes: strongly agree on information resource and art/recreation (M=4.38, SD .69); while agree on creative value production (M= 4.17, SD .63); on creative multi-media (M= 4.00, SD .93); and creative blog (M=3.94, SD 1.02)

Pope Benedict XVI said that young people have a spontaneous understanding for using the new means for communication and for obtaining information for education. Besides, because of the interactive features and functions of the Internet creativity in education is developed. Learning Post issue of the Bangkok Post reported that policy makers pressed Goodnet project to transform internet cafes from game parlors into education-themed, "*life-long centers.*" It also reported a computer department head in a public school in Bangkok that educators have to take the lead to

introduce students the “wealth of knowledge” available in the internet. This is supported in many studies such as Davis et al. (1997); Bransford et al. (1994) Privateer, (1999) and UNESCO (2004) that using technology enhances quality learning; while Ellsworth (1994) lauded the Internet as “the largest reservoir of knowledge” where students have access.

Also, in an earlier report (Hemenway, 2000) on online activities said that, more than two-thirds of urban Thais access the Internet in search of information, whereas an international study by the Opinion Research Corp for Round Table group (2000) said that 67% of US young adults between 18-24 access internet for information. While entertainment and information seeking are popular internet activity among teens, Pew Internet (2007) reported that information source remains high (76% in 2004, and 77% in 2006). The oldest survey (GVU's 9th WW user survey, 1998) told of the youngest user (11-20) use the web mainly for ‘entertainment’ (81%), ‘education’ (70%), ‘time wasting’ (67%), and ‘personal information’ (60%). Wotring and Rorrest, (1995) said that internet is not only for communicating but also obtaining information for education. Buckingham et al. (2001) added that the potential of new media for young generation has been seen in their educational role. Hence, value education of the young assumed increasing prominence in educational discussion.

RQ 4. What are the perceived supports from school in the use of Internet for value education?

On the perceived school support statements included: (training and educational system). Findings in the study shown in percentage indicated that

respondents perceived sometimes (37%) and often (36%) school supports in the use of Internet.

As to training support, majority of students (59%) approved, while some (31%) strongly approved that teachers use Internet for teaching tool. In the same perceived supports from school, respondents received much guidance (47%) from teachers in using creatively the Internet for value education, while (27%) responded they received moderate guidance from teachers. As to the encouragement of the Internet use as teaching tool at school, majority of the respondents (50%) agree, while some (38 %) strongly agree. Findings support that Catholic schools intend to instill in its mission of forming students with {human} values favoring creativity. This implies, “active method” of exploration and discovery, support and encouragement (Komolmas, 2006). Moreover, students are encouraged to use technology responsibly (Catholic Education in Thailand, 2008) giving importance to value education in an integrated classroom environment where teachers have a role to play. The value of the internet in the context of traditional school system will have benefit when teachers help students develop the ability to obtain necessary information, even training (Hache, 2002); giving them tools to make intelligent decisions about media content (Ebersole, 2000). Despite the duty defined for teachers in teaching value education the challenge is constantly asked of them: to review their duty in the education system.

RQ5. What are the benefits students’ obtained in the use of Internet for their satisfaction?

The statements are formulated to obtain responses on the benefit of using Internet at home and at school in view of their benefits.

The use of internet at home generally benefits students in many ways. Findings in the study pointed out to their responses such as visiting website and listening to music (M= 4.18) indicating (SD .97 and SD 1.02) respectively; playing games (M= 3.77) indicating (SD 1.11); chatting (M=3.50) indicating (SD 1.36); viewing movies (M= 3.35) indicating (SD 1.06); sending e-mail (M= 3.20) indicating (SD 1.02); social networking (M=2. 84) indicating (SD 1.43) and creating blogs (M= 2.36) indicating (SD 1.21) respectively.

As to the frequency of using the Internet to their benefits, students listen to music (49%); visit website (48%); chat (34%) and play games (33%) always respectively; while viewing movies and sending e-mail (32%) and social networking (24%) sometimes; create blogs (30%) seldom.

On the benefit of using the internet at school, students responded as information search (M= 3.62, SD 1.14); learn something new (M=3.34, SD 1.03); doing assignments (M= 3.28, SD 1.07); acquire knowledge (M= 3.27, SD 1.03) and sending e-mail (M=2.29, SD 1.14) respectively. As to the frequency of using Internet, students use for information search (37%) often; doing assignments (36%) and learn something new (35%) sometimes; acquire knowledge (34%) often and sending e-mail (30%) seldom.

The findings show that students are able to identify their priorities in using the internet as to place and purpose. This may led to the assumption that using internet at school is structured and geared to learning while the use of internet at home is unstructured and most often geared to entertainment and relaxation.

On the students' satisfactions in the use of internet results show that in general most students are satisfied as seen in the findings in order: listening to music

(M= 4.34, SD .89); visit website (M= 4.21, SD .92); information search (M=4.19, SD .83); obtain general knowledge (M=4.01, SD .90); viewing movies (M= 3.97, SD .94); playing games (M= 3.94, SD 1.06); sending e-mail (M= 3.83, SD .92); chatting (M=3.73, SD 1.14); listening to news (M= 3.47, SD 1.07); social networking (M= 3.32, SD 1.25) and creating blog (M= 3.06, SD 1.15). As to the frequency of using Internet to the students' satisfaction, findings are shown in order: listening to music (54%); visit website (47%); information search (41%); playing games (36%); obtain general knowledge (35%); viewing movies (34%) and chatting (31%) always respectively, while sending e-mail (43%) often; create blog (36%); social networking (29%) and listening to music (35%) sometimes respectively.

Conclusion

The study has touched the realms of communication and has provided insights into the principles and practical application of the communication theories: channel of communication (internet use); content of communication (values); purpose of communication (satisfaction from the benefits gained).

On the channel of communication, the study showed that Internet has developed tremendously in the field of media, becoming one of the signs of progress in the information technology (Rapid Development, 2005). It has become central part to modern day living that has transformed life, education and values. The use of Internet comprised mostly on information search, entertainment and social networking as the study shows.

From the benefits gained in the use of Internet that lead to satisfaction attested the study that identified "communication, interaction and information" as the three broad categories on why people use the Internet (December 1996). This describes the

Internet in terms of uses and gratifications approach such as “learning” and “socialization” (James et al., 1995). This results lead to the Uses and Gratification Approach introduced by E. Katz (1995) which views the audience as active in seeking specific media and content to achieve gratifications to satisfy needs. The findings of the study show in order of major concern that at school, students mostly 15 years old are benefited from the use Internet for searching information, learning something new, doing assignment and acquiring knowledge are related to learning value education. While the students’ benefit from the use of Internet at home may likely differ in their use at school like listening to music and visiting website, playing games; chatting; viewing movies; and sending e-mail are geared to entertainment and relaxation. These results bring to the prediction that students’ are significantly satisfied in use of Internet at home and at school. This is appropriately linked to the theory of Uses and Gratification which is concerned with “what people do with media.” (Katz, 1995); why do people use media and what do they use them for? McQuail, (1983). A similar study claimed the theory of internet use is applied to the theory of uses and gratifications (Charney & Greenberg, 2001 et al.) as derived from its unique facets such as communication gratifications like e-mail and chat rooms; scope of information, Korgaonkar and Wollin (1999), interactive and economic control; Song et al.(2004), virtual community gratification; Charney and Greenberg (2001), coolness, sights, and sounds, career, and peer identity factors; and Stafford and Stafford (2001) search for cognitive factors.

The internet as a huge reservoir of information of all aspects is also a tool for value education. From the study students agree that values such as creativity, wealth of knowledge, life-long learning, communication, human values and religious values

are obtained in the use of internet. In order that students may be able to learn these values perceived school support through training of teachers and the educational system support are significant predictor for the satisfaction of the use of Internet for value education. Findings are supported as Davis et al, (1997) claimed that numerous studies showed that technology can enhance quality of learning when integrated with teaching. Likewise, earlier claim by Gragert (1999) told of the human connective potential of the internet that opens new ideas and shape thinking through diverse inputs. If used effectively in accordance with learning goals, there is no reason it should not continue to be a powerful educational tool. Meanwhile, the Pontifical Council for Social Communications (2002) said, the “human person and the human community are the end measure of the use of media of social communication; communication should be by “persons to persons for the integral development of persons.” (Caritas in Veritatae, n.73). The above claims led to the conclusion that, “technology on its own, cannot establish or enhance a communicator’s credibility, nor can it serve as a source of the values which guide communication.” (Vatican statement, 2010). In the same line of thought, the Philippine Daily Newspaper reported in 2008 that a company trains teachers because it believes that technology is only a tool while the teachers are the implementers.

Limitations

The research has several limitations encountered:

1. The intended research sample was the secondary Catholic schools in Bangkok especially the school for boys and girls. When the questionnaire was approved classes were no longer regular since it was about to start the summer break so that the distribution to the students was no longer as scheduled. The consequence

was that some classes are no longer complete and had to wait for the opening. It was possible for those incomplete classes, but questionnaires were just distributed to those who were few, which may result to some limitation in the respondents' responses.

2. Contrary to the original plan of a stratified random sampling, the survey used convenience sampling due to the convenience of class schedule, hence generalization maybe taken with caution.

3. It took some time for the researcher to look for a Thai translation of the English questionnaire since the researcher is a non-Thai. Making verifications and editing of some Thai formulations took time before the final one was approved.

4. Researcher has no personal contact with respondents as some school administrators entrusted the responsibility of distributing the instrument among the teachers. The introductory notes written on the questionnaire was the only means where the researcher conveys the intent of the study and encourages respondents' cooperation.

5. The respondents maybe shy or not willing to give comments or give additional information even when they are invited or requested, otherwise more information could be obtained especially in their use of internet in the classroom.

Recommendations

For families, school administrators and government

Benefits obtained in the use of internet for value education become an inspiration for parents in encouraging children to use wisely the internet. The role of family members in enhancing the use of internet for creative learning maybe strengthened and a constant motivating factor in the family's use of internet at home.

School administrators may consider introducing Media Education Literacy in the school program, a process of critical reflection on the media; a movement from awareness of media language and techniques through analysis of the values they project and their influence on daily lives, towards a responsible participation in the media. Studying the internet through Media Education-Literacy process will bring a better grasp of the benefits and values gained in the use of internet.

From this initial study, the school administrator may consider a review of school policies, training of teachers for ICT and implementation of Internet use in classroom during an annual evaluation of school program or during a school assembly. This may bring about new and recent innovations that may help teachers and students benefit the use of internet for education.

For future research

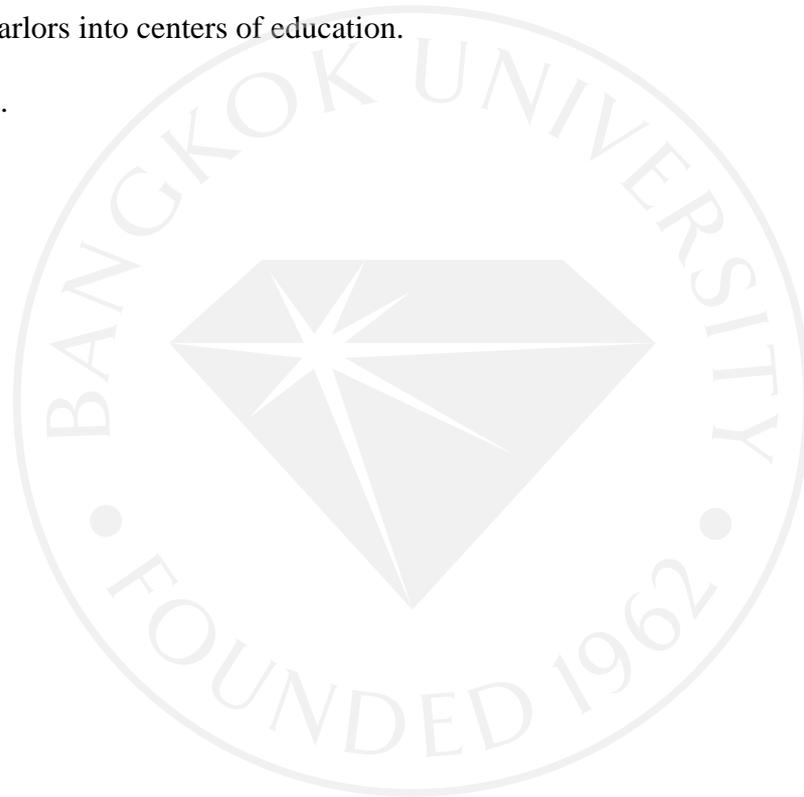
In Bangkok there are many secondary schools using the internet at school and this study maybe replicated using wider samples extending to the non-sectarian private secondary schools so that a complete assessment of Internet use at school is attained.

The study may also include samples of teachers so that a research finding on how they use Internet as teaching tool in their classroom, the benefits they gained and how much they have used the Internet to teach value education among the students.

The same study should be done in the Philippines. The country is predominantly Catholic and the Catholic schools are administered mostly by the religious orders. The study would be a useful research considering the culture, language, values and media environment of the Philippines. It would likely give a comparative findings useful for education sector especially value education

The stepwise method for Multiple Regression Analysis may be applied to see the values of predictor variables.

For Thai government especially on the ICT sector for Technology and Education to implement and promote policies on the use of internet for creative technological innovations in the educational system. In the same manner, the policy makers may continue to press “Goodnet” project to transform internet cafes from game parlors into centers of education.



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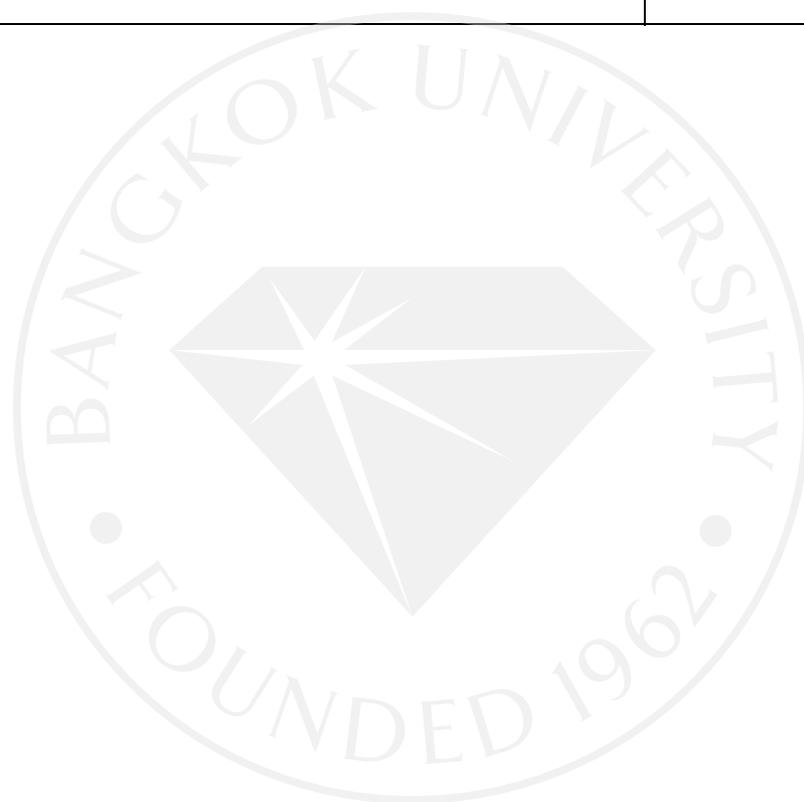
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APPENDIX A. CATHOLIC SCHOOLS IN BANGKOK ADMINISTERED BY
RELIGIOUS

Name of schools	Students
Assumption Convent	Girls
Assumption Convent	Boys
Assumption Matayum	Boys
Assumption Thonburi	Boys
Assumption Samutprakan	Boys
St. Gabriel	Boys
St. Louis	Boys/ Girls
St. Dominic	Boys
St. Joseph Convent	Girls
St. Francis Xavier	Girls
Sta. Cruz Convent	Girls
St. Joseph Bangna	Girls
St. Joseph Tiphawan	Girls
Mater Dei College	Girls
Vasuthevi	Girls
Pramahathai Suksa	Boys/Girls
Sacred Heart Convent	Girls
Sacred Heart Pratanaweet	Boys/ Girls
Sacred Heart Nonthaburi	Boys/ Girls
Pramaemarie- Sathorn	Boys/ Girls

Pramaemarie- Sathupradit	Boys/ Girls
Pramaemarie- Prakanong	Boys/ Girls
Marie Upatham (Nakhon pathom)	Girls
La Salle (Bangna)	Boys/Girls
Sacred Heart (Donmueang)	Boys/Girls
Ruamrudee Withesuksa	Boys/Girls



February 18, 2010

To Whom This May Concern

I, Sr. Maria Cora Damalerio, a Daughter of St. Paul and at present doing my thesis on the “**Satisfaction in Use of Internet for Value Education among Secondary Students in the Catholic Schools in Bangkok**” in partial requirement for my Masters Degree in Communications Arts at Bangkok, University.

The questionnaire is the tool I used to get the data related to the study. It is my privilege to request your kind permission to allow me to take your students as one respondent among the other Catholic schools.

I anticipate with sincerity your kind cooperation to this request and I hope this study will benefit our students.

Sincerely yours,

Sr. Maria Cora Damalerio, fsp

Researcher

QUESTIONNAIRE

Dear Students:

This research study is to explore satisfaction in the use of Internet for value education in the secondary Catholic schools in Bangkok. Your cooperation is greatly appreciated.

Instruction: Read the statement and put a check (√) on your responses. Please do not leave any statement unanswered.

Thank you.

1. Demographic Profile

Gender: Male Female

Age: 13 years 14 years 15 years

16 years 17 years 18 years

others ____

School: Mater Dei School St. Gabriel School

St. Dominic School Pramahathai Suksa

St. Joseph School Sacred Heart School

Year Level: First year Second year

Third year Fourth year

Fifth year Sixth year

2. Internet Usage behavior

2.1 I use the internet (choose one or two answers)

- home
- school
- both at home and at school
- internet cafes
- others please specify _____

2.2 At home, I use the internet

- everyday
- almost everyday
- sometimes
- often
- never

2.3 At home my use of internet

- at least an hour
- between 1-3 hours
- between three to five hours during the day
- between 5-7 hours during the day
- more than 7 hours

2.4 At school, I use the internet

- everyday
- twice a week
- once a week
- twice a month

- once a month
- at least once a month
- others __

2.5. I use internet at internet cafes

- always
- almost everyday
- sometimes
- not often
- never

2.6 I use internet with whom (Choose one answer)

- alone most of the time
- with friends sometimes
- With family members at times
- Others (please specify) _____

3. Values obtained in using the internet

3.1 Values I obtained in using the internet

Values	most	much	moderate	Less	least
Human values					
creativity					
Lifelong learning					
communication					
Wealth of knowledge					
Social knowledge					

Religious values					
Others -----					

3.2. Values are obtained from the use of internet

- mostly agree
- agree
- mostly disagree
- disagree
- neither agree nor disagree

3.3 Students are encouraged to use internet for-

Purpose	Strongly agree	agree	disagree	Strongly disagree	Neither agree or disagree
Creative value production					
Information resources					
Art and recreation					
Creative multimedia					
Creative blog					
others					

4. Perceived support from school on the utilization of internet as tool for value education

4.1. Teachers are given preparation to use internet as teaching tool for values education

- always
- often
- sometimes
- never
- seldom

4.2. Teachers use internet as teaching tool at school for values education

- approve
- disapprove
- strongly approve
- strongly disapprove
- neither approve or disapprove

4.3. Teachers guide students in using internet creatively for values education

- mostly
- much
- moderate
- less
- least

4.4. At school the use of internet is encouraged as teaching tool

- agree
- strongly agree

- disagree
- strongly disagree
- neither agree nor disagree

4.5. At school students are encouraged to use internet with proper guidance and support

- agree
- strongly agree
- disagree
- strongly disagree
- neither agree nor disagree

5. General benefits in using the Internet

5.1. Generally, I use internet for _____

	never	seldom	sometimes	Often	always
Sending e-mails					
Visiting websites					
Chatting					
Creating blogs					
Viewing movies					
Listening to music					

Playing games					
Social networks					
Others					

5.2. At school, I use internet for

	always	often	Some-times	seldom	never
Sending e-mails					
Information search					
Doing assignments/projects					
Acquire new knowledge					
Learn something					
others					

6. Satisfaction on the use of internet

Generally the use of internet satisfies my needs

	Mostly satisfi-ed	Satisfied	Moderately satisfied	Less satis- fied	Least satisfied
Sending e- mails					
Chat-ting					
Viewing movies					
Listen-ing to music					
Creat-ing blogs					
listen-ing to news					
Playing games					
Visit-ing websites					
Information search					
Social net- works					

Obtain general knowledge					
Others ...					



Thai Questionnaire

แบบสอบถาม

สวัสดีนักเรียนทุกท่าน แบบวิจัยความพอใจจากอัตราประโยชน์จากอินเทอร์เน็ตเพื่อการศึกษานี้ได้จัดทำการสำรวจเกี่ยวกับอัตราประโยชน์ของการใช้อินเทอร์เน็ตในด้านการศึกษาศาสนาตามสถาบันการศึกษาในเครือคาทอลิกในชั้นมัธยมศึกษาในเขตกรุงเทพมหานคร

โปรดอ่านคำถามและใส่เครื่องหมาย (✓) ตามความคิดเห็นของท่าน² กรุณาตอบแบบสอบถามให้ครบทุกส่วน ขอขอบคุณเป็นอย่างยิ่งที่ให้ความร่วมมือ

1. ข้อมูลส่วนตัว

- เพศ ชาย หญิง
 อายุ 13 ปี 14 ปี 15 ปี
 16 ปี 17 ปี 18 ปี

สถาบันการศึกษา

- โรงเรียนมาแตร์เดอีวิทยาลัย โรงเรียนเซนต์คาเบรียล
 โรงเรียนเซนต์คอมมิทิก โรงเรียนพระมหาไถ่ศึกษา
 โรงเรียนเซนต์โยเซฟคอนเวนต์ โรงเรียนพระหฤทัยคอนเวนต์

ระดับชั้น

- มัธยมศึกษาปีที่ 1 มัธยมศึกษาปีที่ 2 มัธยมศึกษาปีที่ 3
 มัธยมศึกษาปีที่ 4 มัธยมศึกษาปีที่ 5 มัธยมศึกษาปีที่ 6

2. พฤติกรรมในการใช้อินเทอร์เน็ต

2.1 สถานที่ที่ใช้อินเทอร์เน็ต (ตอบได้ไม่เกิน 2 ข้อ)

- บ้าน
 โรงเรียน
 ทั้งบ้านและโรงเรียน
 อินเทอร์เน็ตคาเฟ่
 อื่นๆ (โปรดระบุ).....

2.2 ใช้อินเทอร์เน็ตที่บ้าน

- เป็นประจำทุกวัน
 เกือบทุกวัน
 ใช้นานครั้ง
 ใช้น้อยมาก
 ไม่เคยใช้เลย

2.3 ระยะเวลาที่ใช้อินเทอร์เน็ตต่อวัน

- ไม่เกิน 1 ชั่วโมง
 ระหว่าง 1-3 ชั่วโมง
 ระหว่าง 3-5 ชั่วโมง
 ระหว่าง 5-7 ชั่วโมง
 มากกว่า 7 ชั่วโมง

2.4 ใช้อินเทอร์เน็ตที่โรงเรียน

- ทุกวัน
- สัปดาห์ละ 2 ครั้ง
- สัปดาห์ละครั้ง
- เดือนละ 2 ครั้ง
- เดือนละครั้ง
- น้อยกว่าเดือนละครั้ง

2.5 ใช้อินเทอร์เน็ตที่อินเทอร์เน็ตคาเฟ่

- ทุกวัน
- สัปดาห์ละ 2 ครั้ง
- สัปดาห์ละครั้ง
- เดือนละ 2 ครั้ง
- เดือนละครั้ง
- น้อยกว่าเดือนละครั้ง

2.6 ใช้อินเทอร์เน็ตกับใคร? (ตอบได้แค่ตัวเลือกเดียว)

- คนเดียว
- กับเพื่อน
- กับคนในครอบครัว
- อื่นๆ (โปรดระบุ).....

3. ประโยชน์ที่ได้จากอินเทอร์เน็ตที่ใช้เป็นสื่อการเรียนการสอน

3.1 ประโยชน์ที่ได้รับจากการใช้อินเทอร์เน็ต

วัตถุประสงค์	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
การค้นข้อมูลข่าวสาร					
ความบันเทิง					
ความรอบรู้ทางด้านสังคม					
การติดต่อสื่อสาร					
ความคิดสร้างสรรค์					
ประสบการณ์ชีวิต					
ความกระตือรือร้นที่จะเรียนรู้สิ่งต่างๆ					
อื่นๆ.....					

3.2 ได้รับประโยชน์จากการใช้อินเทอร์เน็ตเป็นสื่อการเรียนการสอน

- เห็นด้วยอย่างยิ่ง
- เห็นด้วย
- ไม่เห็นด้วย
- ไม่เห็นด้วยอย่างยิ่ง
- ไม่แสดงความคิดเห็น

3.3 นักเรียนได้รับการส่งเสริมให้ใช้อินเทอร์เน็ตเพื่อ

วัตถุประสงค์	5	4	3	2	1
สร้างสรรค์ผลงานอย่างมีคุณค่า					
ค้นคว้าข้อมูล					
ติดต่อสื่อสาร					
อื่นๆ.....					

4. ความคิดเห็นเกี่ยวกับประโยชน์ที่ได้รับการสนับสนุนจากโรงเรียนในการใช้อินเทอร์เน็ตเป็นสื่อการเรียนการสอน

4.1 อาจารย์ได้มีการใช้อินเทอร์เน็ตเป็นสื่อในการเรียนการสอนในโรงเรียน

- ทุกวัน
 บ่อยๆ
 บางครั้ง
 น้อยมาก
 ไม่เคย

4.2 อาจารย์มีความพร้อมในการใช้อินเทอร์เน็ตในการเรียนการสอน

- เห็นด้วยอย่างยิ่ง
 เห็นด้วย
 ไม่เห็นด้วย
 ไม่เห็นด้วยอย่างยิ่ง
 ไม่แสดงความคิดเห็น

4.3 อาจารย์ได้แนะนำให้นักเรียนใช้อินเทอร์เน็ตอย่างถูกต้องและได้ประโยชน์

- มากที่สุด
 มาก
 ปานกลาง
 น้อย
 น้อยที่สุด

4.4 ได้รับการส่งเสริมให้อินเทอร์เน็ตในโรงเรียน

- เห็นด้วยอย่างยิ่ง
 เห็นด้วย
 ไม่เห็นด้วย
 ไม่เห็นด้วยอย่างยิ่ง
 ไม่แสดงความคิดเห็น

5. โดยปกติแล้วใช้อินเทอร์เน็ตเพื่อ

วัตถุประสงค์	ไม่เคย	น้อย	บางครั้ง	บ่อย	เป็นประจำ
ส่งอีเมลล์					
ค้นหาข้อมูล					
สนทนาตามห้องแชท (chat)					
สร้างบล็อก (Web board)					

ชมภาพยนตร์					
ฟังเพลง					
เล่นเกม					
สร้างเว็บไซต์เป็นของตัวเอง					
อื่นๆ					

5.1 ใช้อินเทอร์เน็ตที่โรงเรียนเพื่อ

วัตถุประสงค์	ไม่เคย	น้อย	บางครั้ง	บ่อย	เป็นประจำ
ส่งอีเมลล์					
ค้นหาข้อมูล					
สนทนาตามห้องแชท (chat)					
สร้างบล็อก (Web board)					
ชมภาพยนตร์					
ฟังเพลง					
เล่นเกม					
สร้างเว็บไซต์เป็นของตัวเอง					
อื่นๆ					

6. ความพอใจจากอัตราประโยชน์จากอินเทอร์เน็ต

6.1 ความพอใจจากความต้องการใช้ประโยชน์จากอินเทอร์เน็ต

วัตถุประสงค์	5	4	3	2	1
ส่งอีเมลล์					
สนทนา					
ดูหนัง					
ฟังเพลง					
สร้างบล็อก (Web board)					
ดูข่าว					
เล่นเกม					
ท่องเว็บ					

ระดับคะแนน

- 5 มากที่สุด
- 4 มาก
- 3 ปานกลาง
- 2 น้อย
- 1 น้อยที่สุด

BIODATA

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