Journal of Ecohumanism
2024
Volume: 3, No: 7, pp. 4339 – 4350
ISSN: 2752-6798 (Print) | ISSN 2752-6801 (Online)
https://ecohumanism.co.uk/joe/ecohumanism
DOI: https://doi.org/10.62754/joe.v3i7.4547

Attitudes of Vocational Education Students Toward Using the Internet to Achieve Academic Motivation for Self-Learning from Their Point of View

Mohammad Omar Al-Momani[1]

Abstract

The study aimed to identify the attitudes of vocational education students towards using the Internet to achieve academic motivation for self-learning from their point of view and the relationship of this to some variables such as gender and the number of hours of daily use. The descriptive approach was used, in addition to the questionnaire, which consisted of (16) items as a tool for the study, It was applied to (150) male and female students majoring in vocational education at Al-Balqa Applied University in Jordan in the first semester of the academic year (2023/2024). The results showed that the attitudes of vocational education students toward using the Internet to achieve academic motivation for self-learning came at a high level, with a mean of (2.71) and a standard deviation of (0.60). The results also showed that there were statistically significant differences attributed to the gender variable and in favor of males. The results also indicated that there were no statistically significant differences between the estimates of the study sample due to the variable number of hours of use.

Keywords: *Trends, The Internet, Academic Motivation, Self-Learning, Vocational Education, University Students, Higher Education.*

Introduction

Human energies have an important role in building the civilization of nations, as they are strengthened through building and preparing people capable of achieving success and progress for their societies in general, and for themselves in particular, which requires providing integrated care in all psychological, educational, educational, and social aspects. Yes, and the gifted in particular, they represent very important national treasures, as countries flourish and rise with their talented and creative people, and advance over other nations with the minds of their scientists and inventors. In light of the rapid technological changes, the bet has become on the talented as they are the elite leaders of change and development in societies. Educational systems compete for innovation Scientific methods and approaches to detect gifted people, nurture them, and enrich their skills. Enhancing their talents has become an inevitable result of the stage of development that societies are going through today(Al-Kandari,2001; Fleet,2015; Al-Ubaid,2001)

In light of the rapid cognitive growth in the knowledge society, and the rapid development of means of communication and technology, it is no longer Hall Study alone is sufficient to meet the educational needs of students, so there is a need for learning to be a continuous process throughout an individual's life. So that he can develop himself and his personality and hone his skills and abilities so that he can keep pace with the development happening around him in all fields, from here comes the role of self-learning, which is one of the means leading to continuous learning, and an indicator of personal independence, self-reliance, and the ability to make decisions and bear responsibility, and be consistent. The idea of self-learning meets the requirements of modern education imposed by the nature of cognitive changes, and the development of the individual is linked to enabling him to access knowledge independently and enabling him to interact with it, criticize it, and employ it in solving problems, whether current or future (Al-Falite, 2015; Al-Zubaidi,2019; Khan& Malik, 2022; Pinto& Fernández-Pascual, 2019).

The Internet has provided its users with the means to benefit from the information available on it without restrictions or limits. It has also made it possible for them to obtain, disseminate, exchange, and benefit from information at any time and from any place. The educational field is not far from this fact, as the Internet has become the main driver of Modern trends in the field of education have placed the student in

[1] Department of Applied Sciences, Al-Huson University College, Al-Balqa Applied University, Jordan, Email: m.o.e.m@bau.edu.jo, https://orcid.org/0000-0003-3871-0254

Journal of Ecohumanism
2024
Volume: 3, No: 7, pp. 4339 – 4350
ISSN: 2752-6798 (Print) | ISSN 2752-6801 (Online)
https://ecohumanism.co.uk/joe/ecohumanism
DOI: https://doi.org/10.62754/joe.v3i7.4547

a prominent position as the focus of the educational process, and have prepared for him a qualitative shift in interaction with his teachers and colleagues. It has also placed the teacher in his desired position as an engineer of the educational environment and a shaper of learning situations, and directed to the uniqueness of Education, and I treated a lot of Problems of the teacher and student, such as information overload, suffocation, and the inability of printed material to absorb it (Al-Obaid, 2001; Gary,2004; Biney, 2020; Suthiprapa& Tuamsuk, 2022).

The importance of Internet-based self-learning lies in the fact that it takes into account individual differences, by presenting the information to be learned using more than one educational strategy according to the level of each student and his ability to learn. It also provides him with all the educational activities he needs so that the student becomes able To make his educational plans, designed, and implemented in a way that is compatible with his learning (Saadeh and Sartawi, 2007; Al-Hila,2007; Karaoglan & Yilmaz, 2023; Lo& Stark, 2021).

The specialty of vocational education is considered one of the leading modern and ancient specializations in the labor market, which is characterized by being based on theoretical and practical education, this requires continuous technological knowledge, and this may not be available to the student unless he correctly develops his skills and knowledge, and all of this requires referring to the available sources and references. This provides the student with the knowledge he wants to obtain, and the Internet is considered one of the most important sources to help the student obtain it, especially since we live today in an era of rapid progress and development that includes all areas of life.

To enrich this topic,The studies that dealt with the trend towards using the Internet varied Educational process And from Here's a study (Akdhaari and Fatna, 2017) Which was aimedTo identify the attitudes of social sciences students towards using the Internet in self-learning, Zian Ashour University in Djelfain Algeria; And study (Al-Shafi'iAnd others,2014) Which was aimedTo identify the attitudes of students of the College of Education for Human Sciences at the University of Karbala towards using the Internet in education; As forStudy (Al-Jarayda, 2014)You have aimedTo identify the reality of using secondary school teachers in Jordan Internet technology, and students' attitudes towards it; There was also a study (Laila,2014) Which was aimed Identify trendsBachelor's and Master's students At Oum El Bouaghi University in AlgeriaTowards using the Internet in self-learningj;As it rewarded (Al-Birini,2013) A study to determine the attitudes of students of the College of Education, majoring in class teacher, and majoring in curricula and educational techniques, towards using the Internet in learning and teaching at the university level. At Al-Baath University in Syria; my intended study (Bouta, 2011) aimed to identify the attitudes of professors and students towards using the Internet as a source of educational and research information at the University of Batna.in Algeria and to identify their attitudes towards the Internet as an information source among university students and professors a source of educational and research information.; As (Al-MasoudYes,2010) conducted a study to reveal students' attitudes at the University of Batna Towards using the Internet to achieve self-learning, focusing on some of its psychological foundations, such as motivation; As for studying(2010Rehman,), I aimed to get to know the reality of using the Internet in Pakistani universitiesAs seen by teachers and students.

By reviewing previous studies, it found verification benefited the current study through strengthening and building the theoretical framework for the study, also benefitted which terms of tool used in the current study were also developed Benefiting from previous studies in terms of their procedures and steps, and how to interpret their results and provide recommendations, in addition to that they contributed to directing the researcher looked atA lot of sources and the reviewer And websites Which Contributed to building and developing the study.

The Study Problem and Its Questions

Modern educational trends seek to transform the image of the student from a passive recipient to a participant in the educational process and to qualify students to bear self-responsibility in obtaining knowledge using the Internet, as it is no longer a teacher. It is the main source of knowledge, and the general scenario for many teachers today is to face many different challenges, including how to meet students'

Journal of Ecohumanism
2024
Volume: 3, No: 7, pp. 4339 – 4350
ISSN: 2752-6798 (Print) | ISSN 2752-6801 (Online)
https://ecohumanism.co.uk/joe/ecohumanism
DOI: https://doi.org/10.62754/joe.v3i7.4547

needs. Cognitive with Existence weakness in Material capabilities and effortsteacherFocused concourse which is directed to the majority of students (Samah et.al,2021; Kundu et.al,2021; Al-Falite, 2015; Pinto& Fernández-Pascual, 2019; Saadeh and Sartawi, 2007; Biney, 2020)

Under these circumstances, it has become difficult for students to find educational opportunities that help them stimulate their thinking and motivation toward learning, and hence self-learning is considered a means of providing broader services to students, it can also create educational opportunities that suit students' characteristics and trends (Al-Zubaidi,2019; Lo& Stark, 2021; Gary,2004; Al-Hila,2007; Al-Obaid, 2001)

has shown many studies (Khan& Malik, 2022; Suthiprapa& Tuamsuk, 2022; Karaoglan & Yilmaz, 2023) a large segment of university students do not use the Internet properly or have a positive attitude towards it, in light of the absence of awareness and education in the field of Internet use, and the absence of community institutions to serve youth and university students in general.

Since students majoring in vocational education practice their educational process like other university students, it is necessary to develop their cognitive skills in the field of their specialization and its skills, and this requires returning to the Internet to benefit from it in developing their skills and experiences, which is naturally reflected in their academic motivation.

That is why this study seeking recognition of attitudes of vocational education students towards using the Internet to achieve academic motivation for self-learning from their point of view is done by trying to answer the following questions:

What Trends Vocational education students towards using the Internet to achieve academic motivation for self-learning from a perspective their view?

Is They found differences significant at the significance level (α=0.05) in Attitudes of vocational education students towards using the Internet to achieve academic motivation for self-learning from their point of view contributed to gender change (male-female)?

Do they find differences Statistically significant at the significance level (α=0.05) in the Attitudes of vocational education students towards using the Internet to achieve academic motivation for self-learning from their point of view Which Attribute to a variable number of hours of Internet use (Less than an hour, from(2-6) hours, More From (6) hours)?

The Importance of The Study

The importance of the study is highlighted in that university students In general and students majoring in vocational education in particular need special attention and care to control boredom with tasks The educational opportunities provided to them are a result of the low level of learning, the slow rate, and spending a long time learning things and tasks that they already know. Therefore, they need to get out of the monotony of regular education to education that enriches their abilities, makes them feel independent and challenging, and enables them to work efficiently without being restricted by a specific time and place., The current study seeks to find out the attitudes of vocational education students towards using the Internet to achieve academic motivation for self-learningAs a source of information and a means of self-learningY, as can be given for those in charge of education students in universities are like teachers and decision-makers in higher education institutions in Jordan clear picture of attitudes of vocational education students towards using the Internet to achieve academic motivation for self-learning Providing an appropriate educational environment for learning that qualifies students to assume self-responsibility in obtaining knowledge using modern technological means with flexibility and freedom.

It is self-learning, the best method for me university students live with their characteristics and their tendency toward self-independence, as self-learning using the Internet allows every student to learn according to his abilities and speed of learning., This study can also open the way for further field studies, whether at the local level.YOr in environments or communities.

Journal of Ecohumanism
2024
Volume: 3, No: 7, pp. 4339 – 4350
ISSN: 2752-6798 (Print) | ISSN 2752-6801 (Online)
https://ecohumanism.co.uk/joe/ecohumanism
DOI: https://doi.org/10.62754/joe.v3i7.4547

Objectives of the Study

The Current Study Aims Me

- DetectionAttitudes of vocational education students towards using the Internet to achieve academic motivation for self-learning.
- Identify the differences in Attitudes of vocational education students towards using the Internet to achieve academic motivation for self-learning attributed to the gender variant.
- Challenge and Differences in the attitudes of vocational education students towards using the Internet to achieve academic motivation for self-learning and Yes Attributed to the Number of hours of daily use of the Internet.

Terminology of Study

There are a group of terms related to the subject of the study, which are:

- *The Trend Towards Using the Internet for Self-Learning*

(Abu Al-Hamael, 2013) defined it as an acquired emotional readiness that is relatively stable, and appears in the student's readiness to search for multiple sources of knowledge, and to search for a positive role in the teaching and learning processes.

It can be definedProceduralyThat he is the result of the acceptance or rejection responses to the statements that reflect the grade that the student will obtain as a result of his answer to the items of the attitude scale towards using the Internet in self-learning. which was prepared for this purpose.

- *Definition of the Internet*

A very large technological network that connects tens of millions of computers spread around the world through multiple protocols, and through which it exchanges enormous information and diverse knowledge in various aspects of human, natural, and cosmic life with complete ease and ease, and is used by hundreds of millions of people to achieve various goals. From cultural and economic Social, recreational, scientific, personal, military, political, religious, and planning (Saada and Al-Saratawi, 2007).

The Internet is Known Procedurally: It is a network of electronic communications linked to computer systems and applications that provide students with educational experiences of all types and levels, developing their knowledge, improving their skills, and methods of increasing their knowledge, especially methods related to enriching Course Academic.

Specialization in Vocational Education

It is one of the specializations offered by Al-Balqa Applied University in Jordan only at the bachelor's level, which is taught at Al-Hosn University College in northern Jordan and Shobak University College in southern Jordan. This specialization is distinguished by its inclusion of both theoretical and practical aspects by the nature of its academic courses, where the student is qualified and trained to A set of skills related to various professional aspects to be able to practice his teaching work in schools after graduating from the university.

The Limits of the Study:

Time limits: The study was implemented during the semesterThe first of the academic year (2023/2024).

Journal of Ecohumanism
2024
Volume: 3, No: 7, pp. 4339 – 4350
ISSN: 2752-6798 (Print) | ISSN 2752-6801 (Online)
https://ecohumanism.co.uk/joe/ecohumanism
DOI: https://doi.org/10.62754/joe.v3i7.4547

Spatial boundaries: The study was implemented at Al-Balqa Applied University in Jordan.

Human limits: The study was applied to students who are registered in the vocational education major.

Objective limitations: The study is limited in identifying the Attitudes of vocational education students toward using the Internet to achieve academic motivation for self-learning.

Method and Field Procedures

It addresses this section's presentation of the study methodology, its population, and a description of the study sample. It also includes an explanation of the study tool, its procedures, and the statistical methods used, as follows:

Study Approach

The scientific method represents the best way to define the problem of the study more precisely and to answer the various questions that it raises, according to the goals that are hoped to be achieved, and in line with the objectives of the study that seeks to reveal attitudes of vocational education students towards using the Internet to achieve academic motivation for self-learningIn addition to knowing the differences in the trend towards using the Internet to achieve self-learning according to gender and number of hours of use. The study methodology is: to in a descriptive approach to monitor these trends and reveal their reality to Students majoring in vocational education to understand it better.

Study Population and I Appointed Her

The study population consisted of all students registered in the vocational education major at Al-Balqa Applied University in Jordan, those registered during the first semester of the academic year (2023/2024) Their number is large (347) Male and female students this is according to statisticsAdmission and Registration Department at Al-Balqa Applied University.

The study sample in its initial stage consisted of (167) students and a student from students majoring in vocational education who were selected randomly by distributing the study tool electronically through the use of social media such as Facebook and WhatsApp.The final study sample consisted of (150) students and a student (55(males and)95) female students, after exclusion Questionnaires were not suitable for analysis, and their number represents (9(students, and)8) female students; This is because there are a large number of missing phrases (that have not been answered) And schedule the next(1)The distribution of the study sample members according to its variables is shown:

Schedule (1: Distributionthe Study Sample According to Variables

Study variables		Repetition	Percentage
Sex	Male	55	37%
	female	95	63%
the total		150	100%
Number of hours of Internet use	Less than two hours	29	20%
	From (2-6) hours	47	31%
	More than (6) hours	74	49%
the total		150	100%

Study Tool

To achieve the objectives of the study, the study tool was built and developed for vocational education students towards using the Internet to achieve academic motivation for self-learning referring to previous relevant studies as a study (Masoudi, 2010), study (Al-Zubaidi,2019), study (Pinto& Fernández-Pascual,

Journal of Ecohumanism
2024
Volume: 3, No: 7, pp. 4339 – 4350
ISSN: 2752-6798 (Print) | ISSN 2752-6801 (Online)
https://ecohumanism.co.uk/joe/ecohumanism
DOI: https://doi.org/10.62754/joe.v3i7.4547

2019), study (Khan& Malik, 2022), study (Biney, 2020), study (Suthiprapa& Tuamsuk, 2022); The scale, in its primary form, consists of two parts:

The first part represents demographic information about the students, which includes gender information and the number of hours of daily use of the Internet.

The second part, consists of special paragraphs on the Attitudes of vocational education students towards using the Internet to achieve academic motivation for self-learning Which initially consisted of (20) paragraphs.

Validity And Reliability of The Study Tool:

First: The Validity of The Study Tool

The validity of the study tool was verified by following the following steps:

- *Apparent Honesty (The Arbitrators Believed):*

Wherewas displayedThe study tool in its initial formon (12)Tightly Who Experience and expertise In the specializations of vocational education and its teaching methods and the specialization of measurement and evaluation at Al-Balqa Applied University and Yarmouk University,And that To ensure its validity and suitability to measure what it was designed to measure,And the validity of the paragraphs, in addition to verifying the linguistic and grammatical wording, in addition to deleting, modifying, adding or merging any other paragraphs, where The paragraphs that received a percentage of agreement were retained.80%) and more From the arbitrators,Based on the judges' comments, modifications were made to the initial version of the questionnaire, which consisted of merging, deleting, and modifying some items, so that the final version of the questionnaire consisted of (16) items measuring Attitudes of vocational education students towards using the Internet to achieve academic motivation for self-learning.

- *Construct Validity (Statistical Validity):*

Pearson correlation coefficients were calculated to examine the correlation of the scale items with the total score, and the correlation results were as shown. in the following table No. (2):

Schedule (2) Correlation Coefficientspearson Item Scaleattitudes of Vocational Education Students Towards Using the Internet to Achieve Academic Motivation for Self-Learning.

Paragraph	Correlation coefficient	Paragraph	Correlation coefficient
1	0.52**	9	0.71**
2	0.58**	10	0.73**
3	0.63**	11	0.65**
4	0.71**	12	0.52**
5	0.52**	13	0.58**
6	0.60**	14	0.58**
7	0.61**	15	0.55**
8	0.58**	16	0.61**

** Significant at the significance level (0.01)

Looking at the previous table (2) It is clear that there are significant correlations at the levelYesSignificance (0.01), which indicates a good correlation between paragraphs that scaled his overall degree.

Journal of Ecohumanism
2024
Volume: 3, No: 7, pp. 4339 – 4350
ISSN: 2752-6798 (Print) | ISSN 2752-6801 (Online)
https://ecohumanism.co.uk/joe/ecohumanism
DOI: https://doi.org/10.62754/joe.v3i7.4547

Second: Stability Study Tool

To ensure the stability of the study tool, it was done extracting the scale's reliability coefficient, and Cronbach's alpha for the scale value was (0.88), this percentage is considered high and appropriate for applying the tool in the field.

The Key to Correction and the Criterion for Judging Direction

To answer the study scale,...Grades are set according to a pentagram (Very large - large - neutral - low - very low) to burn The degree of attitudes of vocational education students towards using the Internet to achieve academic motivation for self-learning was high responded to the questionnaire statements as follows :(Very large=5 degrees, Large = 4 degrees, neutral=3 degrees, Low = 2 degrees, very low=1degree), As for standard JudgmentTo burnYesRThe level of response of the study individuals was through Calculating the range, which is the highest estimation category(-1)Which is equal to (5-1=4), and dividing it by the number of estimation levels (3categories), to get the length of the cell (4÷5=0.80), then adding this value to the lowest value on the scale (the correct one)To become Cell lengths as well is shown in the following table No. (3)(Al-Omar, 2004).

Table No. (3). The Judgment Standard for Assessing the Level of Response of Study Individuals

High trends	Medium trends	Low trends
2.60-3.40	1.80-2.59	1-1.79

Statistical Methods Used

B was entered in the Computer Statistical Analysis program for the humanities and social sciences (SPSS 21), and after that was obtained Required using statistics wizards:

- Alpha coefficient Cronbach to calculate reliability.
- Pearson correlation coefficient to calculate the correlation.
- Averages and standard deviations to describe sample responses.
- Levene's test to test the homogeneity of data.
- T-test for independent samples to find differences between two groups (Attributable to a binary-level variable)
- One-way analysis of variance test to find differences between more than two groups (attributable to a three-level variable)

Study Results, Discussion, and Interpretation

To answer the first question of the study, which states: Attitudes of vocational education students towards using the Internet to achieve academic motivation for self-learning from their point of view"

To answer this question Extract Averages and standard deviations Rank and direction for paragraphs and the total score for the scale Attitudes of vocational education students towards using the Internet to achieve academic motivation for self-learning from a perspective look at This is as shown in the following table No. (4):

Journal of Ecohumanism
2024
Volume: 3, No: 7, pp. 4339 – 4350
ISSN: 2752-6798 (Print) | ISSN 2752-6801 (Online)
https://ecohumanism.co.uk/joe/ecohumanism
DOI: https://doi.org/10.62754/joe.v3i7.4547

Schedule (4). Arithmetic Averages and Standard Deviations Directions Vocational Education Students Towards Using the Internet to Achieve Academic Motivation for Self-Learning They Are Arranged in Descending Order According to Their Arithmetic Averages

Rank	Paragraphs	Average calculation	Standard deviation	direction
1	I find that by using the Internet I achieve my educational goals	3.29	0.58	High
2	I don't feel bored when browsing the Internet for long periods	3.17	0.55	High
3	The Internet provides opportunities to discover other sources of information	3.05	0.59	High
4	The Internet offers many opportunities for development and Capabilities for learning	2.91	0.62	High
5	I see that the Internet has made More samples for learning.	2.82	0.58	High
6	The Internet forces me to rely on myself in learning	2.77	0.61	High
7	I see that the Internet use in the Learning	2.75	0.73	High
8	Yes, they pushed the Internet to persevere, first learners,	2.72	0.68	High
9	I find that the Internet guides my learning	2.65	0.52	High
10	The Internet makes me feel isolated from others	2.63	0.61	High
11	The Internet reduces my educational interests	2.61	0.58	High
12	I find that the Internet hinders my desire for academic excellence	2.52	0.70	Medium
13	I find that the Internet makes me more energetic	2.49	0.58	Medium
14	Using the Internet motivates me to participate in educational discussions	2.43	0.51	Medium
15	I find using the Internet to be stressful	2.37	0.55	Medium
16	I find online learning to be a waste of time	2.33	0.63	Medium
ClassCollege to scale Attitudes of vocational education students towards using the Internet to achieve academic motivation for self-learning from their point of view		**2.71**	**0.60**	**High**

It is clear from the previous table (4) That the average arithmetic of the scale items ranged between (2.33 and 3.29) and the standard deviations ranged between (0.51 and 0.73). The scale as a whole obtained a high trend score with an arithmetic mean of (2.71) and a standard deviation of (0.60). (11) items received a high trend score and (5) items received an average trend score. The paragraph that states: "I find that Using the Internet I achieve goals.The learning "In the first place, with a mathematical average of (3.29) and a standard deviation of (0.58), followed in second place by the paragraph that states: "I never get bored when browsing Internet for long periods with an arithmetic mean of (3.17) and a standard deviation of (0.55), the penultimate paragraph came in the paragraph that states: I find using the Internet to be stressful with an arithmetic mean of (2.37) and a standard deviation of (0.55), the paragraph in last place came that states: I see that online learning is a success. The mean was (2.33) and the standard deviation was (0.63).

This result can be attributed to the fact that the Internet contributes to the progress and development of the skills and knowledge of students specializing in vocational education, as they feel that it contributes to their development and their ability to obtain the information they want to achieve, especially since many university professors request specific assignments from students and this motivates them to Access to the Internet certainly contributes to reaching solutions to these assignments, in addition to their discovery of other sites and knowledge, and this contributes to achieving the educational goals of the educational process in general, of which the student is the main focus. The rapid scientific and cognitive progress has also

Journal of Ecohumanism
2024
Volume: 3, No: 7, pp. 4339 – 4350
ISSN: 2752-6798 (Print) | ISSN 2752-6801 (Online)
https://ecohumanism.co.uk/joe/ecohumanism
DOI: https://doi.org/10.62754/joe.v3i7.4547

contributed to students spending long periods on the Internet. Making them feel tired and bored, may be due to the large number of websites that Students access, which vary in their various knowledge and sciences, and this contributes to spending a long period on the Internet without fatigue and any trouble. However, based on the student's answers, some of them feel stressed and exhausted due to their use of the Internet and may This is the result of their lack of knowledge or ignorance of how to access the Internet and benefit from its many and distinct services.

This result is consistent with the results of the study (Akdhaari and Fatna, 2017), the study of (Zahed, 2016), the study of (Al-Shafi'i et al., 2014), study (Al-Jarayda, 2014), and the study (Bouta, 2011), showed that students have a positive tendency towards using the Internet for self-learning. Y.

To answer the question second for the second study, states: "Are there any statistically significant differences at the significance level?α=0.05) Attitudes of vocational education students towards using the Internet to achieve academic motivation for self-learning from their point of view, which is. The gender (Male-Female)"

To answer this question t-test was used to indicate the differences between the means after checking the homogeneity between the groups using Levene's test, the results of which were not functional, which indicates homogeneity between the groups. Therefore, the t-test can be used. the following table No. (5) explains this:

Schedule (5). Test Results(T)for the Differences Between the Average Estimatesvocational Education Students Towards Using the Internet to Achieve Academic Motivation For Self-Learning From Their Point of View, Which is.the Gender (Male-Female)

The variable	the number	AverageArithmetic	Standard deviation	The value of Levene's test	indication	T value	Significance level
Male	55	3.43	0.52	2.75	0.39	3.28	0.012
feminine	95	3.08	0.43				

It is clear from the previous table (5) that There are statistically significant differences between the estimatesVocational education students use the Internet to achieve academic motivation for self-learning from their point of view, which is. the Gender (male-female), This is in favor of males because they obtain the highest average.

This result can be attributed until students are more likely to use the Internet for learning. Because they rely on technology for this, this may be in contrast to female students who may use public libraries or the university library more, In addition to having male students have opportunities for independence than females, which reflects the increased opportunities for males to use the Internet for learning, whether inside or outside the home or university. Males are also more self-effective in using their senses. web and modern technology.

She agrees this result is based on the study of Hassanein and Qasim (2012), the study (Bouta, 2011), and the study (Walid& Bozghaya, 2010) in the presence of statistically significant differences attributed to the gender variable.

To answer the question the third study, states: "Are there any statistically significant differences at the significance level?α=0.05) FYesAttitudes of vocational education students towards using the Internet to achieve academic motivation for self-learning from their point of view, which is.the Number of hours of Internet use (less than one hour, From (2-6) hours, more than (6) hours)"

To answer this question one-way analysis of variance test was used to find statistical differences between the estimates of Vocational education students towards using the Internet to achieve academic motivation for self-learning from their point of view, which is. the Number of hours of Internet use that is shown in table number (7), after you all verify the condition Normal distribution for data and its homogeneity according to Levene's test and as shown in the following table No. (6).

Journal of Ecohumanism
2024
Volume: 3, No: 7, pp. 4339 – 4350
ISSN: 2752-6798 (Print) | ISSN 2752-6801 (Online)
https://ecohumanism.co.uk/joe/ecohumanism
DOI: https://doi.org/10.62754/joe.v3i7.4547

Schedule (6). Results Of Levene's Test to Examine Homogeneity of Data

variable	the number	AverageArithmetic	Standard deviation	Test value	Significance level
Less than two hours	29	2.97	0.64	3.35	0.19
From (2-6) hours	47	3.18	0.62		
More than (6) hours	74	3.26	0.66		

It is clear from the previous table (6) that there are no differences at or below the significance level (0.05), which indicates the homogeneity of the groups.

Schedule (7). Results f Tthe Analysis of Variance Test Mono for Directionsvocational Education Students Towards Using the Internet to Achieve Academic Motivation For Self-Learning, Which Is Enhanced By the Number of Hours of Internet Use

Source of variance	Degrees of freedom	Sum of squares	Mean squares	F value	Significance level
Between groups	5	0.52	0.27	3.28	0.062
Within groups	85	9.22	0.21		
the total	83	11.52	-		

It is clear from the previous table (7) that There are no statistically significant differences in directionsVocational education students use the Internet to achieve academic motivation for self-learning, which is enhanced by hours of Internet use.

This result can be attributed Internet is characterized by being an attractive educational environment that stimulates creativity, and it is also rich in stimuli that satisfy students' needs and passion for learning about different knowledge and their openness to external experiences and challenges. This may lead us to the idea that using the Internet effectively, which may be in a short time, may contribute to the student obtaining the knowledge he needs without spending large amounts of time on the Internet to obtain this knowledge. The availability of computer skills among some students may have contributed to them obtaining the information they need. They want to obtain it in the shortest possible time, and this may not happen with students who have little computer experience, as they spend more time being able to obtain this information.

Summary of Results

The Study Found After Conducting Appropriate Statistical Interventions the Following Results

That trendsVocational education students towards using the Internet to achieve academic motivation for self-learningIt came with a high score with an arithmetic mean of (2.71) and a standard deviation of (0.60), (11) items obtained a high trend score and (5) items received an average trend score.

Existence Statistically significant differences in attitudes of vocational education students towards using the Internet to achieve academic motivation for self-learning Which is Attributable to gender change and in favor of males.

Non existence Statistically significant differences in the attitudes of vocational education students towards using the Internet to achieve academic motivation for self-learning are attributable to variable hours of daily use Of the Internet.

Recommendationsand Suggestions for the Study

light reached out results of the study include the study provides several recommendations and proposals, which are as follows:

Journal of Ecohumanism
2024
Volume: 3, No: 7, pp. 4339 – 4350
ISSN: 2752-6798 (Print) | ISSN 2752-6801 (Online)
https://ecohumanism.co.uk/joe/ecohumanism
DOI: https://doi.org/10.62754/joe.v3i7.4547

- Encourage university students in general and students of professional specializations, in particular, to use the Internet for self-learning, and provide opportunities to use it in all private university governments.

- Establishing electronic requirements to guide Students Towards searching through the Internet and motivating them to access information using the network, and availability of opportunities for them to develop themselves.

- Conducting studies to develop self-learning methods with students of other majors, whether at Al-Balqa Applied University or other Jordanian universities, whether public or private.

- Conduct a comparative study between students majoring in vocational education and students of other majors on the role of using the Internet in developing learning methods Self.

References

Al-Zubaidi, Nawal. (2019). Gifted students' attitudes towards using the Internet in self-learning and its relationship to achievement. College Journal Education - Assiut University, 35 (12 Part 2), 319-359. https://doi.org/10.21608/mfes.2019.99299

Khan, H., & Malik, A. (2022). Academic use of smartphones among medical students in Pakistan. Information Development, 38(2), 299-309. https://doi.org/10.1177/0266666921993518

Pinto, M., & Fernández-Pascual, R. (2019). How a cycle of information literacy assessment and instruction stimulates attitudes and motivations of LIS students: A competency-based case study. Journal of Librarianship and Information Science, 51(2), 370-386. https://doi.org/10.1177/0961000617742447

Karaoglan Yilmaz, F. G., & Yilmaz, R. (2023). Understanding the relationship between digital game addiction, academic motivation, classroom engagement and selfishness. Journal of Psychologists and Counsellors in Schools, 0(0). https://doi.org/10.1177/20556365231210971

Samah, N. A., Mohd Tahir, L., Wan Mamat, W. A. @ W. Y., Talib, R., & Abdul Latif, A. (2021). Malaysian research-support librarians' self-directed learning traits: Examining demographic differences and their relationship with competencies. Journal of Librarianship and Information Science, 53(4), 630-644. https://doi.org/10.1177/0961000620967072

Lo, P., & Stark, A. J. (2021). Shanghai Library as a human capital developer for a knowledge-driven socio-economic environment. Journal of Librarianship and Information Science, 53(3), 411-430. https://doi.org/10.1177/0961000620948565

Kundu, A., Bej, T., & Nath Dey, K. (2021). Time to Achieve: Implementing Blended Learning Routines in an Indian Elementary Classroom. Journal of Educational Technology Systems, 49(4), 405-431. https://doi.org/10.1177/0047239520984406

Suthiprapa, K., & Tuamsuk, K. (2022). Users' experiences of reference services in Thai academic libraries. IFLA Journal, 48(4), 548-566. https://doi.org/10.1177/03400352211035407

Biney, I. K. (2020). Experiences of adult learners on using the Sakai Learning Management System for learning in Ghana. Journal of Adult and Continuing Education, 26(2), 262-282. https://doi.org/10.1177/1477971419864372

Al-Omar, Badran Abdel-Rahman (2004). Statistical analysis of data in scientific research using (SPSS), Riyadh: King Fahd National Library

Abu Al-Hamael, Ahmed Abdel Majeed. (2013). The effectiveness of a computer training program in health education on developing the achievement and attitude toward self-learning among science teachers in Jeddah, Journal of the Saadia Society for Educational and Psychological Sciences (41), 34.

Akdhaari, Maryam and Fatna, my dear. (2017). Attitudes of social science students towards using the Internet in self-learning (a field study submitted to obtain a master's degree in educational psychology, unpublished) - Zian Ashour University, Djelfa, Algeria.

Bouta, Nawal. (2011). Attitudes of professors and students towards using the Internet as a source of educational and research information (unpublished master's thesis), Faculty of Arts and Humanities - Hajj Lakhdar University, Algeria.

Al-Birini, Reem Sabry. (2013). Attitudes of College of Education students towards using the Internet in learning and teaching in light of a group of variables, Al-Baath University Journal for Human Sciences, 35, (2), 131.

Gary, Engelen (2004). Educational technology between the past, present, and future. Translated by Al-Dabbasi, Saleh, and Al-Saleh, Badr, Kingdom of Saudi Arabia, Department of Scientific Publishing and Printing Press.

Al-Jarayda, Youssef Ahmed. (2014). The reality of secondary school teachers' use of Internet technology in Jerash Governorate and students' attitudes towards it, Journal of Al-Quds Open University for Psychological and Educational Research and Studies, 3, (10), 416.

Hassanein, Suhail Hassan, Qasim, Abeer Naeem Al-Sheikh. (2010). Recent trends towards the use of the Internet among primary and secondary education students in schools affiliated with the Islamic Endowments in the city of Jerusalem, Al-Quds University Peer-reviewed Scientific Journal, 1, (30), 40.

Al-Hila, Muhammad Mahmoud. (2007). Educational technology between theory and application (5th edition), Amman, Jordan, Dar Al-Masirah for Publishing and Distribution.

Journal of Ecohumanism
2024
Volume: 3, No: 7, pp. 4339 – 4350
ISSN: 2752-6798 (Print) | ISSN 2752-6801 (Online)
https://ecohumanism.co.uk/joe/ecohumanism
DOI: https://doi.org/10.62754/joe.v3i7.4547

Zahed, Manal Abdullah. (2016). The effectiveness of the flipped learning strategy using the Blackboard system and the WhatsApp application on academic achievement and the trend towards using the Internet in education among female students of the Department of Home Economics at the College of Education at Prince Sattam bin Eid Al-Aziz University, Arab Journal of Science and Research Publishing, 8, (2), 35.

Saada, Jawdat Ahmed and Al-Sartawi, Adel Fayez. (2007). The use of computers and the Internet in the fields of education (1st edition), Amman, Jordan, Dar Al-Shorouk for Publishing and Distribution.

Al-Shafi'i, Sadiq Abis and Shaker, Ali Turki and Mantoub, Muhammad Kazem. (2014). Attitudes of students of the College of Education for Human Sciences at the University of Karbala towards using the Internet, Journal of the College of Basic Education, (16), 129.

Al-Ubaid, Ibrahim Abdullah Ibrahim. (2001). The extent to which secondary school teachers in the city of Riyadh benefit from the Internet (Unpublished Master's Thesis), College of Education - King Saud University, Riyadh, Kingdom of Saudi Arabia.

Fleet, Jamal Kamel. (2015). Self-learning skills necessary for postgraduate students in Palestinian universities in Gaza in light of the requirements of the knowledge society, Hebron University Research Journal, 10, (2), 50.

Al-Kandari, Yaqoub and Al-Qashaan, Hamoud. (2001). The relationship of Internet use to social isolation among Kuwait University students. Journal of Humanities and Social Sciences, 16, Issue (1), p. 13.

Laila, Naseeb. (2014). Students' attitudes towards using the Internet in self-learning (unpublished master's thesis), Faculty of Humanities and Social Sciences - Larbi Ben Mahdi University Oum El Bouaghi, Algeria.

Masoudi, Louisa. (2010). Students' attitudes towards using the Internet to achieve self-learning (unpublished master's thesis), Faculty of Social and Human Sciences - Hajj Lakhdar University, Algeria.

Walid, Bakhoush and Bozghaya, Baya. (2010). Attitudes of postgraduate students towards using the Internet in scientific research, Journal of Humanities and Social Sciences - Larbi Ben Mahidi University, Algeria.

Rehman, K., Hunjra, A., Safwan, N. & Ahmad., A. (2010). Students' viewpoint about the internet: A Phenomenological investigation. "6th WSEAS International Conference on EDUCATION and EDUCATIONAL TECHNOLOGY", Italy, November 21-23.