The effect of online time on students' academic performance:
A study of cycle 1 and cycle 2 students in Abu Dhabi ,UAE government schools

تأثير الوقت الذي يقضيه الطلاب على الإنترنت على أدائهم الأكاديمي:

دراسة على طلاب الحلقة الأولى و الثانية في المدارس الحكومية في أبوظبي

بدولة الإمارات العربية المتحدة

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Abstract:

   The last few years have witnessed a rapid growth in technology all over the world. This growth is evident in the great increase of Internet use and the technological devices that have been invented and commonly used in a very short time. Using the Internet has become the main source of getting information in all fields of knowledge. The benefits of using the Internet are widely spread to include different aspects of life; communicating with friends, booking flights to any destination in the world, checking bank accounts, paying bills, and helping with any kind of educational needs such as doing homework or research, preparing for assignments , projects and final assessments. This study is focussed on the time students in cycle 1 and 2 of Abu Dhabi, UAE government schools are spending online, and how it is affecting their academic performance. This study will also investigate the effect of this online time on their academic achievement and the perceptions of teachers, parents and the students themselves on the impact of this online time on their academic achievement at school. The study also focuses on the various Internet activities that the students are busy working on, and if online time can be beneficial for them to do their homework, school projects, and to be prepared for their final assessments, or is it merely a tool to communicate with friends through various social networks to play games, check emails and be used for entertainment only. The findings of this study have suggested that online time has a positive effect on the students' academic performance unless it has not been used wisely within good online time management at school and at home. Online time can be used as an interactive factor to enhance the learning process if it is used wisely in a way that can stimulate the students' needs and attention.

Keywords: Online time - academic performance - cycle 1 and cycle 2 students – great development of technology- positive and negative effect.

ملخص البحث

شهدت السنوات القليلة الماضية نموا سريعا في مجال التكنولوجيا في جميع أنحاء العالم.و يتضح هذا النمو في الزيادة الكبيرة في استخدام الإنترنت ، و الأجهزة التكنولوجية التي قد اخترعت و التي يشيع استخدامها في وقت قصير جدا . استخدام الإنترنت أصبح المصدر الرئيسي للحصول على المعلومات في جميع مجالات المعرفة. وتنتشر فوائد استخدام الإنترنت على نطاق واسع لتشمل مختلف جوانب الحياة ؛ التواصل مع الأصدقاء، و حجز الرحلات الجوية إلى أي وجهة في العالم ، والتحقق من الحسابات المصرفية ، ودفع الفواتير ، والمساعدة في أي من الإحتياجات التعليمية مثل إعداد البحوث و المشاريع و عمليات التقييم النهائي. و ركزت هذه الدراسة على طلاب الحلقة الأولى و الثانية من المدارس الحكومية في أبوظبي بدولة الإمارات العربية المتحدة ، وكيف أنها تؤثر على أدائهم الأكاديمي . و هذه الدراسة تشمل أيضا تأثير هذا الوقت الذي يقضيه الطلاب على الإنترنت على تحصيلهم الدراسي و تصورات المعلمين والآباء و الطلاب أنفسهم على أثر هذا الوقت على التحصيل الدراسي في المدرسة. وتركز الدراسة أيضا على مختلف أنشطة الإنترنت، و إذا كان الوقت على الإنترنت يمكن أن يكون مفيد للطلاب للقيام بالمشاريع و الواجبات المنزلية، ، و الإستعداد للتقييمات النهائية ، أم أنها مجرد أداة للتواصل مع الأصدقاء من خلال الشبكات الاجتماعية المختلفة، و الألعاب ، ومراجعة رسائل البريد الإلكتروني و استخدامها للتسلية فقط. وقد اقترحت نتائج هذه الدراسة أن الوقت على الانترنت له تأثير إيجابي على الأداء الأكاديمي للطلاب إلا إذا لم يستخدم بحكمة جيدة تتضمن إدارة الوقت على الانترنت في المدرسة والبيت. الوقت على الإنترنت يمكن استخدامه كعامل فعال لتعزيز عملية التعلم إذا تم استخدامه بحكمة وبالطريقة التي يمكن أن تحفز احتياجات الطلاب و اهتماماتهم.

DEDICATION

I dedicate this dissertation to the soul of my parents who taught me the real meaning of life.

I dedicate this dissertation to my husband Yasser for his endless understanding, encouragement and support. I cannot forget his words

"You can do it if you want".

I dedicate this dissertation with my deepest love to my lovely daughters Nourine and Nourhan, for the inspiration they gave and the sacrifices they made during this long journey. I will never forget their words "Mommy, go on, start your dissertation, then "Mommy, when are you going to finish your dissertation?" I dedicate this dissertation to you, to be proud of your mother when you understand this work one day.

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Chapter One

Introduction

1.1 Overview

The great evolution of technology in the last few years is considered to be one of the most important issues that deserves concern from educators all over the world. The effect of using technology with all its different aspects is evident in learning stages as it becomes urgently required in the various educational fields. This explosive growth of technology can be seen in the daily use of the Internet which is considered to be one of the most effective factors having the greatest impact in the communication of life. Take into consideration the 21st century skills and the role of technology in the delivering of all the educational aspects (TCP 2010),and the use of technology represented with online time presents the main concepts of the learning process for students by breaking down the walls of school ,and presenting the unlimited access to learning, anywhere, at any time. The teacher is no longer the only source of information for students. They can learn and share their knowledge not only with their teachers and parents, but also with their peers all over the world. They have to maintain their experiences through the constant sharing of online information that may or may not let them to be concerned about their academic achievements due to their online time. Academic performance could be affected positively with the online time just as it might be affected negatively. Online time will take them away by pressing on their needs to discover more, because they always behave beyond their age, and above their usual everyday behaviour. Thus, online time could be doing more harm than good on the social development of students (Vygotsky 1978).

Moreover, the classroom has been deeply affected by the consistent development of technology during the recent years. The traditional classroom was very simple without any sort of technological tools to support the teacher in promoting his/her process of teaching. The classroom did not depend on technology nor was it concerned with it, only paperwork supported gaining knowledge. The teacher's domain was the general activity of the classroom (Sandholtz et al, 1997).The students would spend all their time listening to their teacher's explanations and instructions. Metz (1988) asserts that the students' participations in the classroom activities have been impaired to either raising their hands to answer the teacher's questions or working individually in some reading or writing assignments given by their teachers. The book was the only source of obtaining information and transferring knowledge (Figure 1). Obviously it can be believed that "Ask a child to picture "learning," and the classroom and the teacher naturally come to mind, classrooms, teachers, desks, paper, and pencil are all part of the traditional learning environment" (Marshall 2002). Furthermore, stepping to a more recent classroom that enhanced with technology where the use of the computer was connected to some simple applications, Cohen (1997) admits that technology would alter the atmosphere of the classroom and convert the barriers between the teacher and the students into collaborative learning. In addition, Brand (1997) remarks the importance of the role played by the teacher in how to become proficient in using technology and the time that the teacher needs to learn dealing with the computer as a tool for giving instructions to the students. The teacher used the computer as a sustainable tool with the aim of delivering the new experiences and facilitating the teaching process, with lesson plans infused with various manipulations of technology including some simple technological applications have been assigned to the students such as creating power point presentations, brochures and

using video cameras (Muir-Herzig 2004).The students used the computers to assist them in doing their school work but with full control and strict management from the teacher's side (Figure 2).

Figure 1 (source: http://newhamptsup.blogspot.ae)   Figure 2 (source: http://www.edudemic.com)
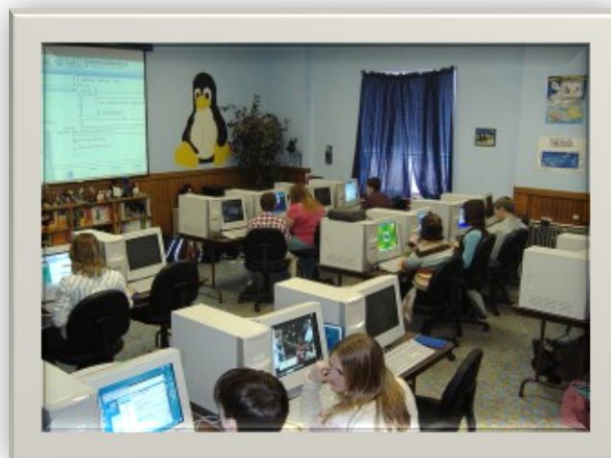
What teachers and students do in the classroom today is developing and changing. Marshall (2002) confirms that technology plays a very vital role in offering new knowledge and promoting the links between this new knowledge and what has been previously learned. It is this diverse change in technology and technological growth that will increase use of the Internet and its various technological applications (Figure 3).Hence, the role of educational technology appears in enlarging the students' access to new knowledge and promoting their efforts in creating meanings (Marshall 2002).As a result of the great technology association both the students and teachers share, teachers can find the role of the students' online time in enhancing their knowledge. Moreover, students stay online for a very long time at school and at home as well, therefore, the teacher should be aware of the online time his/her students spend at school because this online time is considered to be one of the vital factors that affect the students' academic performance. The teacher should consider his/her students' online time, how they spend it, and if they stay most of this time positively preparing their school work and doing homework or negatively playing games and logging into different social networks. Thus, dealing with technology in today's classroom provides the students with the opportunity to manage their own knowledge through the great amount of information that the teacher might not be able to control (Lam & Lawrence 2002).

Figure 3 (source: http://fisikarudy.wordpress.com)

1.2 Statement of the problem

Using various technological tools that connect to the Internet has a great effect on the educational process. Holloway, Green and Livingstone (2013) assert that the effect of using technology has obvious impact on the younger generations' knowledge. This technological impact has been acquired through their exposure to the unlimited use of innumerable technological applications that provide them with greater ability to facilitate the process of learning (Papert1996). However, this involves the students' academic performance and their communication with their friends and family members as well. "Our students have changed radically. Today's students are no longer the people our educational system was designed to teach" (Prensky 2001a pg.1).Additionally, using the Internet as a communication tool is playing a very important role in the field of education. Most of the teachers around the world use the Internet to communicate with their students through giving homework, presentations, and assignments or to be in contact with parents through sending emails with their students' reports. Unmanaged online time can lead to many problems related to the students, including decline of their academic achievement (Niemz et al, 2005).The prevalence of using technology inside and outside the classroom has led to students having more communication with technological life through various educational programmes they use both in the classroom and on their technological devices at home. Therefore, this rapid growth in using the Internet has blended with the students' needs and appointed diverse approaches in order to promote the learning process (Marshall 2002). The advantages of using the Internet cannot be ignored; regardless of the negative effect of the online time that can be associated with the students' academic achievement. Students' use of the Internet at school or at home is not a true rival, but it can take the students away from real life, leading to negative consequences on their communication, relationships and other aspects of life.

1.3 Background of the research

Abu Dhabi Education Council (ADEC) is considered to be the main educational institution in Abu Dhabi. ADEC was launched in 2005 according to the law issued by the UAE President, His Highness Sheikh Khalifa Bin Zayed Al-Nahyan, the Supreme Commander of the Armed Forces and the Ruler of Abu Dhabi. ADEC's vision is "Education First" with the first priorities seeking the development and improvement of education system in all educational institutions in Abu Dhabi. Bearing in mind that the student is the core of any educational reform, the main objective has been adopted with the purpose of implementing the most effective educational plans and policies that develop the students' skills, which the UAE economy and society need in order to foster their learning and support their innovation in their future careers (Figure 4). Therefore, ADEC is concerned with integrating technology into the learning process due to the positive outcomes of using technology in acquiring knowledge and experience in order to support the young generation of learners with the most essential skills that assist them in facing any sort of challenge. (Lavin & Wadmany, 2006 a). Abu Dhabi schools administrations' responsibility lies in adopting and managing the most effective initiatives in the field of education. The strategies that have been set seek to provide students with suitable opportunities with high standards of education to create a world class educational system that works collaboratively in order to support the process of learning and prepare citizens who can challenge the global market.

Figure 4 (source: http://www.adec.ac.ae)

One of ADEC's main goals is to develop the environment of Information communication and technology (ICT) through implementing the model of the student centred education. This enables all students to achieve a high quality of educational standards. ADEC is devoted to launching the project of "i Class'' in order to adopt e- learning and support using technology in the new school model system (Figure 5). The "i Class'' project is applied with Grades 3 and 4 students in six schools, with the aim of supporting the students' engagement, innovation and critical thinking. The students who are sharing in this project have been provided with the digital input devices that can be used in both their classrooms and homes. The use of these devices is enhanced with digital learning resources, and the E-curriculum encourages the students' collaborative work and supports their learning in accordance with the 21st century skills that ADEC aims to apply in its new school model. In addition, one of the aims of implementing the innovation of the digital learning resources behind this project is to support the student's involvement and improve their online learning process. The "i Class'' project is considered to be the beginning of an educational technology revolution in ADEC schools that creates new concepts in teaching and learning experiences. This revolution in educational technology associated with the implementation of the creative educational plans and the successful management of using ICT in the classroom will support the students' learning process and enhance the future initiatives of educational technology in the online classroom.

Figure 5 (source: http://www.adec.ac.ae)

In order to have successful implementations of the "i Class'' project using ICT in the classroom that is enhanced with online activities, it is necessary to address the   stakeholders perspectives as the most important participants involved in the process of teaching and learning. The student, the teacher and the parents have the most essential roles as stakeholders in the educational process. Their perceptions are very fundamental in adopting any educational transformation and implementing the successful application in education. The student is the core and the owner of any crucial change in the learning process thus, the success of any new concepts in education mostly depends on its positive impact on the student's achievement and academic work. Jones et al. (2007) claim that the majority of students gain advantage from their online time regarding conducting research and communications. Therefore, the student's use of ICT in the classroom will enhance their learning, but only with wise use from the students and the successful management from the teachers of their students' online time. In addition, the teacher's attitude towards any educational reform is essential in promoting ICT pedagogical practices in the classroom. Marshall (2002) declares that the teacher is the only one responsible for maintaining the classroom's gate.The teacher can tailor his/her own technological knowledge and learning experience in order to find the best solutions that can enhance their students' use of online activities. Parris et al. (2009) argue that many teachers have adopted new knowledge and experiences through implementing the use of technology in the classroom. The alignment of their work with their students within both the worlds of school and home can foster the process of teaching and learning. Therefore, the role of the parents should not be ignored as it is one of the most important factors in evaluating the effect of the online activities that the children have been involved in through their parents' home observation. This parental supervision plays a very crucial role in supporting the children's online activities (Steeves & Webster 2008).

1.4 The research Questions

This study concentrates on Emirati students in cycle 1 and cycle 2 UAE government schools since they are deeply connected to the use of different technological devices that might affect their academic achievement. Taking into account Prensky's views regarding the great variances among students of different generations in the development of technology(Prensky 2001b) , its use, and the pitfalls that the students might face due to the online time they spend and the effect on their academic performance, this study seeks to explore the following research questions :

1. How do students use their online time?

2. What are students, teachers and parents perceptions of the relationship between online time and academic performance?

3. How does online time affect the students' academic performance?

1.5 The significance of the research

The use of the Internet has a significant role in all aspects of life. It plays a very necessary role in the field of educational technology. Studies have been conducted regarding the Internet use and its relationship to students' academic achievement, the students' online time, and their attitudes towards it (Ebersole 2000).Studies have also investigated the effective management of online time (Terry 2002),and the link between technology and the students' Internet use (Young 2001).The findings of these research studies have indicated that the students' positive attitudes of their online time associated with the advanced skills of using the Internet and the successful online time management can enhance the students' academic performance. The research "niche" (Swales 1990) of this study has been built on these previous studies; however, it has focused on the UAE students, their teachers and parents regarding the effect of their online time on academic achievement. In addition, the role of emerging technology in learning cannot be ignored especially regarding the students' academic performance. It has changed the ways of teaching and learning, as well as dealing with the students' academic attainment. Most of the academic work primarily depends on the online time that the students spend to accomplish their required work. Both students and teachers value the important role of the online time in the educational field. Teachers can assist their students in the active learning process through the effective use of their online time. The wise use of this online time can promote the students' motivation by creating the atmosphere of effective communication that leads to the students' deep involvement in the process of learning.

The UAE is considered to be one of the highly digitalized countries in the Gulf area, however, some factors including most restricted social skills about using some features of the Internet (Beard 2005) can affect the Emirati student's online time. The purpose of this study is to investigate the effect of online time in cycle 1 and cycle 2 students in UAE government schools, and the effect of this time on their academic achievement. The study has focussed on the Emirati students who are deeply connected to their technological devices either at school or at home. The study has been conducted to investigate the impact of students' online time and how it can be used wisely to improve the academic level of the students. The study also aims to highlight the effect of the time the students stay online and how it can be manipulated wisely to enhance the process of learning. It is essential to identify the students' academic performance and how it is affected by the online time so as to encourage the students to overcome the negative effect of their online time and its impact on their academic achievement. The safe access of online time can enhance the young learners' social relationships, endorse their creativity, and be beneficial in the development of 'digital social skills' and 'digital citizens (Holloway, Green & Livingstone 2013, p.25). This study also attempts to highlight the role of parents and their point of view regarding the time their children spend online, and how it affects their academic performance. The role of the parents is necessary in monitoring their kids' online time at home. The online time is considered to be one of the most effective tools that can affect the students' academic performance either in a positive or a negative way. Therefore, due to time spent online and its alarming effect, many parents struggle to isolate their children from technological devices in the home (Goodstein 2007).

The great development of technology promotes the daily use of the Internet, and the various technological devices connected to the Internet have become widely used at schools. The students are the most affected category of this development since they use the Internet in their daily life activities. They use their technological devices not only for their entertainment, but for their school work as well. Most

students depend on the Internet to do their academic work, and they stay online daily for long periods of time that certainly could affect their academic performance. Thus, teachers should be aware of their students' online time, and how that plays a significant role in enhancing students' innovation. Students use the Internet as a helpful tool that can be adopted and manipulated to achieve their academic goals. The students can use the Internet to communicate with each other, to share information and other learning resources. They can be responsible for developing the level of their own academic achievement through wise use of the Internet that can stimulate their creativity, and encourage them to search, learn and foster their independent learning.

The findings of this research might display that unwise use of the Internet can negatively affect the students' academic work. The imprudent use of online time can lead to a significant drop in the students' academic life. These findings might be beneficial for the students themselves to encourage them to be aware of their Internet use and to have knowledge of the positive and negative effect of the time they spend online on their school work. In addition, the roles of both teachers and parents are very significant in guiding the students and managing the online time they spend. Hence, the results of this research might be beneficial for both the teachers and the parents. The research results can support the significant role played by the teachers in supporting the effective integration of technology use in their classrooms regardless of the difficulties that hinder such technological integration (Almekhlafi & Almeqdadi 2010). Also, the teachers' valuable role has been highlighted in promoting the successful management of their students' online time and eliminating any online distractions when giving his/her instructions to the students at school. Whereas, the role played by the parents can be reinforced by managing their children's online time and supporting their online activities at home. Additionally, Wellington (2001) claims that the students' use of ICT at home is developing more rapidly than their use at school; consequently involving parents within their children's digital life is considered to be a wise venture that will return improved, educated students who possess 21st century skills (TCP 2010).

1.6 The Organisation of the research

This study is divided into five chapters. This first chapter is an introduction that includes the background and significance of the study concerning students' online time and its impact on their academic performance. It also includes the purpose of the study and the research questions. The second chapter is a literature review of the study which presents a review of some relevant literature regarding the positive and negative effects of the students' online time on their academic achievement. In addition, that chapter is looking at the roles of both the teachers and the parents regarding the academic impact of the online time on their students and children. The following, chapter three provides the methodology of the study including the research design, the participants and the collected data. Then, chapter four discusses the findings of the study that have been built upon the discussion of the research. Chapter five includes the limitations of the study and ends with the conclusions and future research recommendations.

Chapter Two

Literature Review

The rapid growth of technology during the last few years has had a great impact on education. The UAE is considered to be one of the countries that has grown very fast in integrating technology in the field of education. In 2000, the UAE government set up a good number of school computer labs with some form of ICT educational programme. Moreover, many online programmes and resources have been presented to the students of high schools and universities in both Abu Dhabi and Dubai. The literature review of this study has focused on the effect of online time that cycle 1 and cycle 2 students spend, and the possible effects on their academic performance. The study has taken place in cycle 1 and cycle 2 UAE government schools through the first and second trimesters of the academic year. The study has focused on both the positive and the negative impact of time that the students stay online, and the kind of activities they do while they are staying online. The study also examines the perceptions of the teachers and their students on this time spent online. The study has also concentrated on the role of the parents as the real monitor for the students' time spent at home and their point of views about the time their children stay online using the Internet for "edutainment" being for both entertainment and education. Buckingham (2007) admits that there is an increasing gap between the students' knowledge of technology inside the classroom and their rich life of technology at home. Thus, bridging this technological gap between school and home is essential to motivate the students and foster their process of learning.

2.1 The positive aspects of the students' online time

The great development in technology in the recent past has led to great changes in the way that the educators all over the world perceive the meaning of integrating technology in education that, consequently, has had a great impact on students' academic performance (Cavanaugh et al 2004; Judge et al 2006; Johnson 2010; Marsh 2010; Plowman et al 2011). Some studies have indicated that this impact positively affects the students' performance, while other studies have found that the great development in technology has had a definite negative effect on the students' performance at school. Additionally, the time that students spend online using their various devices inspires them to build new ideas based on their previous experiences, and it encourages them to connect these experiences to their new ones depending on the different thinking skills they have acquired through the online time they spend. This online time can support and stimulate their intellectual abilities and play a significant role in improving their learning. The use of ICT is vital in supporting the fulfilment of the curriculum needs (Wellington 2001).

Recent literature has stated that technology supports the growing process of students' education. The positive effect of students' online time can be seen through the use of technology that is considered one purposeful method to achieving unlimited learning goals through the prudent use of different technological devices connected to the Internet lines. It has also been found that the great development of technology can be considered as a great support to enhance the process of learning (Marshall 2002). It has been stated that the time students spend online when they are doing their homework encourages their collaborative work and leads them to spend more time working and busy sharing their ideas with each

other (Crystal 2001), with studies confirming that some students "final grades have been improved with higher scores" (Naismith et al. 2004; Gulek & Demirtas 2005). Furthermore, spending extended online time at school can have a major role in enhancing the cooperative strategies that are very necessary inside the classroom. Students can cooperate with their classmates while doing their assignments through the use of various technological devices, while other students can assist their peers in the beneficial and boundless access of information that can add to their knowledge and enhance their academic achievement (Rutherford 2010; Rossing 2012).

Children learning with technology at an early age in their everyday lives can play a crucial role in enhancing their knowledge (Siraj-Blatchford, I. & J. 2000). It has been added that children's online time acts as the basis for other applications that supports their positive learning through the integration of technology within the curriculum. In addition, the importance of the students' online time has been recognized in the landscape review(Becta 2007) and highlighted its significance in stimulating the students' learning at all grade levels. The great range of resources that the student can access on the Internet can foster the process of learning. The students can be provided with the various e- services, including: access to libraries, which can improve their academic knowledge. There are great benefits for children spending time online that enhances their learning (Holloway, Green & Livingstone 2013). Their academic achievements can be supported through their Internet engagement, apart from the pleasure they have when going online. Children can go on many online activities, such as watching videos, playing games and having social relationships that can improve their process of learning and support their education (Cavanaugh et al 2004). The development of digital technology can play a vital role in improving early childhood skills and providing new opportunities of learning through communication and participation with other peers all over the world (Plowman et al 2011).

Cavanaugh et al (2004) assert that some longitudinal studies have shown the positive effect of the online time on the students' achievement at school. It is worthwhile to point out that a large scale longitudinal study done in the USA on children of grades one and three found that "frequent use of the Internet and proficiency in computer use correlated positively with academic achievement" (Judge et al, 2006, p.52). Also, it has been indicated that using the computer helps achieve good academic results in both mathematics and reading. Another recent study done in Australia has found a positive correlation between the development in vocabulary of the children whose ages range from four and eight years old and Internet use for learning purposes. Their verbal abilities are positively developed when they have access to the Internet (Bittman et al 2011).Other educators appreciate the importance of the integration of the online time in using the technology to promote the social abilities and language acquisition for young children (Couse & Chen 2010). In addition, it has been found that online time is working as a helping factor in improving the students' academic performance because of the frequent use of the Internet in searching for resources with the intention of enhancing their assignments and coursework. The fast and update information that can be provided through online time can foster their learning and boost their academic achievement (Niemczyk & Savenye 2001). The impact of the students' use of ICT and their spent online time has its positive effects on them, and this impact has been highlighted in the research review in the DfES report (Becta 2003) which introduced the effect of online time that encourages the students to like schoolwork and attract their attention to spend more online time surfing the various websites, thus, gaining a lot of knowledge and information that promotes their motivation and attitudes to learning.

2.2 The negative aspects of the students' online time

On the other hand, some research studies have found that the integration of technology in the classroom has led to the increase of the online time that students spend daily either at school or at home, and that it negatively affects their academic achievement (Scherer1997; Chou & Hsiao2000; Anderson 2001; Kim 2007). The effect of this online time can be observed through the students' attitudes towards school work. This online time can have a negative effect on the students' academic performance and that can be clearly identified when they neglect all aspects of their life because of their online involvement (Widyanto & Griffiths 2006; Hashem &Smith 2010). Moreover, some research studies have found that the rapid advance of technology has played a major role in increasing the negative impact of online time on the students' academic performance (Caldwell & Cunningham 2010). A high correlation has been noticed between the students' online time and their low academic achievement. The heavy online time has led them to stay up late and miss their school day (Kubey et al. 2001).

It has also been stated that the excessive amount of online time has a negative impact on the social aspects of the students' life. The long online time can be one of the reasons that lead to the dismissal of academic life. This extended time should be monitored and controlled not only at school but also at home as well. The students should be aware of the unwise use of their online time. Moreover, the different dimensions of the online time should be discussed in order to provide possible solutions to prudently manage the negative consequences of its unwise use. They should comprehend how to solve the problem of wasting the online time and learn how to make good use of it (Chou et al 2005; Kim 2007). Also, it has been found that some of the students who like to stay online for a longer time prefer doing some online activities that are a long way from the required academic work, such as for communicating with others seeking social support (Morahan-Martin 1999). They stay for long online hours involved with various issues rather than searching for information that can assist them to do their academic work and improve their learning. Most of these students prefer logging into different social networking that attract millions of Internet users, such as "Twitter" and "Facebook", while others like to watch videos through the famous website "YouTube" or download photos with comments on sites like "Instagram"(Kirschner & Karpinski 2010). They spend most of their online time communicating with their friends sharing different news, videos and photos and getting prompt updates from their families, and less times studying and supporting academic endeavours (Rouis et al 2011).

The negative impact of using the Internet for a long time is evident when students miss their classes or cannot manage their time because of their uncontrolled online time. Johnson (2009) confirms the effect of online time and that it can be negative or positive according to its effect on the student's life as a whole. Other concerns related to the negative impact of online time was recognized in the ATL report (2012) that introduced the negative effect on children who spend daily long hours using the Internet for playing games that negatively affected their involvement in the other activities. A recent longitudinal study done in Australia has found children's online time had a negative effect on their linguistic abilities. This study has found that children's use of online games can play a crucial role in creating their "lower linguistic abilities" (Bittman et al 2011, p. 172). Moreover, heavy use of the Internet can be highly correlated with the decline of academic achievement. Some literatures highlight the high percentages of the students with low academic performance who prefer to stay online playing games to keep them away from studying and to avoid doing school work. Other students report that their excessive amount of online time leads to the

impairment of their academic achievement because of their missed classes due to frequently staying up late(Young 1998) .Therefore, it has been claimed that students who depend on the Internet to do all their school work are considered to be low achievers with decreased academic performance, up to four times more than the students who are considered to be non-dependent on online time to do their academic work (Wohlman 2012).

 Despite of the great advantages of online time, excessive use carries a negative impact if the student fails to identify his/her priorities while going online. Some students, especially adult learners, are able to manage their online priorities whereas others, such as young children, cannot focus on the appropriate content that can be beneficial to their learning. Nalwa and Anand (2003) believe that the Internet is considered to be a vital research tool; however, students can be affected by the irrelevant online activities such as playing games, watching videos or logging in to various social networking; all at the cost of their academic achievement. Therefore, students will gradually be captivated by their irrelevant online activities and that will definitely increase the decline of their academic performance and raise poor sharing in any co-curricular activities. Based on the amount of time the students spend online, Kim (2007) states that the increased amount of the students' online time searching non-educational activities such as playing games or using social networking may affect the online time of educational activities, such as studying and doing their homework. Thus, the entertainment based online time can be one of the important factors that lead to the decline of students 'academic performance.

2.3 Teachers and their relationship of using ICT in the classroom

   The use of technology in the classroom has a vital role in developing the process of teaching and learning. It can be considered as a helpful factor for the teacher to detect various teaching strategies and curriculum value, and also to identify the students' performance at school. The teacher plays a very significant role in the student's academic life, as they are the only one who can deal with students' academic work at school. Galuszka (2007) affirms that advanced technology should be introduced appropriately in the classroom rather than the usual common introduction. The onus for integrating the technology in the classroom lies on the teaching efficiency and the role played by both the teacher and the school administration in facilitating the learning process and aligning the resources of the educational technology with the demonstrated curriculum (Marshall 2002). Terry (2002) confirms the significance of the school administration and the teachers' roles in managing integrating the technology in the classroom, and that it needs to be explained to become more apparent. Schools all over the world are changing and evolving. Various teaching devices that are connected to the Internet have been adopted by teachers as daily learning tools that lead to a diverse change in the environment of learning (Wang 2002). This leads to a very necessary question related to the teacher and his/her role in keeping focus on the students' online time and how it has been consumed(ChanLin, et al 2006).

 The importance of the role played by the teacher in guiding the students in the ICT online classroom has been recognized in Becta research review that highlights the great change in the teacher's role with accordance to the e-learning contents in ICT learning .It states the role of the teacher as a facilitator, supporter and monitor of his/her students regarding their online learning time (Becta 2007). Further literatures have focused on the role of the teacher in the online classroom, and Almekhlafi and Almeqdadi

(2010) argue the importance of the teacher's role in integrating the technology and monitoring the students' online time inside the classroom, and confirm the vital role of the teachers' training in integrating the technology in the classroom. Yang & Huang (2008) claim that teachers use technology for planning various activities but without adopting it in promoting their teaching process. Teachers should receive sufficient training in order to be able to use the technology in the academic contents, and they should be trained to be able to defeat the barriers of using ICT to help their students make good use of their online time to enhance the curriculum.

The teacher should be able to manage the needs of technology integration in his/her classroom and encourage the students to be aware of the great benefits of the wise use of their online time and the great risks that hinder unwise use (Almekhlafi &Almeqdadi 2010). The teacher's responsibility lies in identifying the problem of his/her students' imprudent use of their online time and supporting them to solve this problem in a manner to improve their academic achievement (Caldwell & Cunningham 2010).Therefore, home use of ICT can create students who genuinely know far more about a topic than a teacher. The presence of ICT at home might threaten both the teacher's authorities as a 'subject expert' and as someone who dominates the learning situation (Wellington 2001).Thus, sufficient qualifications of teachers who can present his/her experience with technology is vital to bridge the gap between the two different generations; the student as a "digital native" and the teacher as a "digital immigrant" (Prensky 2001a). Digital native describes students who are native speakers of the computer digital language and the use of the online time, while the teacher as the digital immigrant who lately joined the digital world and has accepted some of its technological features. This gap between the students and their teachers is considered to be one of the most important challenges that face teachers in their ICT online classroom   (Prensky 2001 & Mouza 2008)**.**

It is becoming increasingly difficult to ignore the importance of the communication between the teachers and the parents regarding the students' online time. Both teachers and parents have to appreciate the role that technology plays; it is a very necessary role in the students' online learning. The significance of the communication of parents and teachers has been stated in the Department for Education Report (DFE 2010) that highlights the necessity of the teachers' training in dealing with their students in the online ICT classroom. Thus, the teachers should be provided with certain programmes and workshops so as to be able to cooperate with parents in tracking their students' online time. Brinkerhof (2006) states that the teacher's training and experience in using the technology are one of the most vital issues in the ICT classroom. Teachers need special training courses to support them and to foster actual involvement with parents and their children's online learning (Cartelli 2006). Moreover, the teachers' and parents' communication plays a crucial role in the students' learning. The collaboration between home and school, enhanced with set of specific goals regarding the students' online time, is immediately required with the intention of fostering the students' positive attitudes towards their learning and consequently improves their acquisition of learning (Siraj-Blatchford, I. & J. 2002).

2.4 Parents and their relationship of using ICT in the home

The role played by the parents is considered to be very crucial in pursuing the academic level of their children. Some parents are very keen to cooperate with their children's school and the significance of this cooperation has been highlighted in some studies that are concerned about the students' work at home

(Wellington 2001). Despite neglecting the role of the parents in the digital universe of their children's life, their involvement can be considered as the vital clue in their children's successful learning process (Hoover, Clark, & Alters, 2004 cited in Livingstone & Helsper 2008). Without a doubt, parents' support can boost their kids' confidence and the trauma of the negative effect of kids' online time becomes less. Parents' involvement can secure their children's academic achievement, and it plays a significant role in meeting the diverse needs of their children. The constant communication between school and home can enhance the roles of both parents and teachers. Siraj-Blatchford, I.et al (2002) assert that the collaboration of teachers, parents and their children to achieve the same goal can lead to better results in improving their academic level. Also, schools' reports have shown this to support students' good behaviour and positive academic achievement. Taking into consideration the role of the parents at school, the Department for Education Report (DFE 2010) point out that some parents are not able to follow their kids' academic level because they are always busy with their work. Others completely depend on their kids' knowledge of using the Internet as a helping factor for their kids to accomplish their academic work. Moreover, the online time the child can spend at home depends on many factors, including the support the child can have from his/her parents and if they have the enough time to stay online with their children either for fun or for academic purposes. Another factor can be found in the parents' interests and skills in using the online time. However, children can learn effectively at home through their involvement in various learning activities, and this can happen through shaping their knowledge while they are enjoying playing different activities (Couse & Chen 2010; Gimbert & Cristol 2004). Therefore, their online time can be considered as a challenge or a threat if it will affect their academic performance positively or negatively (NAEYC 2012).

When students spend more online time at home rather than at school, their parents should be aware of their kids' online time. Wellington (2001) affirms that parents need assistance in order to be able to develop and improve the educational process of using the ICT at home. Bearing in mind that some parents are involved in their children's learning process; it can be found that the barriers stem from the lack of skills that the parents should have in order to guide them on how to deal with their kids during their online time. The significance of the lack of the parents' experience has been recognized in the Department for Education Report (DFE 2010), and it introduces the concept of the parental engagement in their children's academic life. Many parents lack the experience on how they can provide their children with the required academic support regarding their online activities, and that it is hard to be monitored. Siraj-Blatchford, I. and J. (2000) claim that there is not enough information about the students' online time at home because their parents have not been asked to provide the teachers or the schools with such kind of information. However, the role of the parents is essential to the improvement of their children's academic performance. Their involvement in their children's educational process can signify a central part of their learning. Thus, here the role of the school has obviously come into sight in supporting the parents in order to improve their knowledge and experiences.

The value of the parents' involvement in their children's online time has been highlighted in The Children's Partnership Research (TCP 2010) that emphasizes the role of the parents in their children's online life. Parents are responsible for the active involvement in their children's learning process. Research indicates that the students whose parents are involved in their school life can achieve better academic results and exams scores rather than the other students (DCSF 2008). Parents can take part in their children's online time through displaying the ideal use of the Internet in order to achieve their

academic goals. They can provide their children with the required skills of the safe use of their online time. They can also play a very important role in managing their children's use of the Internet, and guiding them towards activating the technological tools they have in order to enhance their learning and improve their academic performance (Terry 2002). Parents need to acquire the skills of technological tools so they can provide their children with what they need effectively. Holloway, Green and Livingstone (2013) insist that it is necessary to discuss the collaboration among parents, their children's school, and the policymakers regarding the opportunities of learning and the effective home online time that parents can provide their children with the purpose of enhancing their knowledge.

Additionally, some mediation strategies should be adapted to overcome the problem of excessive online time that leads to the impairment of the academic performance. Livingstone and Helsper (2008) declare that the necessity of getting parental rules for children regarding the use of the Internet at home can have a fundamental role in reducing the harmful consequences of the online time. It has been found that it is difficult to prove the role of the parents in controlling their children's online time at home. The parental guidance can support the reduction of the risks of the online time, and parents should be aware of how they can protect their children. Parental misguidance can bring unanticipated risks that children can encounter online, especially as excessive use of online time increases, thus leading to worse consequences related to their academic life as students. Moreover, parents should learn lessons of the parental control in order to be able to help their children go on with their academic performance. Nathanson (2001a) claims that parents' role in controlling their children's online time is essential in hindering its negative effects. However, Shin (2010) states that there are some challenges that face parents while supporting their children to get benefit from their online time. Holloway, Green and Livingstone (2013) remark the role of the parents in guiding their children through their exposure to the technology in using the Internet; parents can support their children by giving them the best opportunities to play and learn through exploring during their online time. However, parents' involvement requires specific and clear information to be able to assist their children carrying out the suitable online activities, planned by both the school administration and the teachers, in a beneficial approach.

Chapter Three: Methodology

3.1 Research design

This study has conducted in order to fulfill the main purpose of the research questions that examine the effect of online time on the academic performance of students in cycle 1 and cycle 2 in UAE government schools. The study has adopted the mixed methods research that is based on quantitative and qualitative data collection in order to increase knowledge and support understanding of the study problem (Creswell 2008). The combination of the qualitative and the quantitative research methods add deep understanding that might be missed while using only one method (Johnson & Onwuegbuzie 2004). The qualitative research method has been adopted as the best process to comprehend the nature of human behaviour (Bogdan & Biklen 2006). The data collected through the quantitative method has highlighted the factors that might affect the research problem while the qualitative method has been based on the participants' views that can be independent and subjective. The qualitative data has been collected through semi structured interviews with teachers, and also the observations of the students' attitudes towards their online time; whereas, the quantitative data has been collected through questionnaires given to the students and their parents regarding the effect of the online time on the students' academic performance. The descriptive analysis has been piloted on the quantitative data in order to give insights on the role of the teacher and the other issues that can affect the students' performance in the online classroom activities, which can assist to recognize the variation of the research results (Creswell 2008).

3.2 Ethical issues (Appendix G)

Ethical issues as well as respect for the participants and research sites have been considered throughout this study to ensure that the reported results related to the entire study have been honoured and conducted in a credible manner (Creswell 2008). An earlier permission has been obtained from the school authorities, including the school administration and the teaching staff, before conducting the questionnaires, the interviews and the lesson observations. The researcher has explained that participation is voluntary and the participants have the right to withdraw from their research participation at any given time (Phye 2001). In addition, the nature and the purpose of the study have been illuminated to the participants with understanding of the reporting results and their distribution (Bell 1999). The researcher has been concerned about the teaching time of the observed lessons and the research facts, and with the anonymity of the participants and the confidentiality of any related information.

3.3 Gaining access

The study has been conducted at one of Abu Dhabi Education Council schools for basic education during the first and the second semester of the school year. One of the advantages which believed to be a supporting factor in conducting the study is the researcher's educational background. The researcher works as a teacher with ADEC, in the same school where the study has been conducted. Thus, having sufficient rapport and gaining access has been extended to the researcher with willingness from both

teachers and students to participate. The explanations of the benefits of the study on the students' academic performance and the permission for conducting the research have been allocated to the school administration. The confidentiality of the information and the anonymity of the participants have been discussed. The teachers and parents have been informed of the voluntary participation in the study, as well as the details of the study procedures with its positive and negative effects on the students' achievements. The researcher receives good concern from the teachers regarding the appropriate timings and contents for conducting lesson observations.

3.4 Participants

 The study has included 100 students; 50 students from cycle 1 while the other 50 students are from cycle 2. The students spend some of their school time using the Internet at the school IT (Information Technology) labs with their teacher's guidance on how to use their online time at school. Also, the students' parents have been included in the study with the total of 50 parents; 25 parents of cycle 1 students and the other 25 parents of cycle 2 students. All students and their parents have the same nationality; that is Emirati. In addition, 10 teachers, have shared in the study, who are teaching different subjects including English, Math, Science, Arabic, Social studies and IT. The teachers' participants are a blend of different nationalities, including: Egyptians, Tunisians, Syrians, Canadians, Americans, South Africans, and Emirati. The variety of the nationalities of the participants gives the opportunity for more reliability and validity of the research problem and results. All teachers are using technology in their classrooms and giving some of their lessons in the IT school labs with their students' exposure to use the computers for online surfing with the aim of increasing their knowledge and supporting their engagement throughout the learning process.

3.5 Validity and Reliability

 The results of any research could be affected by various factors related to the methods of collecting data. The triangulation mixed methods have been used in this study in order to minimize the bias and increase the validity of the research data. The researcher has used more than one method of collecting data in order to cover the weakness of any method with the strength of the others (Best &Khan 2006). The collected data has been critically reviewed in order to establish the validity and reliability of the research (Bell 1999). The researcher is cautious to attain the consistency of the research results that leads to the reliability of the research (Orlich 1998). Also, all the research participants are willing to share as it is voluntary participation. A consent letter has been sent to the school administration in order to inform the participants of the purpose of the study and to increase the validity and the reliability of the research results. In addition, some issues can play a crucial role in affecting the research data, one of these issues can be found in the students' behaviour during the lessons observed. The students' behaviour can be changed if they have the feelings of concern toward someone observing them. Therefore, the job of the researcher as a teacher in the same school can decrease the students' worries and increase their natural behavior that is required in promoting the validity of the research results. The researcher also is prudent in designing the questionnaires with very simple questions that develop the motivation and the enthusiasm

of the participants (Cohen, Manion & Morrison 2000). Likert-scale, close-ended questions have been used and adopted in the questionnaire in order to accurately record the effect of students' online time on their academic achievement, in an attempt to permit the researcher developing the research validity with the research data.

3.6 Methods of data collection

 The mixed method design has been adopted, including both quantitative and qualitative data collection in order to get the best investigation of the research questions (Johnson & Christensen 2012) .The methods of data collection that have been used in this study are a blend of various methods including interviews, observations and questionnaires. The study has been designed based on the triangulation method that is expected to boost the insights of the students' online time and its effect on their academic performance. The triangulation mixed methods approach merges both the data of the qualitative and the quantitative methods in order to promote a deep understanding of the research problem and "to offset the weaknesses of the other form" (Creswell 2008, p.557).The rationale of the triangulation mixed methods is to exploit the strength of the other data collection form while assisting the weakness of the other form (McMillan & Schumacher 2010).

Questionnaires

The students' questionnaire and the parents' questionnaire:

(Appendices A, B, C, D)

 The questionnaires have been used in order to collect the quantitative data in a short duration of time (Denscombe 2003).The questionnaires encourage the participants to give brief and short answers to the given items that have proved to be beneficial responses for the researcher. They included close-ended questions that used to promote in the organization of the research. The questionnaires have covered two kinds of questions for both students and their parents in cycles 1 and 2. Both the students' and the parents' questionnaires seek to explore the impact of the time the students spent online on their academic performance. Both the students' and the parents' questionnaire have been developed from "The Internet Addiction Test" (http://netaddiction.com).The student's questionnaire permits the students to give their answers spontaneously without any kinds of restrictions on their point of views (Creswell 2008).The student's questionnaires have been used to collect information about the students' perceptions based on their preferences regarding their online time and its effect on their academic achievement. The questionnaire used likert-scale in order to provide the results with the statistical data and also to permit the researcher with the validity of the data. It has included some items related to the time the students spent online and the activities that they prefer to do with concentration on the amount of time they spent online. The students have been asked to read the given items carefully and choose the most suitable choice. They have marked the suitable items and submitted the questionnaires to the researcher immediately. The researcher is very prudent in designing the students' questionnaire with very simple and

direct questions that suit the young students of cycle 1. Some students have been provided with adequate explanation when they need it.

In addition, the parents' questionnaire also has been designed using the likert-scale in order to validate the data. It has close-ended questions with five point's likert-scale in order to identify the parents' role in their children's online activities at home. The questionnaire of parents has included some items regarding their children's online time; how they spent this time at home and if they noticed any positive or negative effect of this online time on their children's school work and activities. The study has adopted the use of the close-ended questionnaires in order to explore some certain factors related to the students of cycle 1 and 2 in one of ADEC schools and the time they spent online with its positive or negative impact on the students' school activities and academic work. However, the close-ended questionnaire has been described as less objective and more biased comparing to the open-ended questionnaires, both the two questionnaires for the students and their parents have included clear and simple questions (Creswell 2008). The choices of the pre-set answers boost the respondents to foster short and direct responses which enhanced the validity and reliability of the research results.

Observations (Appendices F, H)

Observation is one of the data collecting methods that has been used in conducting this study. The observation method has been used in order to "discover whether people do what they say they do or behave in the way they claim to behave" (Bell 1999, p. 156).It is a data collecting method that is commonly used in order to give the researcher the opportunity to accept many roles regarding data collection (Creswell 2008).The reliability of the analysis of the collected data can be developed by adopting the observation method in an unbiased way (Wragg 1999).

Observation studies have been adopted in this study in order to focus on the students' engagement during the time of online activities given in the classroom. A natural observation has been conducted in order to give the students the opportunity to behave in a natural manner that encourages the researcher to identify their real learning experience during the online time. The other focus of the lesson observation is on the role of the teacher in guiding and monitoring the students in their online time. The observation data has been collected during the lesson focusing on the communication between the teacher and the students and the collaboration among the students themselves. The researcher has followed some certain steps in conducting the observation method that demand accurate recording of the details of the students' online time during the observation lesson. Four observations have been done during the second semester of the school year; two lessons have been observed in cycle 1 classes while the other two lessons are in cycle 2 classes. The four observation lessons are in the IT school lab for different subjects including Math, Science, Arabic language and IT. Each observation has lasted for 45 minutes mainly to observe the students online time and how it has been spent in the classroom. In addition, the observation has focused on the role of the teacher in following up with the students when they are using the Internet in the classroom in order to accomplish their online activities, and if this online time has a positive or a negative effect on their academic performance. Moreover, the tools of the observation method have been developed by the researcher in order to promote the validity of the research. These tools can be highlighted in different components: as the students' use of their online time and their involvement, the

role of the teacher as a facilitator and a monitor of the given online tasks, and the researcher's main comments and notes about the observed lesson.

Interviews (Appendix E)

Teachers' interviews

 The study has used the interviews as one of the data collecting methods that consider data interpretations and viewpoints (Boudah 2011). Conducting interviews assists in promoting rich data that enhance the responses of the participants. The semi-structured interview has been conducted for its advantages in exploring the feelings and intentions (Bell 1999), as the participants can express their views without being restricted by the researcher's questions or beliefs (Creswell 2008). The flexibility is considered as another advantage of the semi-structured interview regarding the responses of the participants that can be further explained in a later session of interview (Bell 1999).

 The drawbacks of using the interviews can mainly be found in that as a subjective tool with a bias threat that could create variances in the research (Bell 1999). Adopting interviews as a method of collecting data is a process that is time consuming, and that needs great time and effort from the researcher. Also, analysing the interview responses is an overwhelming procedure that requires appropriate work from the side of the researcher.

  Semi-structured interviews have been used to interview the teachers with different subject specialists. It has been selected in order to permit the participants to give better thoughts to the research subject. Also, these interviews might give the opportunity to the researcher to discover some of the research areas that he/she has not considered before (Boudah 2011). The conducted interviews have been one-on-one interviews to let the teachers be unrestricted to express themselves. Also, the purpose of interviewing the teachers is to elicit their answers related to the research questions about the teacher' role in dealing with his/her students during their online time and how this time affects their academic performance. The teacher's interviews have given a deep understanding about their experiences and point of views regarding their students' online time. The focus questions are mainly about the general teacher's attitudes towards the students' online activities in the classroom and the impact of this online time on the academic level of the students at school. In addition, the IT lab specialist was interviewed in order to collect data about the available educational technology resources in the school and the facilities of the technical support in the IT labs at school. The questions have included some required information about the teachers' use of the IT lab to facilitate the online activities the students are involved in through technological integration with the other course subjects the students have studied in each school semester.

Chapter Four

Findings and Discussion

The purpose of the current study is to examine the online time the students spend at school or at home and its positive and negative effects on their academic performance. The triangulation mixed methods of collecting data has been adopted in order to achieve the validity of the research results. The qualitative and quantitative data has been collected throughout conducting various methods of research as; questionnaires, observations and interviews. The data has been gathered across the perceptions of the teachers, the students and their parents as the main participants involved in the issues related to the students' academic performance.

4.1 How do the students use their online time?

There are main differences among students in their use of their online time. Most of them use it positively working on the online tasks given by the teacher for the whole lesson. While few students use it negatively by being busy with other online activities; as playing games, chatting or browsing different websites. Moreover, the lesson observations have revealed some of the students' use of their online time at school.

4.1.1 Lesson Observations (The students' role)

Cycle 1 – Grade 1/A – Math - Lesson 6

The students started the lesson with watching a video and singing a song about the numbers from 1 to 10.The students engaged in 5 groups according to their different levels of working online to solve math problems. Each student worked on certain website regarding the level defined by the teacher (www.abcya.com). Most of the students were enthusiastic to work online and preferred to have their lessons in the ICT lab. Some of them were involved independently while the others were seeking the teacher's help especially in choosing the link with the suitable academic level. Then, the students were asked to line up in two lines; one got some cards with some math problems and had to find the answers with the other line. Then the lesson ended with the students sang the same song about numbers.

Cycle 2 – Grade 6/B – IT- Lesson 2 (Integration with Arabic language subject)

The lesson started with a brief discussion between the students and the teacher about the environment and how to keep it clean. The students listened to and watched the teacher's explanation of how to design an environment logo on the power point programme. Then, the students in pairs started their online work using the "Google" website to choose an image and make a crop for it to design the environment logo.

The students were spending their online time busy working on designing the logos and using the word art and the text transform to choose the most suitable comments for them. Then, the students who finished their work began to download their logos on the "Edmodo" website where each student has her own account with special username and password including all the assignments and homework but with a complete teacher's management (www.edmodo.com).The students are going to work on the same task during the following week because it is an integration lesson with the Arabic language subject.

4.1.2 Problems related to the online lessons

Some problems have been observed through the lesson observations and affect the students' online time and their academic work include:

- Most of the students got involved in other online activities if the teacher does not have enough time to help them (as chatting).
- Some of cycle 1 students need guidance on how to click on the given links to choose the suitable tasks.
- It is very hard to control the young children as Grade 1 students during their online time for 45 minutes. Some of the students are hyperactive and need other online activities.
- Some students got bored staying for the whole lesson working online on the same website, therefore using varieties in the online resources is important.
- The students have different levels while they are working online, therefore using the differentiation strategies is very essential.

4.2 The students' perceptions of the relationship between online time and academic performance

The study has focused on the students' thoughts and views concerning the use of their online time either at school or at home. The students' questionnaires and the lesson observations have been adopted and revised so as to reach the validity of the research results. In addition, 50 students from cycle 1 and 50 students from cycle 2 have responded to the given questionnaires. All cycle 1 and cycle 2 students have the same nationality; Emirati. Four observations have been conducted during the second semester of the school year; two lessons have been observed in cycle 1 classes while the other two lessons are in cycle 2 classes. The total sample size, (N = 50) for each cycle.

4.2.1 Students' Questionnaire (Cycle1)

 When the students asked if they feel the time they spend using the Internet has a negative effect on their school work, they responded 34% 'never' 2% 'always', and when asked if their friends and parents complain about the long online time they spend online 60% 'never' and only 4 % 'always'. The responses are 42% 'never' and 0% 'always' when asked if they postpone doing their school work to spend more online time.

When questioned if they check their email or favourite website before doing their homework, they responded 44% 'never' 4% 'always'. When asked if they prefer to stay online when someone asks them to study for their next day exam, they responded 74% 'never' and 0% 'always'. The responses are 36% 'rarely', 24% 'never', and only 1% 'always' when asked if they decide to have a short online time and give up.

Student's Questionnaire/Cycle 1

50 Students answered Cycle 1 questionnaire

Legend: Never, Rarely, Sometimes, Frequently, Always

Questions:
1. Do you feel the time....
2. How often do your....
3. How often do you....
4. How often do you....
5. How often do you....
6. How often do you....
7. How often do you....
8. How often do you feel....
9. How often do your....
10. Do you feel there is a....
11. Do you feel angry if....
12. How often do you....
13. How often do you....
14. How often do you get....
15. How often do you....
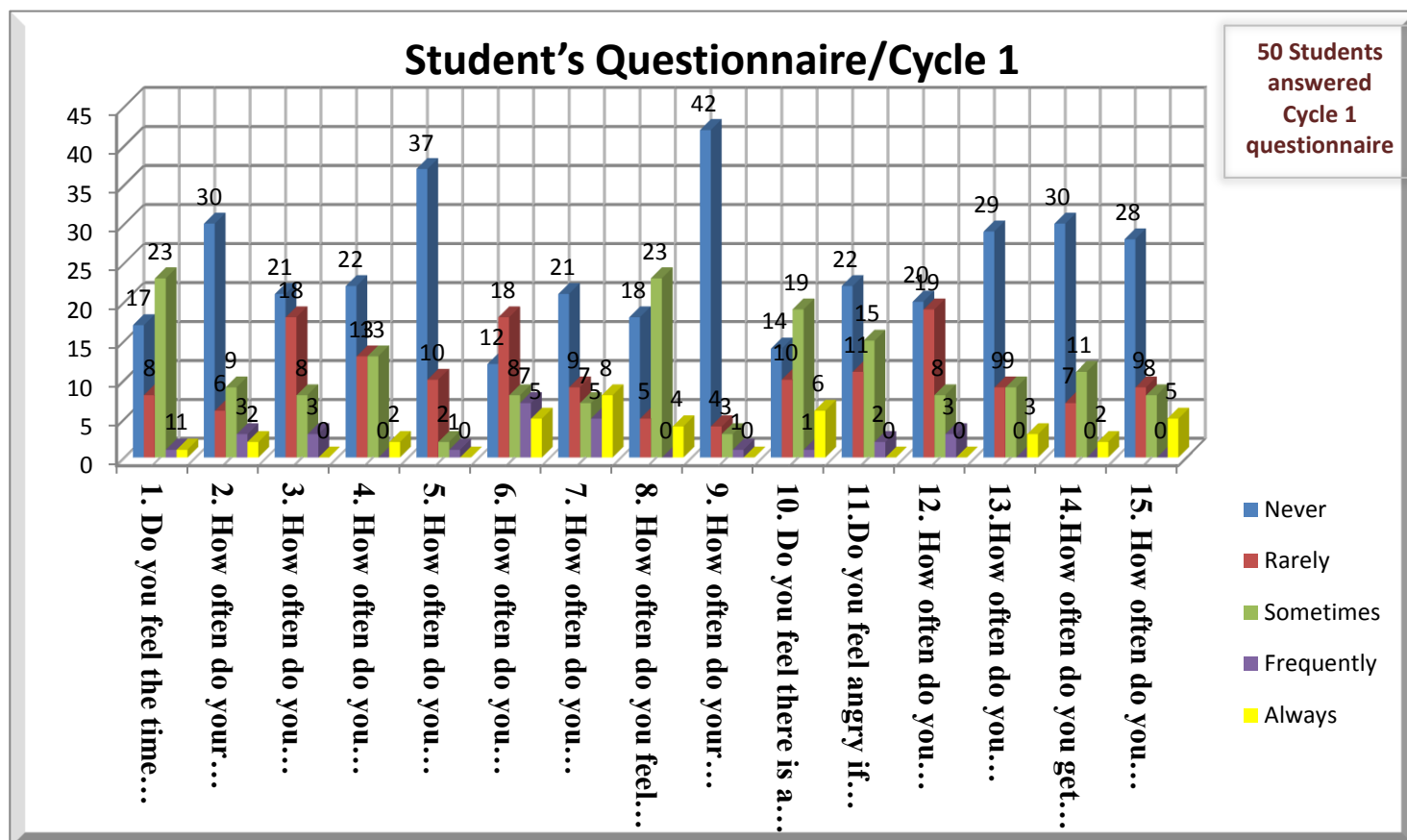
When asked if they prefer to be online rather than studying for their exams, 42% 'never', 1% 'frequently', 16% ' always'. When questioned if they feel using the Internet helps them preparing for the school assessments, 36% 'never', and 0% 'frequently' and only 8% 'always'. They responded 84% 'never' and 0% 'always' when questioned if their teachers complain about their long online time that has a negative effect on their academic performance.

The students' responses are 38% 'sometimes', 28% 'never' and 12% 'always' when questioned if they feel there is a real problem if they have homework and there is no Internet line. When asked if they feel angry if someone interrupts them asking to do their school work while they are online 44% 'never', and 0% ' always'. When asked if they miss doing their homework because they wasted their time on-line, they responded 40% 'never' and 0% 'always'.

When questioned if they choose to stay more on-line time than doing any project for school 58% 'never',0% 'frequently' and only 6% 'always'. When asked if they get bad grades because of long online time 60% 'never', and only 4% 'always'. The students' responded 56% 'never', 0% 'frequently' and

only 10% 'always' when asked if they feel defensive when someone tells them that their long online time negatively affects their academic performance.

4.2.2 Students' Questionnaires (Cycle 2)

When the students questioned if they feel the time they spend using the Internet has a negative effect on their school work, the responses are 40% 'sometimes',28% 'rarely' 12% 'always', and when asked if their friends and parents complain about the long time they spend online 52% 'never' and only 4% 'always'. When questioned if they postpone doing their school work to spend more online time, the responses are 48% 'never' and only 2% 'always'.

When asked if they check their email or favourite website before doing their homework, they responded 52% 'never', 10% 'always' and only 4% 'frequently. They responded 52% 'never' and only 6% 'always' when asked if they prefer to stay online when someone asks them to study for their next day exam. The responses are 36% 'never', 12% 'always', and only 6% 'frequently' when questioned if they decide to have a short online time and give up.

40% 'never', 10% 'frequently', only 4% 'always' when asked if they prefer to be online rather than studying for their exams. They responded 12% 'never', and 32% 'always' when questioned if they feel using the Internet helps them preparing for the school assessments. The students responded 60% 'never' and 0% 'always' when asked if their teachers complain about their long online time that has a negative effect on their academic performance.

Student's Questionnaire/Cycle 2 — 50 Students answered Cycle 2 questionnaire

When questioned if they feel there is a real problem if they have homework and there is no Internet line their responses are 18% 'never' and 32% 'always'. When questioned if they feel angry if someone interrupts them asking to do their school work while they are online 36% 'never', and 8% 'frequently'. The responses are 26% 'rarely' and 3% 'always' when asked if they miss doing their homework because they wasted their time on-line.

When asked if they choose to stay more on-line time than doing any project for school 36% 'rarely', 4% 'frequently'. When questioned if they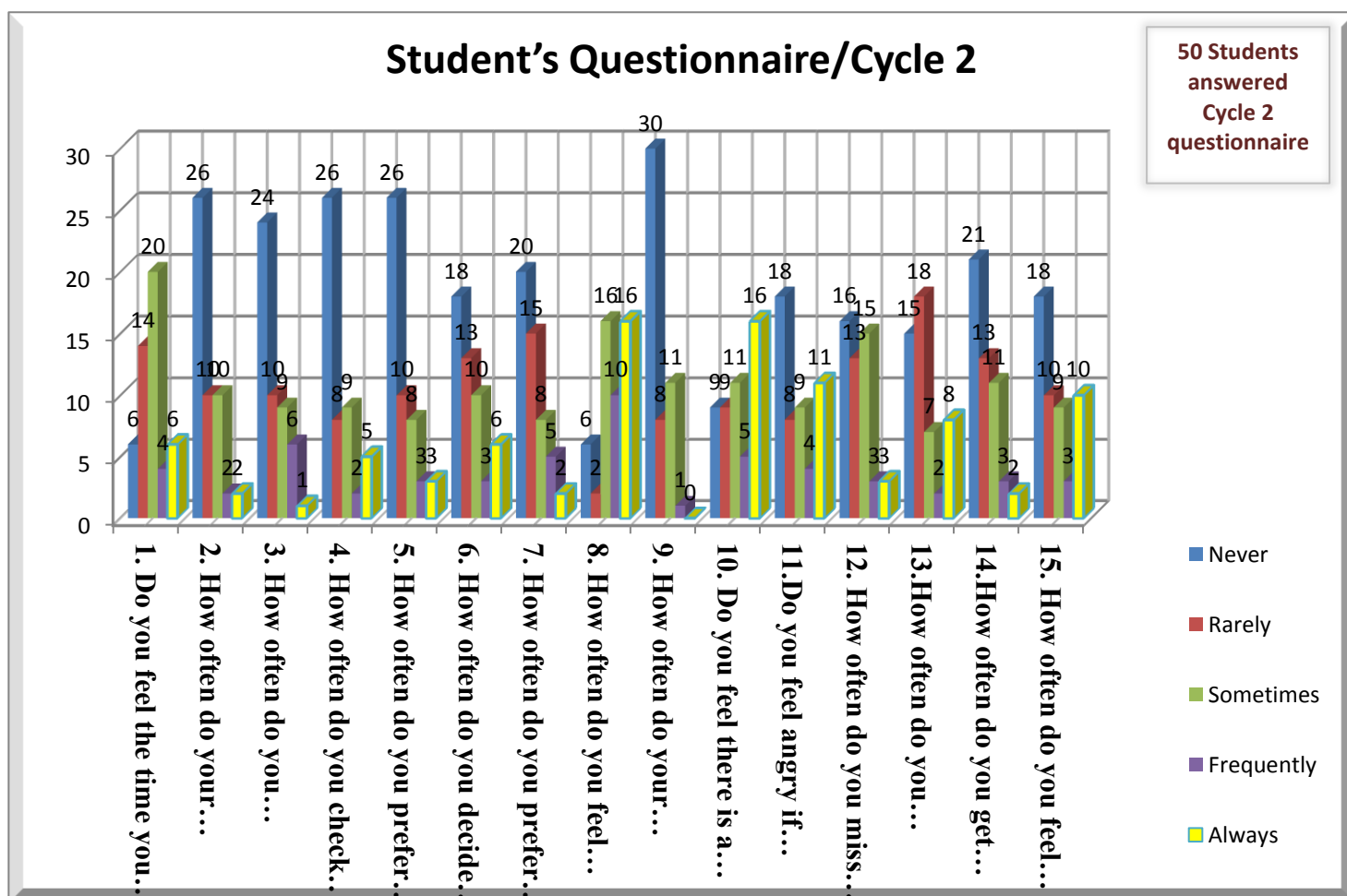 get bad grades because of long online time 42% 'never', and only 4% 'always'. When asked if they feel defensive when someone tells them that their long online time negatively affects their academic performance their responses are 36% 'never' and 6% 'frequently'.

Demographics

Table (1) proves that none of cycle 1 students and only 1 student from cycle 2 'always' postpones her school work to spend more online time. The Mean values (=0.5) and the Standard Deviation (=0.5) of the average scores of cycle 1 and cycle 2 students are indicated with no significant statistical differences. While there are evident significant statistical differences between the Mean (=22.5) and the Standard Deviation (=1.5) of cycle 1 and 2 students regarding 'never' value.

3. How often do you postpone doing your school work to spend more online time?					
Value	Never	Rarely	Sometimes	Frequently	Always
Cycle 1 Students	21	18	8	3	0
Cycle 2 Students	24	10	9	6	1
Mean	22.5	14	8.5	4.5	0.5
Standard Deviation	1.5	4	0.5	1.5	0.5

Table 1: Students responses to question three on the students' questionnaire

Table (2) indicates that 8 cycle 1 students and only 2 cycle 2 students 'always' prefer to be online rather than studying for their exams. The Mean values (=5) and the Standard Deviation (=3) of the average scores of cycle 1 and cycle 2 students are indicated with slight statistical differences. While there are evident significant statistical differences between the Mean (=20.5) and the Standard Deviation (=0.5) of cycle 1 and 2 students regarding 'never' value.

7. How often do you prefer to be online rather than studying for your exams?					
Value	Never	Rarely	Sometimes	Frequently	Always
Cycle 1 Students	21	9	7	5	8
Cycle 2 Students	20	15	8	5	2
Mean	20.5	12	7.5	5	5
Standard Deviation	0.5	3	0.5	0	3

Table 2: Students responses to question seven on the students' questionnaire

Table (3) reveals that none of cycle 1 or cycle 2 students 'always' their teacher complain about the long online time that has a negative effect on their academic performance. The Mean values and the Standard Deviation of the average scores of cycle 1 and cycle 2 students signify the same statistical values (=0). While there are evident significant statistical differences between the Mean (=36) and the Standard Deviation (=6) of cycle 1 and 2 students regarding 'never' value.

9. How often do your teachers complain about your long online time that has a negative effect on your academic performance?					
Value	Never	Rarely	Sometimes	Frequently	Always
Cycle 1Students	42	4	3	1	0
Cycle 2 Students	30	8	11	1	0
Mean	36	6	7	1	0
Standard Deviation	6	2	4	0	0

Table 3: Students responses to question nine on the students' questionnaire

Table (4) proves that none of cycle 1 students and only 3 students from cycle 2 'always' miss doing their homework because they wasted their time online. The Mean values and the Standard Deviation of the average scores of cycle 1 and cycle 2 students indicate the same statistical values (=1.5). While there are evident significant statistical differences between the Mean (=18) and the Standard Deviation (=2) of cycle 1 and 2 students regarding 'never' value.

12. How often do you miss doing your homework because you wasted your time online?					
Value	Never	Rarely	Sometimes	Frequently	Always
Cycle 1Students	20	19	8	3	0
Cycle 2 Students	16	13	15	3	3
Mean	18	16	11.5	3	1.5
Standard Deviation	2	3	3.5	0	1.5

Table 4: Students responses to question twelve on the students' questionnaire

Table (5) indicates that none of cycle 1 students and only 3 students from cycle 2 'frequently' get bad grades because of long online time. The Mean values and the Standard Deviation of the average scores of cycle 1 and cycle 2 students indicate the same statistical values (=1.5). While there are evident significant statistical differences between the Mean (=25.5) and the Standard Deviation (=4.5) of cycle 1 and 2 students regarding 'never' value.

14. How often do you get bad grades because of long online time?					
Value	Never	Rarely	Sometimes	Frequently	Always
Cycle 1Students	30	7	11	0	2
Cycle 2 Students	21	13	11	3	2
Mean	25.5	10	11	1.5	2
Standard Deviation	4.5	3	0	1.5	0

Table 5: Students responses to question fourteen on the students' questionnaire

4.2.3 Students' comments on their online time

Some of the students' revealed answers after the lesson observation prove that they prefer to have their lessons in the ICT lab and work online in the tasks given by the teacher. Some students refer to the role of the online time in motivating them and attracting their attention to learn.

- "I like to play games at school and at home".
- "I like to solve the addition math problems with games and I am doing the same at home with my mother's help".
- "It is very interesting to work online in the ICT lab because it gives me the opportunity to gain more information I need to complete my work at school".
- "I prefer working online rather than using the paper work because it attracts my attention and helps me to finish my work very fast and accurate".

4.2.4 Involvement and enthusiasm

Most of cycle 1 students who have participated in the research either through the questionnaires or during the lesson observations are so enthusiastic to spend the time of their lessons online using the Internet. Most of them are interested to have their lessons in the ICT lab where they can spend the time of the lesson working online on the tasks given by the teacher. They are so excited to use the Internet trying to find the answers for the teacher's questions related to certain topic. However, it has been observed that very few students from cycle 1 are not enthusiastic to stay online for the whole class time due to their lack of knowledge on using the Internet for surfing and finding information.

All students of cycle 2 who have responded to the research questionnaires or have been observed during the lesson observations are so excited to spend the time of their lessons online in the ICT lab. All of the students are keen on using the Internet for surfing or working on online tasks. Most of cycle 2 students work on their academic tasks at home without their parents' help. However, it has been observed that very few students from cycle 2 have not spent their whole online time in the lesson doing their required tasks but involved in other online activities as chatting using "Edmodo" website or browsing the Internet searching for other applications further than the academic tasks.

4.3 The teachers' perceptions of the relationship between online time and academic performance

The teachers' interviews and the lessons observed have proved that most of the teachers prefer technology integrations in their lessons. Most of them have showed competency in giving their instructions using the computers in the ICT lab (Lam 2000; ChanLin 2006).However, dealing with the online lessons needs a different kind of classroom management that can have its effect on the students' engagement and learning process. In addition, most of the teachers can perceive a strong relationship between the online time the students spend and their academic performance.

4.3.1 Teachers' interviews

The teachers' interviews have revealed that all the teachers are enthusiastic towards using the Internet in the classroom. All the teachers think that the time the students spend online can affect their academic performance according to what they are doing online. They confirm the online time can enhance their school work when they are searching information or playing online games that can support their learning. One of the teachers states that the more time the students spend using the useful online websites and programmes the more she can see her students' enthusiasm and good attitudes towards learning. They add that if the online time is being used for educational benefits it will improve the students' academic level and provide them with the skills to cope with the 21st century skills. Moreover, most of the teachers think that the excessive online time can make the students becoming dependent on technology to do their learning. They add that the excessive online time can have its negative effect on the students' behaviour and their verbal communication that consequently affect the academic performance. It is hard for those students to engage with the text books that affect their spelling negatively as they use abbreviations during their chatting.

To assist the students overcome the problem of long online time, some teachers suggest that they can assign some clear instructions and criteria for the students' online time or activities that require the students' thinking without using the computer. One of the teachers suggests having a class discussion to find out about the students' Internet behaviour and to come up with some productive strategies as taking 10 minutes Internet break for every half an hour or using a timer to manage the online time. Yet, most of the teachers emphasize on the parents' role to establish clear boundaries for limited online time as well as the contents the students are working on. They add that the parents have a very important role in guiding their children and managing what they are doing online. Some teachers suggest that the parents can have presentations or workshops about the Internet safety and how to monitor the online time of their children.

The teachers' interviews confirm some studies have mentioned in the literature review as Almekhlafi and Almeqdadi (2010) who have stated the teacher's vital role in monitoring the students' online time and integrating the technology in the classroom.

4.3.2 Lesson Observations (The teacher's role)

The lesson observations have revealed that all the teachers are so enthusiastic for integrating the technology in the teaching of the different subjects. All the teachers start their lessons with the warming up phase in order to motivate the students and attract their attention. The warming up phase differs from a song to cycle 1 students to a revision of what has been taught in the previous lesson for cycle 2 students.

Cycle 1 – Grade 1/A – Math - Lesson 6

The teacher began the lesson with a video included a song about addition for the purpose of motivating the young students of Grade 1.The teacher applied the differentiation strategies and divided the students into 5 groups then gave them 3 different websites to work online. She gave the students the links of the

websites and asked them to click on the given links according to their different levels (www.abcya.com). The level one included very simple math problems from 1 to 5, then level 2 had the numbers from 5 to 10 and the third level included the whole math problems from 1 to 10.The teacher moved among the groups and supported their online work. Then, she asked them to line up into two lines, gave one line cards with simple math problems and the other line gave them the answers of these problems. The teacher asked the students to find the answers of these math problems. She helped the students and encouraged them to find their partners. Then, the teacher ended the lesson with the same song again.

Cycle 2– Grade 6/B – IT - Lesson 2

The teacher started the lesson with a brief discussion about the importance of keeping the environment clean. Then the teacher asked one of the students to open the power point programme on the Class Smart board in order to give them the opportunity to practise dealing with the modern technological tools in the ICT lab. The teacher explained to the students how to use the "Google" website in order to design a logo for the environment. The teacher showed the students how to display the blocked content in a way to help them deal with the technical problem of using the Internet. The teacher then gave some examples of how to make a crop for the photo or the image they are going to use in their designed environment logo. Also, the teacher explained how to use the word art and change the form of the text using the text transform. After that, the teacher asked the students to work in pairs starting their online application. Then, the teacher moved among the students checking and facilitating the online work of each pair. The teacher assisted the students who did not complete their work and promised the whole class to download the most beautiful logos on the "Edmodo" website. The teacher informed the students that they are going to work on this task for the following week as it is an integration lesson with the Arabic language subject.

4.3.3 Teacher's experience and readiness

Not all the teachers have experience or qualified enough to prepare the materials the students need for a successful online classroom. The IT specialist teachers are able to deal with the online time of the students and support them overcome the technical problems they face. However, they complain about the lack of the resources used as online access that they have to pay for their own.

4.3.4 Problems related to the online lessons

All teachers (N=10) identify the main problem is in the lack of the technological resources they can use in the ICT lesson. They also remark that they have not received any support from ADEC regarding the technical problems that might happen when the students are busy working on their online tasks. All the teachers notice that the big class size (30 students) in each class with the short time of the lessons can be considered as one of the factors that hinder the teaching process and consequently affect the teacher's classroom management.

Some of the teachers' revealed answers through the interview and after the lesson observation:
- " No enough resources to support the integration lessons"
- "Using their own applications as "Teacher's kit" for more resources"

- " No enough time to manage or support all the students"
- "Some students need more support but unfortunately the big size of the classes cannot give the opportunity to the teacher to support or encourage them".
- "It is very hard for the teacher to control the young children as Grade 1 students during their online time for 45 minutes. The teacher encounters the problem of the lack of the resources that should be prepared to let them busy working for the whole time."

4.3.5 Teachers' needs and suggestions

The knowledge of how to manage the students' online time during the online lessons is considered to be one of the main teachers' needs in order to support them managing the students' time effectively. Also, the lack of the online resources that the teacher needs in order to be able to integrate the curriculum with the online activities is believed to be one of the most important needs in enhancing the positive effect of the students' online time. Moreover, the teachers need the constant technical support at school that can boost their work with their students and help them overcome the prompt technical problems that might happen in the online classes.

The teachers suggest that the professional development sessions are needed in order to be able to have a good management of their students' online time. In addition, some teachers remark that the workshops and the training courses of how to activate the use of the Internet as the students' online time play a very crucial role in promoting their students' learning and increase the positive effect of the online time in improving their academic achievement.
Some of the teachers' revealed answers through the interview:
- "Certain resources to cover the integration lessons should be supported by ADEC and the school administration".
- "Teachers should be aware of the students' online time management".
- "The continuous technical support at school should be one of ADEC's priorities".
- "The professional development sessions regarding managing the educational technology should be one of the most important goals included in the school policy and improvement plans".

4.4 The parents' perceptions of the relationship between online time and academic performance

Parents play a crucial role in monitoring and managing their children's online time. Fifty parents have responded to the questionnaires. Twenty-five parents of cycle 1 students while the other twenty- five are parents of cycle 2 students. The total sample size, (N = 25) for each cycle.

4.4.1 Parents' Questionnaire (Cycle 1)

The questionnaire responses show 20% 'never' and 40% 'sometimes' when questioned if their child stays more online time than they set for her. Only 4% 'sometimes', 36% 'never' when questioned if their child becomes nervous when they set online time limits.

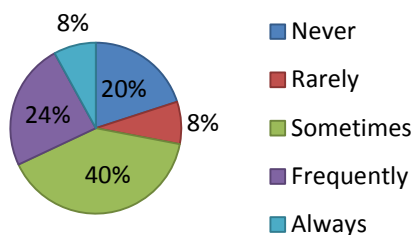**1 How often does your child stay more on-line time than you set for him/her?**

- Never
- Rarely
- Sometimes
- Frequently
- Always

20%
8%
40%
24%
8%

Chart 1 (a)

2 How often does your child become nervous when you set on-line time limits?

- Never
- Rarely
- Sometimes
- Frequently
- Always

4%
12%
36%
24%
24%

Chart 2 (a)

When questioned if their child chooses to spend her time online rather than doing any school work, only 4% 'always', and 36% 'rarely'.40% 'never', 16% 'always' when questioned if they feel the long online time has a negative effect on their child's school grades.

3 How often does your child choose to spend his/her time on-line rather than doing any school work?

- Never
- Rarely
- Sometimes
- Frequently
- Always

4%
20%
12%
28%
36%
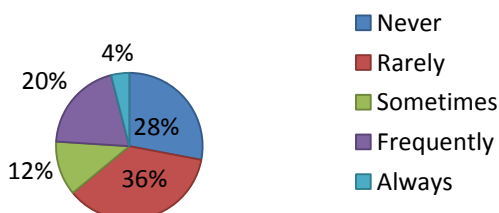
Chart 3 (a)

4 How often do you feel the long on-line time has a negative effect on your child's school grades?

- Never
- Rarely
- Sometimes
- Frequently
- Always

16%
12%
40%
20%
12%
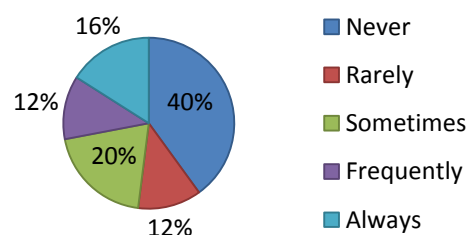
Chart 4 (a)

When asked if their child's teacher complains about the long online time that negatively affects the academic performance, 0% 'always', 0% 'frequently' and 84% 'never'. 68% of the parents responded with 'never', whereas 0% 'always' when asked if their child becomes angry when they ask her to study for the next day exam rather than staying online.

5 How often do your child's teachers complain about his/her long on-line time that negatively affects the academic performance?

- Never
- Rarely
- Sometimes
- Frequently
- Always

0% 0%
12%
4%
84%

Chart 5 (a)

30

6 How often does your child become angry when you ask him/ her to study for the next day exam rather than staying on-line?

- Never
- Rarely
- Sometimes
- Frequently
- Always

8% 0%
16%
8%
68%

Chart 6 (a)

40% of the parents responded 'sometimes', 8% 'always' when asked if they complain about the long online time their child spends using the Internet. The same percentage of 20% responded with 'never', and 'frequently', only 12% 'always' if their child stay up lonely playing computer games or downloading videos.
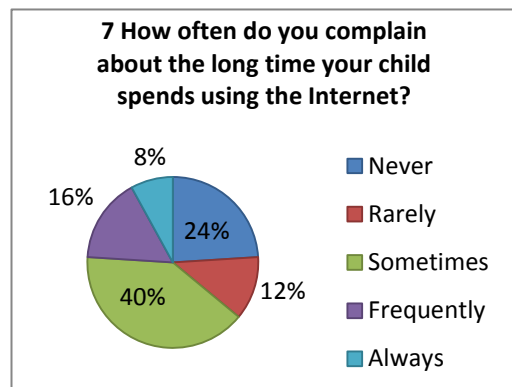
Chart 7 (a)
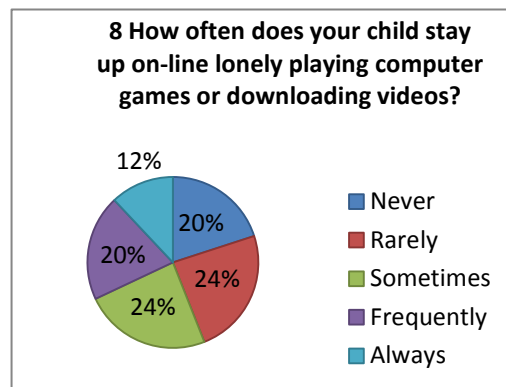
Chart 8 (a)

When parents asked if their child feels disappointed when there is no Internet line, 32% responded 'always', and only 8% 'rarely'. When questioned if their child becomes defensive when they tell her that the long online time negatively affects her academic performance, 32% 'rarely', 8% 'frequently', while only 12% responded 'always'.
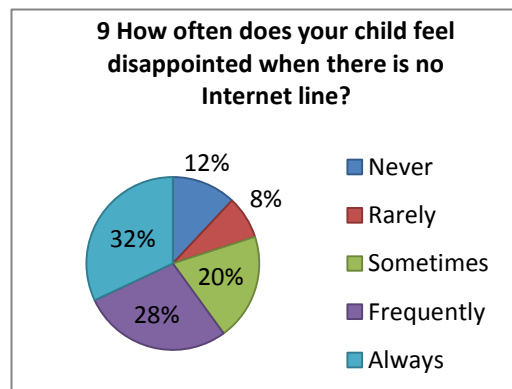
Chart 9 (a)
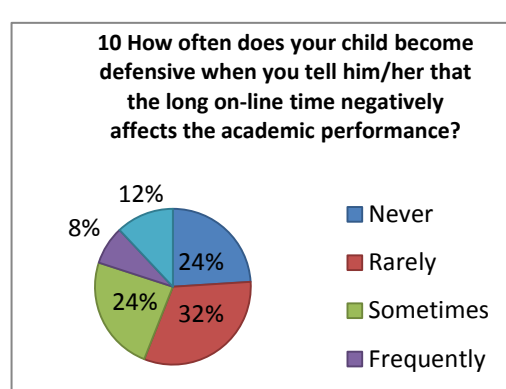
Chart 10 (a)

4.4.2 Parents' Questionnaire (Cycle 2)

The questionnaire responses show 8% 'never' and 40% 'sometimes' and the same percentage 16% for 'rarely' and 'always' when questioned if their child stays more online time than they set for her. Only 4% 'always', 32% 'never' when questioned if their child becomes nervous when they set online time limits.

1. How often does your child stay more on-line time than you set for him/her?

16%　8%
16%
20%　40%

- Never
- Rarely
- Sometimes
- Frequently
- Always
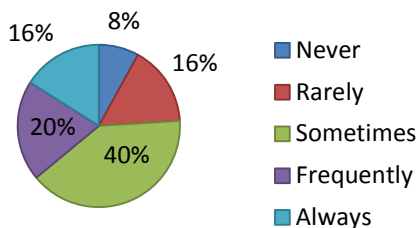
Chart 1 (b)

2. How often does your child become nervous when you set on-line time limits?

4%
16%　32%
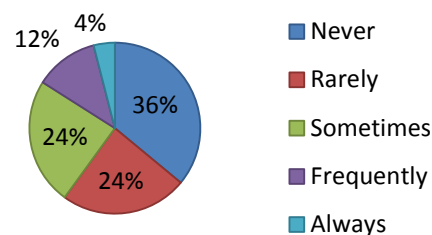20%　28%

- Never
- Rarely
- Sometimes
- Frequently
- Always
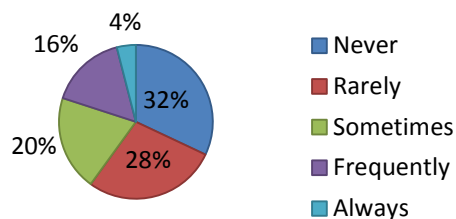
Chart 2 (b)

When asked if their child chooses to spend her time online rather than doing any school work, only 4% 'frequently', 8% 'always' 32% 'sometimes'. When questioned if they feel the long online time has a negative effect on their child's school grades the responses are 40% 'sometimes', only 8% 'frequently' and the same percentage 20% 'never' and 'always'.

3. How often does your child choose to spend his/her time on-line rather than doing any school work?

4% 8%　28%
32%
28%

- Never
- Rarely
- Sometimes
- Frequently
- Always
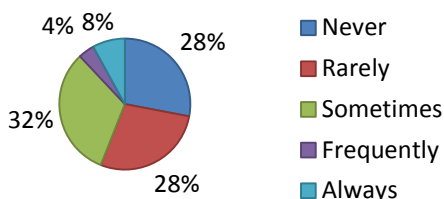
Chart 3 (b)

4. How often do you feel the long on-line time has a negative effect on your child's school grades?

20%　20%
8%　12%
40%

- Never
- Rarely
- Sometimes
- Frequently
- Always
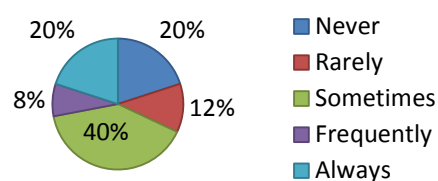
Chart 4 (b)

When asked if their child's teacher complains about the long online time that negatively affects the academic performance the responses are 0% 'always', 4% 'frequently' and 56% 'never'. When asked if their child becomes angry when they ask her to study for the next day exam rather than staying online only 8% 'always' and 44% 'never'.

5. How often do your child's teachers complain about his/her long on-line time that negatively affects the academic performance?

4% 0%
24%
56%
16%

- Never
- Rarely
- Sometimes
- Frequently
- Always
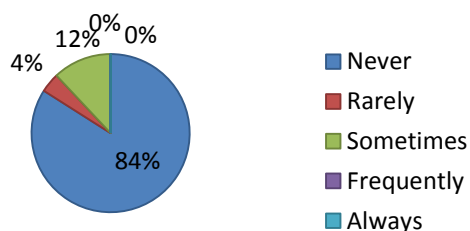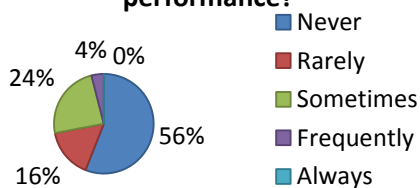
Chart 5 (b)

6. How often does your child become angry when you ask him/ her to study for the next day exam rather than staying on-line?

8%
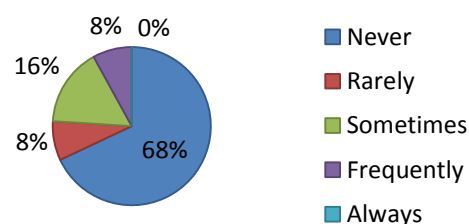12%　44%
28%
8%

- Never
- Rarely
- Sometimes
- Frequently
- Always
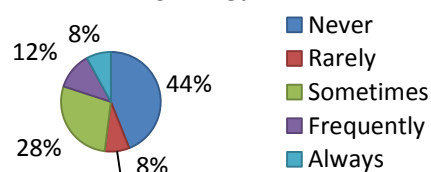
Chart 6 (b)

32% of the parents responded 'always', 8% 'rarely' when asked if they complain about the long online time their child spends using the Internet. When questioned if their child stay up lonely playing computer games or downloading videos the responses are 12% 'never', and 40% 'sometimes'.

7. How often do you complain about the long time your child spends using the Internet?

- 16% Never
- 8% Rarely
- 32% Sometimes
- 12% Frequently
- 32% Always

Chart 7 (b)

8. How often does your child stay up on-line lonely playing computer games or downloading videos?

- 12% Never
- 20% Rarely
- 40% Sometimes
- 16% Frequently
- 12% Always
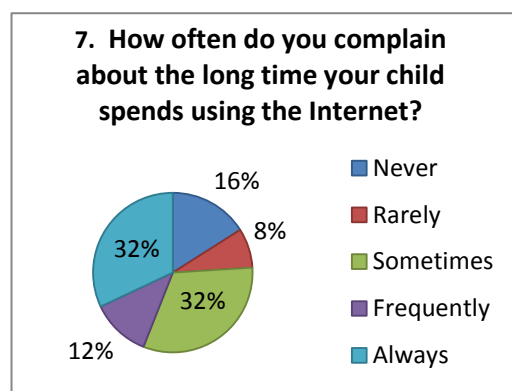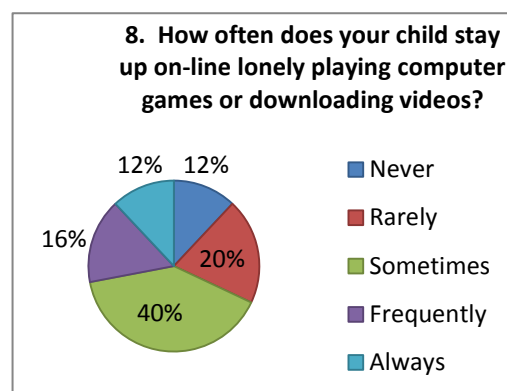
Chart 8 (b)

When asked if their child feels disappointed when there is no Internet line, 36% responded 'sometimes', and only 12% 'frequently'. When parents asked if their child becomes defensive when they tell her that the long online time negatively affects her academic performance the responses are only 8% 'always', and 40 %'sometimes'.

9. How often does your child feel disappointed when there is no Internet line?

- 16% Never
- 20% Rarely
- 36% Sometimes
- 12% Frequently
- 16% Always

Chart 9 (b)

10. How often does your child become defensive when you tell him/her that the long on-line time negatively affects the academic performance?

- 20% Never
- 16% Rarely
- 40% Sometimes
- 16% Frequently
- 8% Always
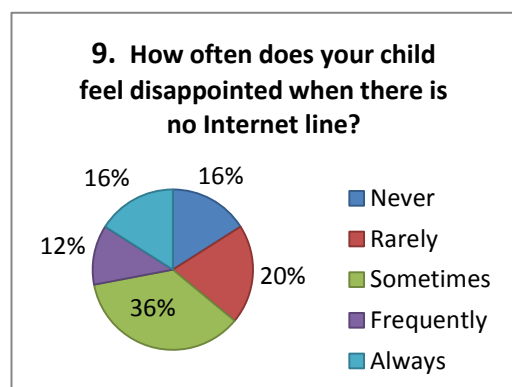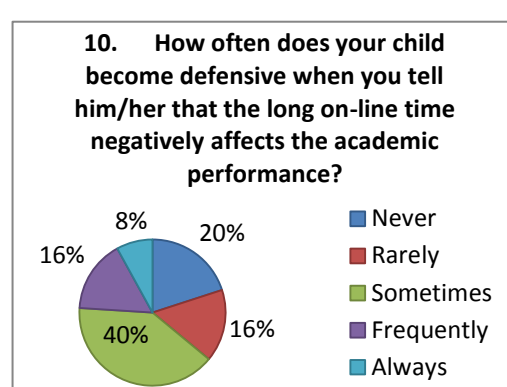
Chart 10 (b)

Demographics

Table (6) reveals that 3 parents of cycle 1 and 3 parents of cycle 2 'rarely' feel the long online time has a negative effect on their child's school grades. The Mean values (=3) and the Standard Deviation (=0) of the average scores of cycle 1 and cycle 2 parents signify slight statistical differences. While there are evident significant statistical differences between the Mean (=7.5) and the Standard Deviation (=2.5) of cycle 1 and 2 parents regarding 'never' and 'sometimes' values.

4. How often do you feel the long on-line time has a negative effect on your child's school grades?					
Value	Never	Rarely	Sometimes	Frequently	Always
Cycle 1 Parents	10	3	5	3	4
Cycle 2 Parents	5	3	10	2	5
Mean	7.5	3	7.5	2.5	4.5
Standard Deviation	2.5	0	2.5	0.5	0.5

Table 6: Parents responses to question four on the Parents' questionnaire

Table (7) proves that none of cycle 1 and cycle 2 parents 'always' their child's teachers complain about her long online time that negatively affects the academic performance. The Mean values and the Standard Deviation of the average scores of cycle 1 and cycle 2 parents indicate the same statistical values (=0).While there are evident significant statistical differences between the Mean (=17.5) and the Standard Deviation (=3.5) of cycle 1 and 2 parents regarding 'never' value.

| 5. How often do your child's teachers complain about his/her long online time that negatively affects the academic performance?					
Value	Never	Rarely	Sometimes	Frequently	Always
Cycle 1 Parents	21	1	3	0	0
Cycle 2 Parents	14	4	6	1	0
Mean	17.5	2.5	4.5	0.5	0
Standard Deviation	3.5	1.5	1.5	0.5	0

Table 7: Parents responses to question five on the Parents' questionnaire

Table (8) indicates that none of cycle 1 parents and only 2 parents from cycle 2 'always' their child become angry when they ask her to study for the next day exam rather than staying online. The Mean values and the Standard Deviation of the average scores of cycle 1 and cycle 2 parents indicate the same statistical values (=1). While there are evident significant statistical differences between the Mean (=14) and the Standard Deviation (=3) of cycle 1 and 2 parents regarding 'never' value.

| 6. How often does your child become angry when you ask him/ her to study for the next day exam rather than staying online?					
Value	Never	Rarely	Sometimes	Frequently	Always
Cycle 1 Parents	17	2	4	2	0
Cycle 2 Parents	11	2	7	3	2
Mean	14	2	5.5	2.5	1
Standard Deviation	3	0	1.5	0.5	1

Table 8: Parents responses to question six on the Parents' questionnaire

Taking into consideration the research results and findings, it has been found that the parents' role is very crucial in guiding and monitoring their children's online time at home. Studies have already discussed in the literature review by Holloway, Green and Livingstone (2013) confirmed the importance of the parents' role in supporting their children's learning and enhancing their knowledge

through their online time. In addition, the importance of parents' role has been confirmed through the teachers' interviews;

- "It will be very important for me to communicate with all parties, including parents to work with their child to establish clear boundaries for limited Internet usage as well as the content students are viewing or working on during online time. Parents can also assign an Internet time log".

- "In my opinion, overcoming the problem of long online time is something that a parent needs to change. As a teacher I can show them other activities to do online that will encourage learning and boost their learning confidence. It is then up to the parent to guide their child to the right activities and limit their time".

4.5 How does online time affect the students' academic performance?

Most of cycle 1 and cycle 2 students benefit from their online time they spend either at school or at home. The students acquire new knowledge and experience when they are involved in the task that they are really like and prefer. They gain advantage from their spent online time when they are practising their previous knowledge and applying their new experiences. The students prefer to obtain their information through using the Internet rather than using their books. The online time can achieve the students' goal regarding improving their academic level in any of the studied subjects. These results are in line with Crystal (2001) who has stated that the students' online time can foster their learning and encourage their collaborative sharing of ideas. Moreover, the wise use of the students' online time can positively affect their academic performance. However, the imprudent use with the lack of good management from teachers at school or parents at home can lead to negative effect on the students' academic level including the decline of their marks in all or most of their assessments. The excessive use of the online time including the various programmes and applications that can be used as the social networking, watching videos and having new friendships can lead to many educational problems (Scherer 1997 & Anderson 2001). These results are in line with Rouis et al (2011) who have stated that the negative effect of the online time can be evident in the students who spend most of their online time sharing videos and photos with their friends and less times studying and improving their academic work.

4.5.1 The positive aspects of the students' online time

As it has been previously discussed in the literature review chapter the online time the students spend has a positive effect on their academic performance. The students spend their online time at school working on their given tasks with the teacher's control and good management of their time (Terry 2002). The technology used through the online time can foster students' learning across the curriculum and the time they spend online encourages them to connect their previous experiences with their new ones. These results confirm Wellington's (2001) study who has declared that the students' online time and their use of ICT in the classroom can fulfil and support the curriculum needs. In addition, the students spend their online time trying to overcome the problems of having some difficulties; understanding some topics or

getting bored when studying certain subjects, through unlimited access of online information. These results are in line with studies have already mentioned in the literature review for Rutherford (2010) and Rossing (2012) who assert that the students can work online with their peers using the boundless information that can improve their academic performance.

The lesson observations and the interviews have revealed some of the students' and teachers' perceptions regarding the positive effect of the online time on the students' academic performance.

Students' perceptions

The students' perceptions confirm Niemczyk and Savenye's (2001) study mentioned in the literature review where they have stated that the fast and update online information can foster the students' learning and enhance their academic achievement. Their perceptions also confirm Holloway, Green and Livingstone's (2013) study who have declared that the time the children spend online is very beneficial in enhancing their learning.

- "I like working online solving math problems on www.funbrain.com, because I feel the time I spend online attracts my attention and improve my skills in solving the difficult math problems "
- "I find myself got higher scores when working on www.coolmath.com because I enjoy solving math problems when I am playing games."
- "I gain a lot of information about environment which helps me answer the teacher's questions during the class discussion".
- "When I use the Internet in the classroom, it gives me many ideas about my lessons and helps me answer the hard questions in my exams".

Teachers' perceptions

- "My students have enjoyed using the computer to find information and create presentations to share with the class. There are many online games and websites that support in class learning.   The more time they spend using the correct websites, the more I see it in their class performance (information learned, enthusiasm for a subject)".

- "I think it is of benefit to some students as they use it to research topics for school. Also I think if they are playing English games or watching English programmes, this is a fun way to learn".

- "If the students use their online time to work on educational programmes that will positively affect their school work even if they use it for a long time".

- "If they are doing things related to education then it will affect their marks in a good way. If they are just on social networking sites, it will probably affect their marks in a bad way".

4.5.2 The negative aspects of the students' online time

  The results have revealed that very few students have been negatively affected by their online time due to their unwise use of it. As it has been previously discussed in the literature review the online time the students spend sometimes has a negative effect on their academic performance. This confirms studies (Nalwa & Anand 2003) who have declared that the students' academic achievement can be affected by their use of the irrelevant online activities. In addition, using the online time negatively will definitely waste a lot of the students' time that can decrease their motivation and satisfaction of learning and lead to negative impact on the students' academic performance. This also confirms Kim's (2007) study who has claimed that spending the online time on non-educational activities can negatively affect the students' academic performance.

The lesson observations and the interviews have revealed some of the students' and teachers' perceptions regarding the negative effect of the online time on the students' academic performance.

Students' perceptions

The students' perceptions confirm studies discussed in the literature review (Kubey et al 2001) who admitted that there is a high correlation between the students' online time and their low academic achievement, and the heavy online time that led to staying up late and missing school day.

- "I spend long online hours playing games at home without my parents' help".

- "Sometimes I use the Internet for a very long time and sleep without doing my homework".

Teachers' perceptions

- "I think that excessive time online can lead to students becoming lazy and dependent on technology to do their learning for them. Online work is a great tool in moderation, and when used with the appropriate sites/content".

- "They appear to lack concentration skills at times and sometimes only become interested in a lesson that includes the Internet".

- "It depends on what they are doing online. If most of their time is spent playing games and watching videos, then it probably affects them in a negative way".

- "Students who spend more time online do find it harder to concentrate in class. They have a much shorter attention span and find it harder to engage with regular text books as they are not interactive. If the student is online late at night, this leads to them being tired and withdrawn in class and not giving full attention to their work which in turn affects their grades".

Chapter Five

Conclusions and Recommendations

5.1 Conclusion

This study has attempted to examine the online time that students spend at school and at home, and the effect of this time on their academic performance in one of Abu Dhabi Education Council schools in the UAE. Many school administrations in the UAE are willing to give their students opportunities for online time in an attempt to increase their knowledge and to support their learning. The study has also explored the two sides of online time and the positive and negative effects on students' academic attainment. The role of both the teachers and the parents could not be disregarded while conducting the study: the teacher as the school monitor of the students' online time and the parents as the home monitor. The teacher's communication with his/her students can signify a very vital link to the student's learning process as it affects the learner's knowledge and experience through the online environment, likewise, the parental involvement is considered to be an influential impact on their children's learning engagement and the key to their successful digital future. The mixed methods research design has been used in conducting this study in order to explore the students' online time and its impact on their academic achievement. The qualitative methods of collecting data have been adopted to gain an understanding of the effect of the students' online time. Hence, the data collected through observations, interviews and questionnaires has indicated that most of the students in both cycles one and two develop their learning skills while they work on their online tasks, and they are highly motivated to be engaged in online activities either at school or at home. Some of the students can use their online time independently while others need continuous guidance and constant support from their teachers to resume with their online tasks. Some problems have been perceived including technical problems, lack of the educational technology resources and shortage of time of the lessons to be able to carry out the online given tasks. Other limitations will be mentioned later in the study.

Most of the students in cycle 2 are keen and motivated when they are asked to use the Internet for an online task. The skills of learning have been acquired through the spent online time; however, few students could not connect their using of the Internet with their learning experiences because they do not have obvious guidance of using their online time. Most cycle 2 teachers have revealed great support for the online learning as it plays a vital role in promoting students' skills in creativity and innovation. They believe that the online time the students spend at school engaged in various online activities that they would really like to do is one of the most important trends that should be taken into consideration in the development of teaching. Also, they have stated that not all the students are mastered in the use of the Internet in an appropriate manner that leads to the improvement of their learning. Some teachers have declared that they do not have enough time to make contact with the ICT specialist teachers at school if they need their assistance, while others think the real problem is in the skills of online monitoring and controlling the students during their online time.

It has been noticed that some students in cycle 1 are so enthusiastic to do their school work online at school and at home. They admit that the online activities promote their thinking skills and encourage them to be involved in the given tasks. However, very few students have revealed their inability to work on online tasks because they do not have enough skills using the different online activities as browsing the websites or surfing the Internet for certain information to accomplish their online work. They indicate their preference to complete their school work at home in order to seek their parents' support. Furthermore, most of cycle 1 teachers have stated the importance of using ICT in the classroom through the online activities that will be prepared and explained by the teacher. They have pointed at some challenges that have faced them through their implementation of online learning activities; including, the educational technology resources and the technical facilities at school. Both cycle 1 and 2 teachers have highlighted the importance of using the Internet and providing the students with the adequate online time for the purpose of fostering their knowledge and learning experiences. However, all the teachers have argued that the managing of students' online activities and the wise use of their online time to be thought-out are the biggest challenges in the implementation of the online tasks .The responsible use of the Internet can boost the students' learning by providing them with the adequate opportunity through the exposure to a wide range of experiences and competencies. They also have claimed that the pedagogical and technological training in using the ICT that required for monitoring their students while they are using the Internet in the classroom so as to get the most benefits from their online time are the most essential factors that affect the online learning process.

The study has explored the role of the parents as the only monitor of the students' time at home. Parents' involvement can play a crucial role in their children's learning. Some parents have positive attitudes towards using the Internet for academic purposes at school and at home as well. Most of the parents have noticed that the online time has a positive effect on their children's engagement in learning and it can be used as a motivation tool to enhance their thinking skills. Also, they have admitted that they have full control over their children's online time that can assist in promoting their learning. The study has contributed to providing insights of the students' online learning and how the technological resources can be implemented in the classroom and at home with positive effects on their online learning process. In addition, the study has illustrated both the positive and the negative effect of using the Internet at school or at home on the students' academic performance by highlighting the role of both the teacher at school observing his/her students, and the parents at home monitoring their children's online time with focus on the effects of this online time on their educational opportunities and academic achievement.

5.2 Reflections

This part of the study illustrates a reflection of the researcher upon the acquired learning experience through the development of the research skills due to the conducting of this study. This part has been divided into two main aspects: the researcher's improvement of research skills methods that explain the benefits found by the researcher, enhanced with the obtained knowledge and experience that is developed working on this study.

5.2.1 The improvement of the research skills

The researcher had some basic research skills through engaging in the course of the research methods; however these skills of searching have been developed through carrying out the current study.

The great development in technology recently has characterized the whole world, and especially the field of education. Using technological devices has been considered as one of the 21st century skills. The young children were born as digital natives who depend on the technology almost in everything in their life, and competitive benefits can be obtained through using the technology at schools enhanced with efficient trained teachers with the adequate technological resources. However, dealing with these students as young digital learners and those kinds of resources requires high standards of research skills that can assist the researcher to perceive the results that can be beneficial to the students and their teachers as well. The researcher has gained the skill of competency especially in writing the literature review of the study with careful selection of the resources that best fulfill the responses of the research questions. The resources have been selected due to some criteria including the publication date and the credentials of both the author and the publisher of the research that definitely have increased the validity of the research results. In addition, the researcher's involvement in the process of the analyzing and collecting the research data has made the biggest contribution to the development of the researcher as a scholar. The researcher has acquired some valuable research skills in terms of criticizing and analyzing the research data. It is a unique experience for the researcher who has been engaged in the process of data collection. The qualitative and quantitative of the research methods have been practised by the researcher with the critical ability of conducting the various methods of collecting data as questionnaires, observations and interviews. The researcher has gained deep knowledge regarding selecting and analyzing the most suitable methods of collecting data in order to achieve the reliability and validity of the study.

5.2.2 The obtained knowledge and experience

Noticeable efforts have been done by the researcher regarding gathering and analyzing of the collected data in the chapter of findings and discussion. The researcher has practised various aptitudes including communication skills, in order to adopt different methods of collecting data; such as conducting questionnaires and interviews with teachers. Both are considered to be very beneficial methods for communication and getting information while dealing with different personalities. There are participants who are enthusiastic to offer help and others who are reluctant to participate, and as a result of those efforts, the researcher has gained the skill of recognizing a range of limitations of the study that definitely increased the researcher's experience to spot the differences and mark the challenges that can face the progress of the teaching and learning process.

Furthermore, the researcher has attained deep understanding and obtained the skills related to identifying the recommendations of the study. These recommendations will be beneficial for improving and developing the results of the study. The researcher has ensured the value of the need of pedagogical improvement for the teachers that will support the teachers' conceptions about the students' spent online time and its relationship to promoting the teaching and learning process that will enhance the findings of the coming studies in the field of education.

5.3 Limitations

Some limitations have affected the study in spite of the researcher's efforts to restrict them. These limitations might become beneficial for future research related to the students' online activities and the impact that can affect their academic life. The results of the study cannot be generalised because the study has been restricted to one of ADEC schools in Abu Dhabi. Also, the study sample has included only female students and teachers that hinder the results to be generalised for male teachers and their students. The limitation of the research population (10 teachers, 50 students and 25 parents for each cycle) do not allow the generalization of the results to a larger population. In addition, the study includes the students from only one nationality, Emirati, because it has been conducted in one of the model schools that used to accept only Emirati local students. The researcher is working as a teacher in the same school where the study has been conducted, and that lends a hand in facilitating the researcher's task. For other researchers it is not an easy task due to the limitation of the teachers' time, whose timetables are loaded with 24 and 30 weekly lessons. It is not only the limitation of the teachers' time but the lesson times as well because the time that has been given to the students to work on online activities is not enough to support the online learning.

It has to be conceded that the teacher has not been provided with the necessary online technological resources that encourage her to continue with the technological teaching process, and each teacher has to find her own resources that match her students' academic level. Thus, the shortage of resources is associated with the lack of some teachers' knowledge regarding collaboration with parents in an attempt to support the students' online learning. Some teachers do not always appreciate the role of the parents in their children's knowledge and experience. Hence, the descriptive detailed data has been provided through the interviews that have been conducted with the teachers, however, these interviews are time consuming and hard for the researcher to review the information obtained through them, especially if the participant did not show agreement to record his/her interview this definitely makes the results hard to be generalised.

Moreover, the limitations of the option of choosing a suitable school to conduct the study that is equipped with IT labs where all the students can use the Internet to do their online activities at any time is augmented with the lack of technical support that could help the researcher easily achieve the main goal of the research makes it difficult to generalize. Also, the school usually does not gather enough data about certain interventions that affected the students' academic outcomes, yet, this gathered data will definitely facilitate the researcher's task.

Another noteworthy limitation can be found in the self-reported data in the research methods that might be the cause of introducing some inaccurate data (Singleton& Straights, 1999).Some responses, especially of cycle 1 students' questionnaire did not match with the observation records. Cycle 1 students may report inaccurate information because they are worried to give any special information about themselves or because they need to be observed positively by the researcher.

5.4 Recommendations

 The online time the students spend either with their teachers at school or with their parents at home plays a very crucial role in enhancing the process of teaching and learning. The students' online time can have its positive impact on the students' academic activities at school due to the required online work. In addition, this online time can have its negative effect on the students' academic performance if it is not wisely consumed. Thus, there are some recommendations that should be adopted so as to value the acquired knowledge and build up new experiences to be applied in the future research (Bell 2010).Some future recommendations have been set in order to fortify the positive impacts of the students' online time and their relationship with the academic achievements.

1. Abu Dhabi Education Council represented in the school administrations could help the teachers, their students as well as parents through organized workshops and training sessions about the use of ICT in the classroom and how the positive effects of the online time can be fostered to raise the standard of the students' academic performance.

2. Both teachers at school and parents at home should be guided towards the effective use of the students' online time and how this time can be monitored in a professional manner that will not affect the students' behaviour at school and at home as well. Teachers and parents should be guided towards the wise managing of the online time that can be manipulated as an effective tool in influencing the students' use of the Internet and increasing its positive impact.

3. The students themselves should be aware of the negative aspects of their online time on their academic life. They should be familiar with the disadvantages of using the Internet as well as its advantages. The students should be aware of the ideal manipulation of the online activities in order to support their learning process.

4. The importance of the pedagogical training sessions for the teachers has been highlighted in supporting the online activities of the students. The teachers play a fundamental role in their students' academic life since they are thought to be the real source of online information for their students. Therefore, it is necessary for the teachers to have their own regular training sessions and workshops on the academic use of the online time. It is essential that the teachers be guided appropriately for a successful application of using the Internet in the classroom.

5. Fostering better school-home relationship regarding the online time and its positive and negative effects on the students' academic performance is very necessary in order to adopt the successful strategies that can be used in both school and home. In addition, implementing these strategies can work towards treating the unqualified staff at school, thus promoting the positive effects of this online time.

6. The advantages as the positive effects and the disadvantages as the negative effects of using the Internet can be a subject for future investigations. The further research should be built upon two

important aspects; defensive and empowering. Defensive aspect for the young child who needs guidance in order to be able to reach the safe use of the Internet that enhances his/her future learning and academic life .In addition, empowering aspect that foster powerful access of the online time to develop the skills of the children's digital literacy and promote their learning creativity(Marshall 2002).

7. It has been noted in this study that both school and home play a very important role in the effect of the students' online time, therefore efficient planned policies and action plans related to the ICT classroom and the use of the Internet should be created. Also, the school improvement plan needs to be developed according to the use of ICT at home (Wellington 2001). Managing the use of technology in the classroom should be researched in order to promote the teacher's role at school and support the parents' involvement at home in the students' online time agenda.

8. Future research can discuss the different dimensions of the causes and the effects of the excessive use of the students' online time with concern on the behavioural and emotional problems that might some students suffer from; all bolstered by the vital role of the social workers at schools in dealing with the negative aspects that might threaten the students' academic life. Thus, encouragement from school by the social worker's assistance that supports the students' confidence regarding the online activities also can be a dynamic area for future research.

9. As it has been mentioned in this study about the integration of ICT in education that is facing one of the crucial challenges which is the lack of the technological resources. The teachers should identify their own needs of the educational technology resources that encounter their professional developments and find clues that best meet their priorities in order to be able to support their students' online learning in the ICT classroom.

10. Special consideration should be taken regarding the student's online time and its perceived risks that might include social isolation and poor creativity due to the irresponsible use of the online time. Some strategies should be implemented in order to help the student realize that the online time is a precious supplementary tool rather than an answer to all problems (Nalwa & Anand, 2003).

11. A vital recommendation for the future research can be fostered developing strategies with the intention of filtering and monitoring the use of the Internet in an endeavor to reduce its risk and identify the benefits of these strategies. Nathanson (2001a) confirms the importance of further research that should be addressed as an advice to the policy makers regarding the children's online time and what should be integrated in the school's policy.

12. As noted in the introduction of this study about Abu Dhabi Education Council 'i class' as one of ADEC's initiatives of developing the use of ICT in schools. Thus, technological links between school and home should be developed in order to give the   opportunity to the students and their parents to communicate with the school administrations and teachers in a way of fostering good relationships with the students' home. Therefore, the students with their parents' support can have

the permission to access some links that can be monitored by parents and help them to promote their children's process of knowledge and learning.

13. The strategy of the parents' engagement should be adopted and integrated in the school policy as one of the main objectives of the school approach. Specific programmes should be implemented related to the parents' guidance and their predictable contribution in their children's online activities with concern on the positive effect of this contribution on the children's academic performance.

14. A noteworthy recommendation can be viewed in avoiding self-reports of data sources due to the misunderstanding of the questions in the survey or the fear of giving spot-on responses. The survey questions should be carefully selected and the responses should be cautiously followed up in order to give the opportunity for collecting more accurate and precise data.

15. The current study has investigated the correlation between the students' online time and its effect either positively or negatively on their academic achievement. More experimental and longitudinal studies should be developed and adopted in order to investigate the long-term effects of the students' online time on their academic performance and on their whole educational future life.

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APPENDICES

Dear participant,

You are invited to participate in a research study, entitled "The effect of online time on students' academic performance: A study of cycle 1 and cycle 2 students in UAE government schools". The study will be conducted for the purpose of pursuing Masters in Education specializing in ICT at The British University in Dubai.

Your participation in the study will contribute to a better understanding of the students' and their parents' and perceptions of the online time the students spend either at school or at home and its effect on their academic achievement.

Your participation in this study is completely voluntary. Any information you provide will be kept confidential to protect your anonymity and identity and will only be used for the purpose of this study. All questionnaire responses, notes will be securely kept.

The questionnaire will only take approximately 10 minutes of your time to complete.

Thank you for your cooperation and concern,

Nermin Hamed Sharabassy

Appendix A

Student's Questionnaire/Cycle 1

Read the questions then put a cross (×) in the right box.

Questions	Never	Rarely	Sometimes	Frequently	Always
1. Do you feel the time you spend using the Internet has a negative effect on your school work?	17	8	23	1	1
2. How often do your friends and parents complain about the long time you spend on-line?	30	6	9	3	2
3. How often do you postpone doing your school work to spend more on-line time?	21	18	8	3	0
4. How often do you check your email or favourite website before doing your homework?	22	13	13	0	2
5. How often do you prefer to stay on-line when someone asks you to study for your next day exam?	37	10	2	1	0
6. How often do you decide to have a short on-line time and you give up?	12	18	8	7	5
7. How often do you prefer to be on-line rather than studying for your exams?	21	9	7	5	8
8. How often do you feel using the Internet helps you preparing for the school assessments?	18	5	23	0	4
9. How often do your teachers complain about your long on-line time that has a negative effect on your academic performance?	42	4	3	1	0
10. Do you feel there is a real problem if you have homework and there is no Internet line?	14	10	19	1	6
11. Do you feel angry if someone interrupts you asking to do your school work while you are on-line?	22	11	15	2	0
12. How often do you miss doing your homework because you wasted your time on-line?	20	19	8	3	0
13. How often do you choose to stay more on-line time than doing any project for school?	29	9	9	0	3
14. How often do you get bad grades because of long online time?	30	7	11	0	2
15. How often do you feel defensive when someone tells you that your long on-line time negatively affects your academic performance?	28	9	8	0	5

Appendix B

Student's Questionnaire/Cycle 2

Read the questions then put a cross (×) in the right box.

Questions	Never	Rarely	Sometimes	Frequently	Always
1. Do you feel the time you spend using the Internet has a negative effect on your school work?	6	14	20	4	6
2. How often do your friends and parents complain about the long time you spend on-line?	26	10	10	2	2
3. How often do you postpone doing your school work to spend more on-line time?	24	10	9	6	1
4. How often do you check your email or favourite website before doing your homework?	26	8	9	2	5
5. How often do you prefer to stay on-line when someone asks you to study for your next day exam?	26	10	8	3	3
6. How often do you decide to have a short on-line time and you give up?	18	13	10	3	6
7. How often do you prefer to be on-line rather than studying for your exams?	20	15	8	5	2
8. How often do you feel using the Internet helps you preparing for the school assessments?	6	2	16	10	16
9. How often do your teachers complain about your long on-line time that has a negative effect on your academic performance?	30	8	11	1	0
10. Do you feel there is a real problem if you have homework and there is no Internet line?	9	9	11	5	16
11. Do you feel angry if someone interrupts you asking to do your school work while you are on-line?	18	8	9	4	11
12. How often do you miss doing your homework because you wasted your time on-line?	16	13	15	3	3
13. How often do you choose to stay more on-line time than doing any project for school?	15	18	7	2	8
14. How often do you get bad grades because of long online time?	21	13	11	3	2
15. How often do you feel defensive when someone tells you that your long on-line time negatively affects your academic performance?	18	10	9	3	10

Appendix C

Parents' Questionnaire/Cycle 1

Read the questions then put a cross (×) in the right box.

Questions	Never	Rarely	Sometimes	Frequently	Always
1. How often does your child stay more on-line time than you set for him/her?	5	2	10	6	2
2. How often does your child become nervous when you set on-line time limits?	9	6	6	3	1
3. How often does your child choose to spend his/her time on-line rather than doing any school work?	7	9	3	5	1
4. How often do you feel the long on-line time has a negative effect on your child's school grades?	10	3	5	3	4
5. How often do your child's teachers complain about his/her long on-line time that negatively affects the academic performance?	21	1	3	0	0
6. How often does your child become angry when you ask him/ her to study for the next day exam rather than staying on-line?	17	2	4	2	0
7. How often do you complain about the long time your child spends using the Internet?	6	3	10	4	2
8. How often does your child stay up on-line lonely playing computer games or downloading videos?	5	6	6	5	3
9. How often does your child feel disappointed when there is no Internet line?	3	2	5	7	8
10. How often does your child become defensive when you tell him/her that the long on-line time negatively affects the academic performance?	6	8	6	2	3

Appendix D

Parents' Questionnaire/Cycle 2

Read the questions then put a cross (×) in the right box.

Questions	Never	Rarely	Sometimes	Frequently	Always
11. How often does your child stay more on-line time than you set for him/her?	2	4	10	5	4
12. How often does your child become nervous when you set on-line time limits?	8	7	5	4	1
13. How often does your child choose to spend his/her time on-line rather than doing any school work?	7	7	8	1	2
14. How often do you feel the long on-line time has a negative effect on your child's school grades?	5	3	10	2	5
15. How often do your child's teachers complain about his/her long on-line time that negatively affects the academic performance?	14	4	6	1	0
16. How often does your child become angry when you ask him/ her to study for the next day exam rather than staying on-line?	11	2	7	3	2
17. How often do you complain about the long time your child spends using the Internet?	4	2	8	3	8
18. How often does your child stay up on-line lonely playing computer games or downloading videos?	3	5	10	4	3
19. How often does your child feel disappointed when there is no Internet line?	0	2	5	8	10
20. How often does your child become defensive when you tell him/her that the long on-line time negatively affects the academic performance?	5	4	10	4	2

Teachers' interviews

Dear participant,

  You are invited to participate in a research study, entitled "The effect of online time on students' academic performance: A study of cycle 1 and cycle 2 students in UAE government schools". The study will be conducted for the purpose of pursuing Masters in Education specializing in ICT in The British University in Dubai.

  Your participation in the study will contribute to a better understanding of the teachers' perceptions of the online time their students spend at school and its effect on their academic achievement.

  Some steps will be taken to protect your anonymity and identity. The typed interviews will ''not" reveal any information about your identity. Any data you provide will only be used for the purpose of this study.

 The interview will only take approximately 10 minutes of your time.

 Your participation in this study is completely voluntary.

Thank you for your cooperation and concern,

   Nermin Hamed Sharabassy

Interview Questions:

1) Do you think the time your students spend on-line affect their school work/grades?
2) Can you explain how the excessive long on-line time affects your students' performance?
3) How can you assist your students overcome the problem of long on-line time?

Teacher 1 :I think it depends on what they are doing online. If they are working on educational sites, it will increase their skills and knowledge base- even gaming, if tuned into fine motor skills and critical thinking, can be beneficial. However, if time spent online is used for social media, games that exhibit inappropriate or meaningless content, then the time does become detrimental to students. I also think that spending too much time doing school work online creates students who become dependent on technology to learn for them. Students need to know how to research and analyze information from books, and how to take that information and write a report or essay without the use of "Google".

  As I said before I think that the excessive online time can lead to make the students becoming lazy and dependent on technology to do their learning for them. Online work is a great tool in moderation, and when used with the appropriate sites/content.

Assign projects and activities that require them to think without using a computer – make sure there are elements to each that do require online work, but also elements that require non-technology based output (handwritten rough drafts, visual components, medium choice – a skit, a speech, a song - things that require hands on, interactive learning).

Teacher 2 :I feel that it depends on what the students are doing on-line. If they doing things related to education then it will affect their marks in a good way. If they are just on social networking

If they doing things related to education then it will affect their marks in a good way. If they are just on social networking sites, it will probably affect their marks in a bad way.

Students like to be online so as a teacher if you can assign things related to education for them to work on it will help the students. Using sites like Edmodo or math games can assist the students with being online but in a positive way.

Teacher 3 :I think the time students spend online can be helpful and enhance their school work as well has being harmful to learning. My students (both this year and last) have enjoyed using the computer to find information and create presentations to share with the class. There are many online games (math) and websites that support in class learning.   The more time they spend using the correct websites/programs, the more I see it in their class performance (information learned, enthusiasm for a subject).

On the other hand spending too long on the internet just playing games or wasting time affects how a student responds/behaves in class. The human teacher is not always as exciting (no extra music, flashy pictures, bright clothes) to engage the student that live online. Using a pencil and paper to create/write is boring. It can also be frustrating because they don't know how to do it because it is something that they don't practice. They also, at times, have trouble interacting with others. Using the computer all the time

means less verbal communication (Arabic or English) which means less conversation. Real life problem solving skills are very different than ones found in games/online.

In my opinion, overcoming the problem of long online time is something that a parent needs to change. As a teacher I can show them other activities to do online that will encourage learning and boost their learning confidence. It is then up to the parent to guide their child to the right activities and limit their time.

Teacher 4 : I think this question depends on how long the student is on-line and what kind of sites she is on.

If she spends hours and hours playing games (with no academic interest) or social media, then I think this negatively impacts her school work/grades.

If she spends an hour or two playing academic games or on academic practice web sites, then I think this positively impacts her school's work/grades.

If parents/students have access to the Internet, I recommend spending time on-line to further academic progress. There are a lot of great web sites to be used!

This is up to the parents, as they see the students at home where each girl might have access to a computer with Internet. But, as a teacher, I could have a discussion with my students about the pros and cons on using the Internet, how to use it to get smarter instead of using it to turn their brains to mush by playing games or going on social media for hours and hours.

Teacher 5 : I think it is of benefit to some students as they use it to research topics for school. Also I think if they are playing English games or watching English programs, this is a fun way to learn. However, for some it is affecting the amount of time they spend on their homework, and their ability to concentrate in class.

They appear to lack concentration skills at times and sometimes only become interested in a lesson that includes the internet.

I think that I could encourage them to use the internet for research and educational games, however, also stressing the importance of exercise and outdoor play each day.

Teacher 6 : This would depend on the work that is being completed by students. If it is related to school work research, the more the student browses the net, the more knowledge they will gain. If students are playing educational games on line, then it would improve their grades and work. However, if students are spending time on-line using face book or social networking, instant messaging (IM), blogging, downloading, or other non educational sites, than this would affect their grade and work in a negative way.
If on-line time is being used in a positive way or as a means for educational benefit, then student performance will improve as students will become more technologically advanced and provide them with skills that will help them cope as 21st Century learners.

If I am providing any work related to using technology, I will ensure that I set clear instructions, criteria and benefits for using long on-line time. It will be very important for me to communicate with all parties, including parents to work with their child to establish clear boundaries for limited internet usage as well as the content students are viewing or working on during on-line time. Parents can also assign an internet time log. I would ensure that all students are given insight into using technology and long on-line time including the pros and cons. I will remind them that the internet should not replace actual face to face socializing and outdoor activities.

Teacher 7 : Yes and no. It depends on what they are spending their online time at. If they are using it for educational purposes it can help their performance and grades. However, if they spend the time engaging in games and social networking it can affect their school work and in turn their grades. It can often be a distraction from their homework instead of giving it the full attention it needs.

Students who spend more time online do find it harder to concentrate in class. They have a much shorter attention span and find it harder to engage with regular text books as they are not interactive. The amount of time spent on line also affects their spellings as they use abbreviations during 'text speak' and it also affects the development of their face to face communication skills.

These student also lack real life experiences which they need in order to relate the work in class to the real world.
If the student is online late at night, this leads to them being tired and withdrawn in class and not giving full attention to their work which in turn affects their grades.

As a teacher we cannot regulate the amount of time a student spends on line after school hours. The responsibility for this rests with the parents. We can however provide focus on how they spend that time on line by asking them to complete research topics for homework, assigns projects and ask that they submit weekly written tasks online. We could also give a presentation to parents to inform them about monitoring the amount of time their child spends online and to still provide for them real life experiences in order to support their child's learning and development.

Teacher 8 : Yes, I think it does affect their grades. It depends on what they are doing online. If most of their time is spent playing games and watching videos, then it probably affects them in a negative way.

Time online goes quickly and leaves less time for revising their work and doing assignments.
Have a class discussion to find out how my students Internet behaviors.
As a class, come up with strategies to use the Internet but still be productive.
Strategies:
Use an online timer to manage time online. Suggest for every half hour of revision take a 10 min Internet break, incorporate ICT in home assignments, use Edmodo.

Teacher 9 : Depends on what they spend their online time doing. If it is educational it could benefit their grades. If it is just playing non educational games, and this takes up their time for studying and homework then it could be a disadvantage to grades.

I am not aware if my students spend a long time online. However I do discuss with them the importance of completing homework, reading, and studying at home.

Teacher 10 : If the students use their online time to work on educational programmes that will positively affect their school work even if they use it for a long time. But, in general the long online time needs control form the adults and it is not healthy for the students to stay online for a long time.

The long online time can affect the students' performance since they need to interact to be more active in doing their school work. If the child has been attracted to the Internet for a long time without doing any exercises it will negatively affects her health which of course has a worse effect on their school work.

The students should be encouraged to use the educational programmes not only use the Internet to play games. The teacher' role at school is very important in motivating her students by using the educational games and the other programmes as the "Guided Tour" in which they can get benefit from their online time.
The parents' role at home is also very important in guiding their children and following what are they doing online. Parents should control their children online time; they should have workshops and training courses about the Internet safety to help them monitoring their children's time at home.

Class Observation Sheet

Teacher: …………………..   Period: ……………………

Time: …………………..   Date: ………………………

Subject: …………………..   Observer: …………………..

Area		Comments
The students' role		
The teacher's role		
Involvement and enthusiasm		
Problems related to the online lessons		

Request for a permission to conduct an educational research

To the school administration,

I am a master student at the British University in Dubai. I am pursuing my master in Education specializing in ICT. The research I wish to conduct for my Master's Dissertation involves the online time the students spend and its effect on their academic performance. I am hereby seeking your consent to observe some online lessons in the ICT school lab with some teachers and students perceptions regarding their use of this online time.

I have provided you with a copy of my Dissertation Intention Form that I received from the British University in Dubai.

Thank you for your cooperation and concern

Yours sincerely,

Nermin Hamed Sharabassy

The British University in Dubai

Appendix H

Photos of cycle 1 & 2 students while they are working online taken during the lesson observation

Cycle 1 Students- Grade1-Math lesson-9/2/2014

Cycle 2 Students-Grade 6-Math lesson-29/1/2014-Arabic lesson-30/1/2014