THE MANAGEMENT OF EVERYDAY INTERNET ACTIVITIES IN GOVERNMENT ORGANISATIONS

By

Aubrey Kabelo Mogwe

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Supervisor: Prof Lubbe

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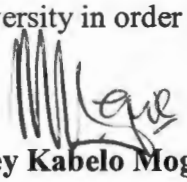
DECLARATION

I, Aubrey Kabelo Mogwe, hereby declare that this mini-dissertation entitled' **The Management of Everyday Internet Activities In Government Organisations: A Case of Department of Public Works, Roads and Transport, North West Province, South Africa** "is an original piece of work produced by myself, and all sources have been reported and acknowledged. The document has not previously, in its entirety or in part, been submitted to any university in order to obtain an academic qualification.



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ABSTRACT

The environmental transformation has been progressing by the day as the years pass by. Computer world has taken over and most people are relying on it to perform their day-to-day activities. Internet use has been seen to be user friendly to human beings as it simplifies life and assists in overcoming situational challenges. Internet has been one of the fastest tools to connect the entire world within a short space of time. This study seeks to look at how employees in the government use the Internet to pursue their day to day activities emphasising the activities that are being performed by these employees on the Internet. There are various reasons why people log on to the Internet. Some do so in order to improve their current state of mind, to reduce boredom and to improve their anger and frustrations. It is against this background that this study is being done in order to understand as to what is happening with regard to the departmental Internet use. It is hoped that at the end of this study the researcher will be able to inform / advise management on the best Internet practices as well as the various ways that can assist management to monitor Internet use. If Internet abuse is being reported as a concern, the study must be able to come up with remedial actions that will assist management to control the abuse in a cost effective manner. Internet abuse if neglected can result in increased cost and noticeable reduction in service delivery. The employees in the Department of Public Works, Roads were used as the targeted population for this study. The behavioural pattern of these employees was used as reference to the entire population of this province so that the impact can be measured at a broader scale.

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CHAPTER 1

OVERVIEW OF THE STUDY

1.1 Introduction

Nearly all Internet users go online to conduct some of their ordinary day-to-day activities, from mundane tasks to social arrangements to personal recreation. Furthermore, online Americans report that their Internet use affects the proportions of these affairs in their everyday lives (Tsatsou, 2011). This includes that 88% of online Americans say that the Internet plays a role in their daily routines. Of those, one-third say it plays a major role and two-thirds say it plays a minor role(Pew Internet Project, 2004).The activities they identified as most significant are communicating with family and friends and finding a wealth of information at their fingertips. Also 64% of internet users say that their daily routines and activities would be affected if they could no longer use the Internet. Also, 53% of Internet users say they do more of certain everyday activities simply because they can do them on the Internet. The most popular are communicating with family and friends and looking up information

The vast majority of online Americans hold a high opinion of the Internet as a place to conduct the everyday tasks and pursue the everyday pleasures of life, such as checking the weather, doing their banking, communicating with friends and family and playing games. Over the course of the four years in which the Pew Internet Project (2004) has been tracking online activities, a growing number of users have acted on their positive opinions of the Internet and gone online to do these things.

Also, 92% of Internet users say the Internet is a good place to go for getting everyday information. It is stated that 85% say the Internet is a way to communicate or interact with others. Also, 75% say the Internet is a good place to conduct our everyday transactions. It is stated that 69% say the interest is a good way to entertain themselves in their everyday life (Fallows, 2004).

The following keywords were used to search for the literature: Internet usage, Daily Internet usage, communicating on the Internet, conduct electronic transactions and e-entertainment. Search engines such as Google Scholar, Duckduckgo were used while databases such as EBSCO Host and Science Direct were consulted for appropriate articles. The chapter starts

with a background to the problem statement, then the problem statement objectives, research design and a final conclusion is drawn.

1.2 Background of the Problem Statement

Nearly two-thirds of the American population is now online. Internet use continues to spread from work to home and now to Americans' on-the-go lives. Increasing numbers of people access the Web via broadband connections (Kim et al., 2011). The storehouse of available and searchable content is ever-expanding and Americans' collective appetite for it seems boundless.

This mini-dissertation explores what this activity on the Internet means to man's life. It looks at the stuff of day-to-day management of the Internet at work, from getting the news to buying movie tickets to paying bills to scheduling lunch.

The Pew Internet and American Life Project have done a great deal of research focused on the basics of what Americans do online. Their work shows, for example, that applications of email and search are the most popular activities and transactions like banking are the fastest growing. But here, we want to get beyond the popularity contest of how many people do what online, to understand the texture of Internet use in everyday life (Pew Internet, 2004).

The emerging story of the Internet in people's daily life is the where and how of its use. The nature of a multi-channel world means one can communicate in many ways – by email, phone, letters, face-to-face meetings and instant messages. One can gather information from many sources – Web sites, books, newspapers, television and radio. The pattern of responses in this mini-dissertation is that people pick one channel or another depending on both the nature of the task and the circumstances of the moment.

Users turn to the Internet most when it offers advantages in speed, convenience, time and other measures of efficiency. One of the most popular Internet activities, looking for maps and directions, collapses several tasks into one simple, elegant application. Anyone who has used the uncomplicated and effective application for finding driving directions online knows how superior it can be to the often clumsy and time-consuming experience of doing it offline.

Further, given that most Internet users are more mobile than their Internet connections are, a lot of daily activities still depend on where people are. For example, reading a story in the newspaper might be more convenient on the bus to work, while reading that same story online at a desktop computer might fill the need for a break during a busy workday.

In past research, the Pew Internet & American Life Project (2004) often found a leading edge of Internet workers who behaved differently from the rest. Demographically, this group is often better educated, of higher income and has spent more years online than other Internet users. Such a group of users integrates the Internet into everyday life in a much more engaged and richer way than others. It is likely that they are blazing a trail that others will follow.

Thirty percent of Internet users say the Internet plays a major role in their everyday lives. Compared to other Internet users, they do more everyday activities online and they do them online more frequently and they are more likely to do them exclusively online (Pew Internet, 2004)

1.3 Problem Statement

Is the Internet becoming a fundamental player in people's work lives? Is it changing what people do every day – perhaps more or less of given activities or even different ones? Is the Internet improving how people accomplish tasks or is it giving us a different kind of experience? Is the Internet shaping the profile of people's everyday lives, the way washing machines make us cleaner or the telephone connects us better or frozen food changes our shopping and eating habits?

In probing which way – and how heavily – Internet workers lean toward the Internet, one ask workers to think hard about how they use the Internet. When do they choose to go to the Internet over the traditional offline ways of doing things? What is their level of commitment: Are they casual and intermittent about using the Internet or are they dedicated and predictable in their work?

One expects to learn some interesting things about the Internet from this kind of vertical exploration. Examining what draws people to the Internet and engages them, may shed light on where the Internet works well and where it doesn't. Seeing what characterises the Internet habits of the heaviest users may show us where the Internet itself could change life in the future (Pew Internet, 2004).

1.4 Objectives

The objectives listed below are properly aligned with the research questions and these aim to

- determine what workers use the Internet for and

- help managers determine how to manage the use of the Internet use at the work place.

1.5 Research Design

The study firstly describes the problem statement and conducts an extended literature review. The literature review is done by using a concept cantred matrix based on themes identified with a content analysis of the problem statement.

The research methodology is based on a survey using a questionnaire which is aligned with the research questions and the problem statement. The questionnaire will be distributed to a picked representative sample from possible workers that have used the Internet. In this way the researcher could generate the results. The data is presented using descriptive and associative statistics. Lastly, some managerial guidelines are assembled. Using the above mentioned research design ensures credibility, transferability, dependability and conformability.

1.6 Plan of the Study

Chapter1 – Introduction to the Study

Chapter 2 – Background of the Organisation

Chapter 3 – Literature Review based on Enterprise Architecture (EA)

Chapter 4 – Research Methodology

Chapter 5 – Data Discussion

Chapter 6 – Managerial Guidelines and Research Questions answered

1.7 Conclusion

The chapter showed that a problem exists in using the Internet at work. It showed the objectives as well as research design and the plan of the study. The next chapter is the literature review explaining what was done previously on this problem.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The study's context is in the field of Internet. To be more precise it deals with the use of the Internet by government employees as this discussion focuses on how the Enterprise Architecture fits into the strategic plan of any government organisation.

The study deals with the difficulties faced by employers on the use of the internet and the underlying challenges if the use thereof is not properly managed. It aims to address the lack of experience that managers display in managing the Internet.

The researcher used the following keywords to search for articles: Internet, World--Wide Connectivity, Needs for Internet Usage, Impact on Daily Internet Usage, Addictive behaviours, Social Internet Usage and Understanding the Internet. Search engines such as Duckduckgo and Google Scholar were used to search for articles while electronic databases such as Science Direct and EBSCO were also consulted.

The chapter discusses definitions, Internet Use, Internet and Finance, Internet and Entertainment, Internet and Education, Needs and Internet, Daily Internet Use, Disadvantages of Internet Use, Social Internet and the Research Questions.

2.2 Definition of Internet

Perriss, Graham and Scarsbrook (2006) note that the Internet is such a pervasive part of modern life that it is hard to believe that websites did not exist 15 years ago. This technology has led to many new applications and opportunities and the advent of widespread broadband Internet access that has expanded the potential and functionality of the Internet.

Akman and Mishra (2010) argue that the Internet is an information super highway that connects people, data and other computers. It provides a communication medium that enables access to vast amounts of information across a wide variety of dimensions.

The Internet is defined as a publicly accessible, worldwide system of interconnected computer networks. The foundations of the Internet were laid in the 1960s by the United States Department of Defence following the creation of the Advanced Research Projects Agency Network (ARPANET). This project first developed the technology to allow computers to connect together over large distances and share information. This in turn, led to the

networking of computers in several US universities and the birth of the first wide area network (WAN).

During the 1970s and 1980s several large regional networks were linked to ARPANET, creating a nationwide network of computers. In 1986, ARPANET was replaced by a technically advanced high-speed network linking numerous regional academic centres and was renamed the National Science Foundation Network (NSFNET). As the number of links grew, the concept of a worldwide network was envisaged. However, it was not until the early 1990s that commercial sites and networks joined and the global system or Internet that one has today was finally established (Perriss, Graham and Scarsbrook, 2006).

The Internet is the creation of a continuous stream of computers linked together to form one grid that enables interaction among hundreds of millions of people surfing the net. Today, the Internet plays a role in various fields, including our work, social lives and leisure time. Perriss et al. (2006) argued that the Internet has a negative impact on our society and more particularly that it has led to a significant diminution of our social lives (Amichai-Hamburger and Hayat, 2011).

Morse, Gullekson, Morris and Popovich (2011) also state that the lack of attention for the content validity of some Internet attitudes measure is generally regarded as the extent to which a measure represents all of the important facets that comprise a construct. In recent Internet attitude scales, researchers have foregone this important aspect by simply taking other technology related attitude scales and changing the word computer to Internet.

2.3 Use of Internet

Kenyon (2009) argues that Internet use has potentially important consequences for travel behaviour. Internet enables accessibility or virtual mobility provides an alternative to reaching opportunities, goods, services and social networks, providing access without physical travel. In this sense, virtual mobility acts to substitute for physical mobility in the first three-way classification of effects. It's been suggested that virtual mobility enhances physical mobility as a result of widened travel horizons, an increase in time available for travel, the productive use of travel time, the intrinsic value of travel as an activity in itself and the ability of the Internet to make travel itself more effective.

Diary studies have become increasingly popular in the field of transport research since their first recorded use just over 60 years ago as it allows collection of behavioural data whilst avoiding the problems of recall, cognitive dissonance and low behavioural awareness that are

associated with more direct methods. However, few diaries have incorporated recording of the use of Information and Communications Technologies (ICTs). The 'accessibility diary' has been designed to do so (Kenyon, 2009).

Tosun and Baris (2011) argue that computers and the Internet is an important element in the life of the individual of all ages. The young generation carries out work with the help of a computer. Computer and the Internet have become an indispensable passion for them. Young generations use the computer and the Internet more successfully and faster than previous generations. One of the main reasons is because they have been born in a huge world equipped with Information Technology. Although they use the Internet extensively, young people must be aware and be orientated about the use of computers and the Internet.

According to some reports, there are now 1412 million Internet users worldwide. This corresponds to 21.2% of the world's population and the Internet community is becoming increasingly global with the population scattered across all time zones. There is a growing division between Western and Third World countries: whereas in Canada and the United States 68.2% of the population is connected to the Internet. This percentage is less than 2.7% in Africa. In 2004, the rate of Internet penetration was 31% for Europe as a whole versus 8% for Asia and less than 3% for Africa. Unequal access to and use of IT is linked with social and economic inequality (Akman and Mishra, 2010).

Douglas, Mills, Niang, Stepchenkova, Byun, Ruffini, Lee, Looutifi, Lee, Atallah and Balnton (2008) argue that Internet addiction is an individual's inability to control their Internet use which, in turn, leads to feelings of distress and functional impairment of their daily activities and on Internet addiction. A challenging task has been to arrive at a comprehensive definition of the concept. They in the field have not been able to agree on a term to describe the concept of Internet overuse or abuse. One example of this difficulty lies in the basic terminology for Internet-related behaviours. There are as many as six different terms associated with the concept of Internet addiction, including Internet Addiction Disorder (IAD), Pathological Internet Use, Problematic Internet Use, Excessive Internet Use" and Compulsive Internet Use. Other names for Internet addiction include cyberspace addiction, online addiction, net addiction, Internet addicted disorder and high Internet dependency

Hollis (1996) argues that scepticism and excitement are often associated with any current discussion of the Internet. Excitement exists about the possibilities and potential that a global network provides for sharing information across time and space. Scepticism is expressed most

often about the possibility of making the Internet accessible for everyone. The American public thinks that the Internet sprang up overnight, when in reality it has been under development since 1969 with the beginning of ARPAnet (Advanced Research Projects Agency).

Tsatsou (2011) states that the level and breadth of Internet use are a core element of the complex, problematic and rapidly changing of digital divide. Tsatsou (2011) further, argues that 'the problems of the digital divide have been and probably will continue to be moving targets', suggesting that 'the term's definition should be similarly mobile. Some others even wonder whether the term has any real meaning.

Appel, Holtz, Stiglbauer and Batinic (2012) state that the Internet use has been connected to a decrease in offline interactions, the development of more superficial relationships and weaker social ties. The high accessibility of communication partners and information as well as the Internet's anonymity have been related to particular risks such as unsolicited approaches by strangers or messages by online friends and acquaintances that are intimidating or offensive. Such potentially harmful forms of communication may be occasional and unintended by the sender; however, they may also be massive and meant to systematically hurt the communication partner.

Jackson, von Eye, Zhao, Barbatsis, Biocca and Fitzgerald (2003) argue that more than two-thirds of Internet users consider the technology an important or extremely important source of information for them, compared to those who rank television and who rank radio at the same level of importance. The Internet has had a modestly positive impact on both the contact with others and communication within the family. Adult concerns about children and the Internet focused on the ease with which children can access inappropriate material. Both users and non-users agree at nearly identical levels that children can gain access to a lot of inappropriate material on the Internet. On the other hand, parents also believed that their children were spending about the right amount of time on-line, that grades were not affected or improved with time on-line and that Internet use does not cause children to become socially isolated.

More informed attitudes about the liabilities of Internet use with regard to privacy and information reliability predicted greater rather than less Internet use. Concerns about negative consequences of Internet use for health and children predicted less use. Future research should focus on the benefits to Internet use and to reducing the digital divide of: educational interventions that provide a realistic picture of the Internet; including both quantitative and

qualitative measures to provide a complete picture of Internet attitudes; and extending the generalisability of the findings to other populations.

Morahan-Martin and Schumacher (2003) state that the Internet is widely used to communicate with others. Early Internet users were computer hackers, who were characterised as preferring the machine to people. Often, social outcasts first turned to the computer and then to the Internet in lieu of people. The Internet gave them a vehicle for both communication and recreation, often providing a safe and fun social life that was denied in real life and they turned to the Internet to escape from the pressures and discomfort of their lives.

Shen, Liu and Wang (2012) note that the rapid rise in the Internet age has made the Internet a leisure activity among Chinese adolescents and children. A recent report released by the China Internet Network Information Centre (CNNIC) revealed that in 2010 nearly 82.9 million Chinese juveniles used the Internet habitually and that the number was increasing yearly, especially for children younger than 12 years old. According to the report, more than 14 million Internet users were children aged below 12 years old.

The report also showed that the time those young Internet users spent online is increasing. It also investigated how elementary school children from a middle-sized city in northeast China spent their after-school hours. Using the Internet had become one of the most dominant leisure activities for these children, surpassing outdoor activities and second only to watching TV and reading.

2.4 Internet and Finance

One of the benchmarking indicators of the information society is the use of e-commerce. This kind of economic transaction has recently experienced an extraordinary growth in all developed countries, in terms of Internet use by both enterprises and individuals. Focusing on its incidence from the consumer side, the percentage of individuals aged 16–74 using the Internet for ordering goods or services increased from 2004 to 2009. There are marked differences across countries; the incidence is above 50% in Norway, Denmark, Sweden, Finland, Netherlands, Luxembourg, Germany and United Kingdom. On the opposite side, Greece, Bulgaria and Romania report lower figures. The Spanish government implemented, within the 2010 European framework, the Plan Avanza.

One of the specific policies within this strategy is devoted to provide households with funding to buy a computer and set up a broadband connection in homes. This strategy has the aim of boosting ICT usage at the household level and improving the information society indicators, e-commerce among the figures (Perez-Hernandez and Sanches-Manga, 2011).

Simsim (2011) argues that improving the speed and quality of the Internet connection seems to be more important than decreasing the price of the service. DSL was the most frequently used communication system to connect to the Internet. Whereas the satellite system was the most preferred alternative communication system but it's relatively high cost prevented its wider spread among users. The increasing popularity and demand for better Internet service calls for further improvements and innovations to make the technology even faster, cheaper and easier for users.

The investments in IT infrastructure are often not seen as a priority when competing for resources against other claims for capital investment. Stakeholders from the local government sector in particular reported the lack of finance for capital investment in new technologies as a major barrier. On the other hand, the Internet connection is slow when compared to the developed countries and access was reported to be the most expensive amongst the countries in terms of broadband ADSL connection. Another problem is that security and authentication prevented the development of electronic transaction services. It is a problem especially with government sector organisations as they did not see the Internet as being trustworthy. From an individual perspective, security and privacy is the suspect for most Internet users. Language problems, measurements, time and date zone differences, lack of Internet know-how, inefficient information sources and asymmetrical distribution of knowledge are also other barriers in Turkey (Akman and Mishra, 2010).

People only have fixed amounts of time and money to spend and if they spend more on one medium, then they will spend less on others. In examining the keen competition in the media market, substantiated by the principle of relative constancy. Akman and Mishra (2009) found that financial budgets for various media are relatively constant over time. Without a rapidly growing economy, existing media can only compete with each other to survive and thrive. It has also been pointed out that both time and money jointly constrain the growth of mass media in the marketplace (Lee and Leung, 2008).

Piazza and Bering (2009) agree that e-commerce continues to thrive as more and more people turn to the Internet to buy and sell goods and services. One should explain the successes of Internet shopping that often occur between anonymous strangers and businesses. One solution is that many online markets rely on electronic reputation or feedback systems to promote trust. Online feedback mechanisms, such as eBay's Feedback Forum, collect, distribute and aggregate feedback about users' past behaviours. Users then use this reputational information (derived from anonymous third parties) to decide whether or not to interact with a given buyer or seller.

Piazza and Bering (2009) note that successful reputation systems meet three challenges such as:

- they provide information that allows buyers to distinguish between trustworthy,
- non-trustworthy sellers and
- encourage sellers to be trustworthy and discourage participation from those who aren't.

2.5 Internet and Entertainment

The Internet provides an entertaining and interactive environment where those susceptible to its allure can find escape by coping with negative emotions such as loneliness, isolation, boredom, release stress, discharge anger and frustration, to feel a sense of belonging and recognition (Douglaset al., 2008).

Lee and Leung (2008) stated that entertainment functions of television and newspapers are not affected by the Internet as a positive relationship outcome between Internet use and newspaper reading and between Internet use and radio news listening. Fellow (2004) notes that everyday activities show that the popular ones share the characteristic of being efficiently done on the Web: getting maps or directions; communicating with others; checking the weather, news and sports scores; buying tickets. American men are more likely than women to use the Internet for information gathering and entertainment and younger people are also more likely than older people to have a positive attitude about the Internet, as the Internet is a good place to go to for conducting transactions and entertainment.

There is a distinctive profile for users who turn to the Internet for entertainment, such as younger users who are under 30 years of age and men are in the cohort. People who use the Internet for entertainment are likely to be less educated, affluent and have spent fewer years

online. Although fewer people went online for entertainment purposes, people worked at it and came up with ways of using the Internet that enhanced their entertainment (Fellow, 2004).

Mitchell, Lebow, Uribe, Grathouse and Shoger (2011) argue that there is the risk for higher levels of a variety of problems since the relationship between social support and well-being has been so robust. Individuals who spent more time online engaged in activities categorised as entertainment were more introverted. It appears that examining the overall use of the Internet in relation to well-being or happiness may not be as useful as a more fine grained analysis of Internet activities in relation to specific person variables. This was the first step in developing a model that can be tested to determine if the relationship between types of Internet use and person variables is of sufficient strength to have utility in, for example, identifying youth at risk.

2.6 Internet and Education

Douglas et al. (2008) argue that in the academic context, students exhibit excessive use of the Internet by browsing non-academic websites, engaging in online discussions and playing online games rather than studying

Samuel, Tatia and Lee (2001) state that stereotypes of lonely and dysfunctional people being attracted to computers over a 5 year period showed that they became compulsive computer users who performed better academically and had more self-confidence.

Gordon, Forman and Siatkowski (2006) note that Information Technology solutions such as Internet blocking software should be evaluated to determine their effectiveness in reducing access to these web sites from educational efforts highlighting the dangers of purchasing drugs online.

Sipal and Bayhan (2010) argue that the Internet was originally designed to conduct research among academic and military agencies. However, an increase in the use of Internet in recent years, in educational settings, has created a stir among the mental health community by great discussion of Internet addiction. Internet addiction is a new and rapidly growing issue of concern. Internet is highly promoted in educational and work settings thus, it makes detection and diagnosis of addiction difficult.

Jones, Yale, Millermaier and Perez (2008) believe that with record levels of college un-enrolment's, young Americans are spending their college years at institutions of higher learning that in many ways appear quite dissimilar to those attended by their parents and

previous generations. Information and communication technology (ICT) and the Internet have become central to academic life on countless college and university campuses across the United States. From the rise of e-learning and web-based instruction, to online libraries and research tools, to computer-mediated student–professor interaction, college students today negotiate many aspects of their academic lives online. The 2002 Pew Internet and American Life Project report examined college students use of the Internet. Reports on students and faculty perceptions of ICT and feelings about their impact on college life are mixed. Some express optimism about the pedagogical potential of Internet-based instruction and research tools on university campuses.

Others express concern that technologies are being used in limited ways and students are not equipped to evaluate much of the information they encounter online. Academics and public commentators have weighed in on these issues but how students feel stresses the importance of hearing directly from students regarding their perceptions of and attitudes towards the Internet and ICT as educational tools and (increasingly important) aspects of student life. They assert that students' perceptions of the educational benefits of a medium are more significant than its intrinsic characteristics. Moreover, scholars suggest that student' attitudes towards and perceptions of the Internet affect their Internet self-efficacy. It is thus of central importance to assess students' perceptions of their academic environments and the role that the Internet plays, as Internet-based tools become increasingly commonplace and central to students' experiences at institutions of higher learning (Jones, Yale, Millermaier and Perez, 2008).

Jones et al. (2008) argue that the majority of college students reported having used online library resources; few appear to have begun their information searches on library websites. When searching for information online, the OCLC (2005) reported that almost 90% of college students began their research using a search engine. The majority of college students tended to believe that online databases and electronic magazines/journals were worthwhile sources of information.

Nearly three-quarters of college students, however, selected a search engine as their number one source of information, preferring it to libraries or bookstores discovered that three-quarters of students used the Internet as their primary source for researching health information, although nearly one fourth of students had doubts about the Internet as a credible source of information. Despite lack of basic education in library research, many students, even those with poor research skills, were confident in their online research abilities.

Students must also be taught proper Internet research skills and only when the language of research is understood are students ready to move on to applying those terms to electronic search methods. As higher education is moving increasingly towards the use of online instructional tools, research databases and libraries, it is important to examine students' attitudes towards the tools they are given on university campuses that inform the ways they develop research habits, interaction with instructors and information literacy skills.

While the Internet offers potential educational uses and benefits, it also allows for the potential to engage in academically undesirable and unethical behaviours, such as cheating.Research reports show that students admitted to using the Internet to engage in academic cheating using the Internet, including such activities as: purchasing a paper online (3.5%); using information found online as their own without citing it e-mailing information to students about a test before those students take it and receiving e-mailed information about a test before they themselves take it. A few students admitted to lying to a professor via e-mail to obtain an excused absence.

Sipal and Bayhan (2010) stated that it is important to understand the criteria that differentiate normal from pathological Internet use. Internet has been considered as an important educational tool driving schools to integrate Internet in their classroom environments. However, teachers, librarians and computer cordinators believe that Internet usage by children does not improve school performance as online information is far disorganised and unrelated to school curriculum to help students and serve as a distraction. Students suffered from poor study habits, poor grades or failed school due to excessive Internet use. Increasingly, school administrators are recognising that they have put all this money in an educational tool that can easily be abused.

Schools and colleges are starting to see the potential impact of student Internet use and to investigate why successful college students are dismissed from school. Students often fail school due to extensive patterns of late night logins to the university computer system.

Counsellors at the University of Texas–Austin began seeing students whose primary problem was an inability to control their Internet use. School counsellors have argued that students are the most at-risk population to develop an addiction to the Internet because of encouraged use encountered in classrooms and access made possible anytime day or night via computer labs and mobile Internet devices. University of Maryland even started an Internet addiction support group to help students and support groups are developing across schools and universities.

With such widespread access to the Internet, a factor that may contribute to student Internet abuse is free and unlimited Internet access. Schools provide free Internet access to all their students which are unlimited to their time logged on (Sipal and Bayhan, 2010).

Noce and McKeown(2008) note that education maintains a significant impact on Internet use such that the odds of using the Internet are about three times greater for someone who has post-secondary education than someone who has a high school education. Noce and McKeown (2008) reported education as a positive influence on Internet use intuitive and one expects this to be the case as educational attainment with income. Educational institutions promote the use of computers for research, with some research explicitly needing computers for result analyses. Additionally, Internet research and leisure communication is becoming ubiquitous among students increasing in proportion with rising education levels. In 2005 it was reported that 95 percent of university graduates accessed the Internet compared to only 53 percent of those with a high school education or less and the university degree to show an increase in Internet access from the previous year with respect to education.

Hollis (1996) notes the definition on Gross Domestic Product (GDP) per capital purchasing power parities (PPP) as the use of official exchange rates to convert the national currency figures to US dollars and does not attempt to measure the relative domestic purchasing powers of currencies. The United Nations International Comparison Project (ICP) has developed measures of real GDP on the internationally comparable scale using purchasing power parities (PPP) instead of exchange rates as conversion factors and expressed in international dollars. Dated information and changes in statistical compilation are two major drawbacks in using UNDP data.

The purpose of determining the HDI for each country is explained as follows: The HDI reduced all three basic indicators to a common measuring rod by measuring achievement in each indicator as the relative distance from a desirable goal. The maximum and minimum values for each variable are reduced to a scale with each country at some point on this scale and the human development index (HDI) measures the average achievement of a country in basic human capabilities. The HDI indicates whether people lead a long and healthy life, are educated and knowledgeable and enjoy a decent standard of living (Hollis, 1996).

Tosun and Baris (2011) state that the information which is a part of changing and growing technologies had been indispensable, for the all age groups, especially in the life of the youths. Even the names of the computer departments at the schools are changed as

Information Technologies by the directive of the Ministry of National Education and the computer laboratories are named as Information Laboratories.

2.7 Needs and Internet

People satisfy their need for achievement, excitement and challenge and gain control over their own life (Douglas, Mills, Niang, Stepchenkova, Byun, Ruffini, Lee, Looutifi, Lee, Atallah and Balnton, 2008).

Pornsakulvanich, Harddakis and Rubin (2008) argue that despite the Computer-Mediated Communication (CMC) functions, communicating is one of the most important uses. People have needs to belong, to be part of a group, to have relationships with others and to be loved by others. Naturally, people communicate to fulfil their interpersonal needs for inclusion, affection and control. CMC has been a valuable tool for many people for forming, maintainingand developing relationships.

Pornsakulvanich, Harddakis and Rubin also suggest that Interpersonal needs lead to goal-directed behaviours and that interpersonal needs influence interpersonal communication and are fulfilled through attaining satisfactory relationships with others. To fulfil interpersonal needs, people interact and seek to form relationships with others. However, when interpersonal needs cannot be fulfilled through face-to-face interaction, people use other channels of communication to gratify their needs. Need fulfilment and goal-directed communication behaviour are central premises of uses and gratifications.

Patchin and Hiduja (2008) note that the younger generations have embraced online social networking sites to meet their social and relational needs, such as MySpace (myspace.com). The fact that females do not have as much experience in online searching as males, it seems that the need for user-friendly functionalities and a wider scope of information contents are more important issues of concern for women (Kim, Xinran, Alastair and Morrison, 2007).

Shen, Liu and Wang (2012) are o the opinion that the inherent properties of the experiences provided by the Internet motivate children's sustained Internet engagement. Internet applications that can better satisfy children's basic psychological needs may appear more attractive to children. For example, well-designed online games satisfy children's need for autonomy by offering a wide range of in-game options related to goals and strategies and varied opportunities for action. Online games also have the potential to satisfy the need for competence by balancing players' skill with game challenges, matching players against one

another on the basis of their history of in-game performance and providing continuous performance feedback.

Similarly, children's need for relatedness can be satisfied because online games allow interaction between players, provide players with opportunities to form short-term bonds with other players in group missions and allow players to develop long-term social bonds with other players through web forums related to specific games. These elements may explain why online gaming is the top reason children use the Internet.

Kaye and Jonson (2004) note that audience members actively search out media messages to satisfy certain needs, thus the audience is active and goal directed. People actively search out certain media and content to satisfy particular needs. The uses and gratifications approach assumes, then, that people are self-aware to know and to articulate their reasons for using the media and that they view the media as at least an avenue to gratify their needs. Web users actively search out information when they click on links or employ search engines, suggesting web use is goal directed and that users are aware of the needs they are attempting to satisfy because of the smorgasbord of material available on the Internet, online users should be able to fill a variety of needs.

Kaye and Jonson (2004) argue that different components of the Internet are functionally different than the web and from each other and they may gratify different needs. Indeed, bulletin boards/electronic mailing lists and chat rooms suggest that they serve different needs than the web and political bulletin board users mentioned surveillance and curiosity as their main motives for using bulletin boards and that electronic bulletin board use in general serves information/ learning and socialisation needs.

Lee and Leung (2008) state that the view of transcendental needs is central to the user-centric approach, which stresses the satisfaction of user needs and defies the deterministic view of medium-centric approach. The user-centric approach, which is consistent with the uses and gratifications approach, posits that people are active and purposive; they select media to meet their needs. If people have a strong need for news and information, they may use not only news web sites on the Internet to meet their needs but also newspapers and news magazines.

2.8 Daily Internet Use

Akman and Mishra (2010) state that the use of the Internet in organisations may show different patterns than in the society since organisational characteristics and values play an important role in shaping individuals' attitude towards the use of IT. This also implies that

different groups in the society may not be applicable to employees and observed that Cyber loafing (using Internet access for personal purpose during work hours) is a prevalent and pressing issue. According to the cyber protection project, over 60% of workers surf the web at least once a day for personal reasons. Although the Internet may potentially boost productivity by enhancing communications, collaboration, and research capabilities it may also undermine efficiency if employees spend time surfing the web for personal ends, employees downloading songs, movie trailers can clog corporate networks/ Internet implementation in the work place should balance the mission and values of business, employees and consumers. The best way to do this is to understand the technology beyond the keystrokes required and develop an awareness of the issues involved with implementation and the resultant impact

Fallows (2004) argues that more than eighty percent of Internet users have looked for answers to specific questions about a broad variety of issues from health care to religion to news. Looking for information is one of the first activities that people try as new users of the Internet. On a typical day, over one fifth of users look for answers to their questions. Fallows (2004) has seen surges in information seeking in certain very focused areas: looking for religious information, where the number of information seekers increased 94% from March 2000 to September 2002; looking for sports scores, where the growth rate was 73% from March 2000 to September 2002; and looking for health or medical information, where the number of users increased 59% from March 2000 to December 2002. Five examples were viewed for everyday activities where people could easily turn to the Internet for answers: getting the weather report; getting news; looking up phone numbers, addresses or zip codes; checking sports scores; and getting a map or driving instructions. All five appear among the most popular of all the everyday activities (Fallows, 2004),

Internet users may become less interested with email than they have been. In a recent investigation, Pew Internet and American Life Project, found that 25% of Internet users were actually reducing their use of email usage because of spam for example, people have begun to discontinue their children's email accounts as they do not have the energy to face the mountains of spam in the inboxes. Nonetheless, of all the everyday communicating with friends or family was the second most popular one that people do online and it was the most popular of the communications activities.

The diffusion of the Internet represents an innovation and a sort of revolution in many contexts such as media communication, work, social life, etc. Its daily use has increased and become increasingly widespread. Although the Internet has great value for modern society, the problem of abnormal Internet use has also developed. This tendency has been labelled in several ways, including Internet addiction, Internet addiction disorder, Internet dependence and problematic, pathological, excessive or compulsive Internet use. However, it is not yet unanimously defined (Gnisci, Perugini, Pedone and Conza, 2011).

Simsim (2011) notes that the Internet was first used for military purposes to provide a fault-tolerant and distributed computer networks for the military of the United States of America in the 1960s and further developments led to the commercialisation of the Internet as an international network in the mid-1990s. Since that time, the role of the Internet in the daily life of many people around the globe has been increasing. The estimated number of Internet users around the world reached 1,733,993,741 users by the end of September 2009n which means that the Internet service has already penetrated to more than 25% of the world's population. This reflects a worldwide Internet user growth of more than 380% since the year 2000.

Children who perceive less satisfaction in their daily real life, tend to spend more time online because, for these children, the need for autonomy, competence and relatedness is more pressing. Lower daily basic need satisfaction indicates that these children have fewer opportunities to fulfil their basic needs in their daily life. When the Internet fulfils these children's needs, it becomes more important to them, leading to greater Internet use (Shen, Liu and Wang, 2012).

Morse, Gullekson, Morris and Popovich (2011) note that the Internet impacts individual's lives on a daily basis. Pew Internet and American Life Project (2009) notes that the percentage of American adults who utilise the Internet in some form has increased in March 2000 to April 2009. Further, people between 18 and 29 years of age reported regular Internet usage as of April 2009, culturally and technologically in the importance and the pervasiveness of the Internet as a multi-function communication tool.

Kenyon (2010) states that for the first time, with the Internet, there is a technology truly capable of providing access to everyday activities, from education and employment to shopping and participation in social networks, without recourse to physical mobility by the individual undertaking the activity; and the Internet is truly popular and universally available

(or, at least, statistics suggest that it is becoming so), entering homes, schools, the workplace and community venues. The Internet has become an integral part of the daily life of many in modern industrialised societies. Just over 10 years after Netscape's Mosaic browser was made universally available for free two thirds of the UK, adult population are Internet users.

More than half of all homes in the UK are connected to the Internet, almost half of which now have permanent connections with the expansion of community online centres and the extension of Internet access to all schools and public libraries. Internet use is being pervasively incorporated into people's lives. Everyday activities, from education and employment to shopping and participation in social networks, increasingly have the potential to be carried out online and without recourse to physical mobility by the individual undertaking the activity.

Tsatsou (2011) states that the meaning and relevance of ICTs such as the Internet is shaped by identities in the everyday lives of different groups and that 'lifestyle' is strongly correlated to the use of an interest in new technologies. The latest trends in their everyday life in the field of politics and people's place in society has a role to play in their attitudes to and evaluation of technology but also in politics.

Tsatsou (2011) argues that everyday life entails 'important implications for public policies and strategy which may serve to challenge or enhance the kinds of thinking and considerations that currently inform policy decision making or practices. From this perspective, the notion of 'social shaping' concerns not only technology but also decision-making, with different everyday life contexts influencing the development of different perceptions and evaluations of policy models. The European Media Technologies in Everyday Life Network (EMTEL) explored the links between the everyday living and ICTs and the importance of those links for policy-making, aiming to provide the EU authorities with an insight into the possible insufficiencies of ICT policy frameworks in Europe: without this sensitised investigation of the dynamics of the everyday living and of innovation as a contested process of social as well as technological change, one will misread and misunderstand the realities of innovation and their implications of those realities for policy.

Fallows (2004) argues that Internet users go online to conduct some of their ordinary day-to-day activities, from tasks to social arrangements and personal recreation. Furthermore, online Americans state that their Internet use affects the proportions of these affairs in their everyday lives online, such as checking the weather, doing their banking, communicating with friends

and family and playing games. Over the course of the four years in which the Pew Internet Project has been tracking online activities, a growing number of users have acted on their positive opinions of the Internet and gone online to do these things.

2.9 Disadvantages of Internet Use

Considering the growth inequality and disadvantage in society, the contribution of transport systems and travel behaviour in the UK, the Labour government has popularised and prioritised the alleviation of social exclusion since its election in 1997. Kenyon (2010) argues that social exclusion is a term that has entered common parlance in the UK since the election of the Labour government in 1997. Distinct from the concept of poverty, social exclusion as a concept has extended the understanding of disadvantage in society beyond material causes and consequences.

Gordon, Forman and Siatkowski (2006) argue that form a prevention perspective, it is not clear what might be done to stem the spread of knowledge about the availability of drugs over the Internet. People who were aware of the Internet as a drug source, learned about it from friends, including patients in treatment, surfing the web and the receipt of unsolicited e-mails. They are concerned that educational efforts highlighting the dangers of purchasing drugs online might only increase the knowledge of their availability and result in more drug use.

Sipal and Bayhan (2010) stated that 1.59 billion users went online by the end of 2008 with a projected 2 billion online users by 2012. Following this fast development and the impact of the Internet on people's lives regarding its advantages and disadvantages, researches are most interested in the impact.

Yan, Eidenbenz. Thulasidasan, Datta and Ramaswamy (2010) argue that as the Internet has permeated almost every aspect of our lives, it is crucial to ensure that its infrastructure functions properly. The Internet infrastructure can suffer severe physical damages from natural disasters, such as hurricanes and earthquakes or physical attacks. A malicious cyber-attack can cause undesirable effects, if it disables a critical Internet infrastructure facility completely or even only makes it behave abnormally.

Other infrastructure sectors, such as power grids and transportation systems, become increasingly dependent on the Internet for their normal operations, it is vital to protect Internet infrastructure from severe physical damages and malicious cyber-attacks.

Given the vast scale of the Internet, it is a challenging task to decide where one should dedicate their resources to protect its infrastructure, especially when resources provided are limited. The lack of access to the Internet was seen as the most important barrier to the development of the Internet by all stakeholders. The lack of sufficient infrastructure has a significant negative effect on the penetration rate in a country. The reason for this is the investments in IT infrastructure (Akman and Mishra, 2010).

2.10 Social Lifeand Internet

Tsatsou (2011) argues that with regard to the aspects of divisions that are important today in relation to the Internet, social divisions in Internet access continue to exist, the breadth of Internet activities, abilities, skills and means to overcome potential barriers to functional Internet use, as well as techno-culture, are becoming increasingly important aspects of digital divides. Thus, inequalities in skills for and usage of ICTs are such as the Internet as well as in cohort and 'are now seen as additional divides.

Kenyon (2010) notes that the denial of access to participation in activities and the causes and consequences on transport and social exclusion are intimately linked and identifies two discourses linking the two. Furthermore, evidence suggests that problems of inaccessibility due to low mobility are more keenly felt by those already considered to be vulnerable to social exclusion. There is a considerable literature linking high levels of mobility to negative community, environmental, health and social effects and to spatial changes, including a decrease in the physical accessibility of places as the ability to travel further, faster, has developed into a need to do so.

Samuel, Tatia and Lee (2001) argue that according to the displacing of strong ties, the Internet and electronic mail lack the media richness to enable the development of strong social ties. People that use the computer for social purposes are replacing strong ties formed by face-to-face interaction with weak ties established on the Internet.

While manifold benefits stem from participating in such web-based environments, the popular media has been quick to demonise MySpace even though an exponentially small proportion of its users have been victimised due to irresponsible or naive usage of the technology it affords (Patchin and Hiduja, 2008).

Patchin and Hiduja (2008) define a social network as a set of persons with whom specific types of support are exchanged as the set of relationships that are somehow important to a person or interlocking structures in which supportive and non-supportive interactions both

occur and define a social network as a collection of individuals known by a target person and consider the network in terms of the interdependencies that link partners to their kin, friends and other associates.

Contarello and Sarrica (2005) note that the spread of Information and Communication Technologies in the last decades of the 20th century constitute an intriguing phenomenon for scholars interested in the intertwining between ways of knowing, thinking, experiencing new social, realities on the one hand and social practices and material supports of these knowledge structures that is their underlying artefacts. Like the introduction of new devices in the eighties or the introduction of printing at the beginning of modern times, the Internet, in particular, calls for renewed interest within social sciences in order to better understand the social and social psychological processes involved with the new technologies.

Amichai-Hamburger and Hayat (2011) argue that Internet usage is with socially related interactions with people who share hobbies/recreational activities. They believe that an explanation for the finding is that the respondents have close social ties with the groups of people who share their hobbies/recreational activities and in this case Internet usage produced a negative effect on these interactions. Results show that Internet usage does not have a negative impact on the social lives of users and in some aspects it may even have positive effects.

2.12 Research Questions

Much of the problems statement had been solved (Fallows, 2004). However, there are still some items missing and the research questions help with this. These are:

- Do workers at the DPWR use the Internet for activities to probe whether people get information?
- Do workers at the DPWR use the Internet to explore their everyday interpersonal communication?
- Do workers at the DPWR use the Internet to explore for common place transactions?
- Do workers at the DPWR use the Internet to help people entertain themselves in everyday life?

2.13 Conclusion

This chapter has covered the useful information in realation with Internet and education, needs and Internet in explaining the how people need Internet in order to fufil their needs, disadvatage of Internet as being used for other purposes that do not add value in human nature, Internet and entertainment as it helpes to convert unpleasent moment to be enjoyable, use of Internet as a tool that minimises travelling and also make delivery of goods and services more convenient.

This chapter makes a meaningful contribution to the society as it indicates the use, finance and Internet to cut across the markets of various countries in order to enhance the payment methods through e-commerce (Perz-Hernandez and Sanches-Manga, 2011).

The chapter has addressed many of the things that impacts on the daily usage of the Internet. This is by no way comprehensive but still good enough for a mini-dissertation. It also showed the issues that were not addressed. The next chapter will discuss the research methodology.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

In the previous chapter, the research problem was stated in the form of four questions. The literature that was reviewed could not provide answers to these questions. In this chapter, the research methodology used here is aimed at providing answers to the raised questions. According to Gray (2009), research methodology refers to approaches systematic inquiry developed within a particular paradigm with associated epistemological assumptions.

The approach in this study looks at the relationship between the research questions and the objectives, to data collection, analysis and interpretation in a logical manner. Bless Higson-Smith and Kagee (2009) state that the development of a research method must take into consideration choice of research design, a description of samples and sampling procedures. It is against this background that this chapter aims at ensuring that the data gathered is said to address the problem that is posed in this study.

The research questions are as follows; Do workers the DPWRT use the Internet activities to probe whether people get information? Do workers at the DPWRT use the Internet to explore their everyday interpersonal communication? Do workers the DPWRT use the Internet to explore common place transactions? Do workers the DPWRT use the Internet to help people entertain themselves in everyday life?

This study is focused on the management of everyday Internet activity in the government sector and it evaluates the extent to which its primary use contributes towards production. The data that is necessary for the validation of this is gathered using correct methodology and analyse the responses.

This chapter defines the research methodology that is used in order to carry out the study method used chosen to collect data, the development of the questionnaire the determination of population and sample size, data handling and an indication that the researcher is aware of compliance with ethics that need to be observed in the study.

3.2 Research Types

3.2.1 Qualitative and Quantitative Research

Saunder, Lewis and Thornhill (2003) state that all researchers involve some numerical contain data. This could be usefully qualified to help answer the research question(s) and to meet the research objectives. Qualitative data refers to such data that is the product of all research strategies.

According to Saunder et al. (2003), if the researcher intends to undertake quantitative analysis it is recommended that the following be considered.

- Type of data.
- Format in which data will be put to the analysis software
- Impact of data coding on subsequent analyses.
- Need to weight cases.
- Methods that is intended to be used to check errors.

Saunder et al, (2003) further state that all of the above should be considered before data is obtained. This is equally important for both primary and secondary data analysis, although the researcher obviously has control over the type, format and coding of primary data. According to Saunder et al. (2003), if data is going to be analysed quantitatively, the researcher needs to examine the techniques (s) that are proposed for data collection to answer the research questions. A decision needs to be made if data collected will be useful if analysed quantitatively.

If the researcher decides that data should be analysed quantitatively it must be ensured that the data collection methods intended for use have been designed to make any analysis by a computer as straightforward as possible. In particular one needs to pay attention to the coding scheme for each variable and layout of data matrix (Sanders et al., (2003).

According to Saunder, Lewis & Thornhill (2003), quantitative and qualitative data has the following differences:

Quantitative Data	Qualitative Data
Based on meanings derived from numbers	Based on meanings expressed through words

Collection results in numerical and standardised data	Collection results in non-standardised data requiring classification into categories
Analysis conducted through the use of diagrams and statistics	Analysis conducted through the use of conceptualisation

Table 3.1 Distinctions between quantitative and qualitative methodology

3.2.3 Research Method (s) Used in this mini-dissertation?

Saunder et al. (2003) state that quantitative data can range from simple counts such as frequency of occurrences to complex issues such as test scores or prices. To be useful, this data needs to be analysed and interpreted. Quantitative analysis techniques assist this process and his range from creating simple tables or diagrams that show the frequency of occurrence through establishing statistical relationships between variables to complex statistical modelling. This study is aimed at examining the management of everyday Internet activity in government departments and the controls that management can put into place to improve the existing situation. In the light of the background given above, the quantitative research method has been used by the researcher in order to analyse data and provide answers to the questions posed in chapter two.

3.2.3 What data is required?

Primary and Secondary Data

According to Waters (2008), the primary data is new data collected by a researcher specifically for the purpose of completing any current research. The data may be collected through direct observation, experiments or interviews. Primary data has the advantage of fitting the needs exactly, being up to date and being reliable. Secondary data is existing data already collected by another researcher for other purpose. It has the advantage of being cheaper, faster and easier to collect.

If there is secondary data it should be used. There is no point in spending time and effort in duplicating data that someone already has. Unfortunately, secondary data is often not good enough for a particular purpose if it is in a wrong form or it is out of date (Waters, 2008). For the purpose of this study, primary data has been collected through a questionnaire. This is because the researcher needs to know the current response of the employees. If the existing information is used it may mislead the researcher as it may provide the feeling of an ancient situation. The data has been analysed and interpreted in order to provide answers to the research questions.

3.2.4 Types of data

According to Waters (2008), data can be classified in several ways. One way of data classification is the one that has already been mentioned above as either quantitative (based on numbers) or qualitative (where there are no numbers)

a) Nominal data

This is the kind of data that cannot be quantified with any meaningful units. The usual analysis for nominal data is to define a number of distinct categories and say how many types of observation fall into each – which is why it is also categorical or descriptive data.

b) Ordinal data

This data is one step more quantitative than nominal data. Here, categories of observation can be ranked into meaningful order. Here, the key point is that the order of categories is important, which is why ordinal data is sometimes called ordered or ranked data.

c) Cardinal data

This data has the attribute that can directly be measured. Given the nature of the questions contained in the measuring instrument, the researcher uses a combination of these data types in the survey. Ordinal data was used to identify respondents, nominal and ordinal variables. Depending on the way questioned were structured, survey questions would vary from nominal to cardinal data (Waters, 2008).

3.3 Data Collection Method

3.3.1 Method for collecting primary data

There are numerous methods that can be used to collect primary data. However, it is also important to consider their specific advantages and disadvantages and their suitability to the research question (Brewerton and Millward, 2006). This section intends to describe some of these methods of data collection.

3.3.2 Questionnaire

According to Bryman and Bell (2007), a questionnaire, as opposed to interviewing, has lower costs arising from travelling. Even in comparison to telephone interviewing, a questionnaire still enjoys the cost benefits. It is against this background that a questionnaire was used to collect date for use in responding to the unanswered questions posed in chapter two. In this

study, the researcher hand distributed the questionnaire to the targeted sample and collected them back after they had been completed.

It is imperative that a questionnaire be short and not bulky as it achieves more results than a longer one (Bryman and Bell, 2007). To assist in attracting the completion of the questionnaire, the number of questions was limited to a number not exceeding 24. The questionnaire has of 6 sections (Refer to Appendix C). The first section of the questionnaire emphasises compliance with the ethical consideration by requesting permission from the participants to use their responses for academic purposes. The second section endeavours to collect personal particulars such as age, gender, term of service, the extent of involvement of the respondent in managerial issues. In the third, fourth and fifth sections the focus is on the extent to which workers use Internet to accomplish organisational daily objectives. The 6th section of the questionnaire is aimed at gathering information and pertaining to the use of Internet for activities that are not related to the daily work.

3.3.3 Sampling Method

A sample chosen by a researcher is chosen on the basis that it is representative of the population as a whole, meaning, the characteristics of the sample are identical to those of the population (Gray, 2009). According to Bless, Higson-Smith and Kagee (2006), probability or random samplings occur when the probability of including each element of the population can be determined. This makes it possible to estimate the extent to which the findings based on the sample are likely to differ with what would have been found by studying the whole population. In other words, the researcher can estimate the accuracy of generalisation from the sample to the population. Random sampling method was used in order to give each member of the population an equal chance of being selected. The researcher has put more focus on the clerical staff and other non-management personnel employed by the government. The participants had to meet the following criterion to be included in the sample:

- The participant must have access to Internet and must be a regular user thereof/ and is expected to use Internet in order to accomplish their daily tasks.

3.4 Ethical Considerations pertaining to the Study

Bless, Higson-Smith and Kagee (2006) state that the most basic principle of research is that participants not be harmed by participating in the research project. It is also important to note that harm may occur intentionally or unintentionally during the course of a research and thus the researcher must be aware of the various possible adverse events that are likely to occur

through the duration of the project. According to Bless et al (2006) the researcher may apply the principle of anonymity, where there is direct linkage between the researcher and confidentiality.

In this study, participants were requested to permit the researcher to use their responses for this academic research purpose and that they were not obliged to disclose their personal identity in completing the questionnaire. Participants were made aware that participation is completely out of one's own will and personnel information on the questionnaire would only be used for the purpose of counting to avoid duplication.

In any case where participants choose not to disclose personal information, the researcher assigned a number to each participant data for the purpose of identification. It was also considered imperative to inform would be used for no other purpose other than this research. The researcher ensured that plagiarism was avoided by giving credit to all authors that were cited.

3.5 Limitations

According to Cooper and Schindler (2011), the researcher should report in procedural design and estimate the effect of the findings. There are few perfect research designs. Some of the imperfections may have little effect on the validity and reliability of the data and others may invalidate them entirely. In this study a questionnaire has been found to be the biggest limitation as the researcher may not be able to ensure a sufficiently high return rate. The returned questionnaires may not be representative of the sample originally selected for the specific disciplines, which may impact on the relevance of the research findings. The integrity of the data may also be a limitation. In certain instances the participants may choose not to answer in a truthful and honest manner, they may give answers to the questionnaire just to make the researcher happy or unhappy. These situations may not help the intention of this study as they may not give the true reflection of what is happening in the real situation.

3.6 Conclusion

In this chapter the researcher has indicated the methodology used out in the study. The important issues are the method of data collection, type of data used, research types, the data collection instrument and ethical considerations. The limitations that may have adverse effect on the survey were also outlined. There are various reasons indicating how the choices made in this study were arrived at and their justification as to how, were also provided for. In

chapter two there were questions that were posed and needed to be answered by this study. In the next chapter the researcher presents the findings that are aided by the data that is collected and analysed so as make a meaningful response.

CHAPTER 4

DATA DISCUSSION

4.1 Introduction

The Internet is registering an initial impact on everyday life in South Africa. Nearly all Internet users go online for their ordinary day-to-day events, from ordinary tasks to social arrangements to private recreation. Furthermore, online South Africans report that their Internet use affects the extent of these affairs in their everyday lives.

4.2 Demographics

4.2.1 Ages of Respondents

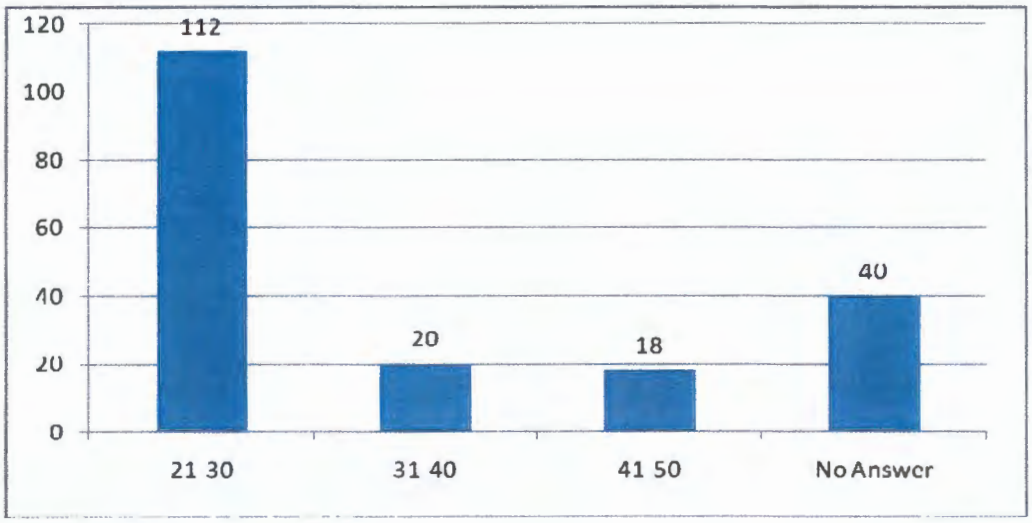

Figure 4.1: Respondents Age

Figure 4.1 shows that one hundred and twelve respondents are between 21-30 years. Furthermore Tosun and Baris (2011) state that Internet has become a passion for the young generation as they use it to carry out lots of work. Twenty respondents are between 31-40 years, eighteen between 41-50 years and 40 respondents did not answer as they did not tick any option. The majority of the respondents who participated indicated that the Internet is accessible and convenient to use for their daily information. This may be that the respondents are better educated, high earners and have spent more generous amount of time online than other Internet users. Most of the respondents integrated and engaged the Internet into their everyday life in a more prosperous way than others. It is likely that they are future leaders leaving a trail that others will follow.

4.2.2 Gender of Respondents

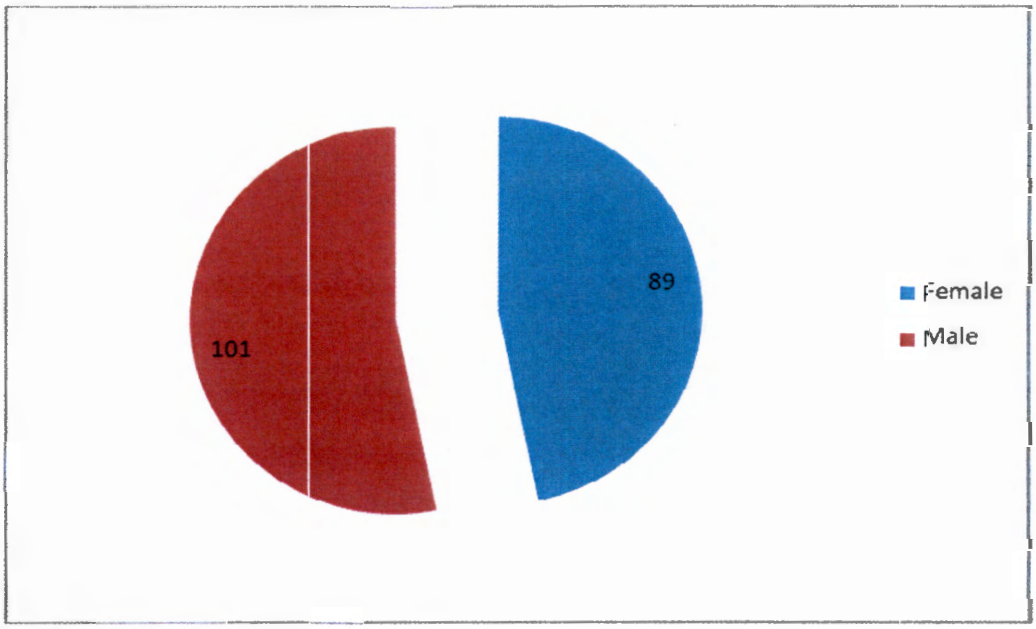

Figure 4.2: Respondents Gender

According to Figure 4.2 most of the respondents were male (101) which is normally the case during a census. It is obvious that men perceive the Internet as a respectable way to do most things online compared to women. There are differences in how comprehensively men and women balance Internet use in their daily routines. Among the activities they do online, men are more likely than women to do online activities regularly on a daily basis. People do try online activities and slowly begin committing themselves in doing daily activities regularly. Internet is a way of achieving things but people do return to the Internet in a habitual way which can lead to addiction. Internet users hold a high opinion of the Internet as a way to do everyday activities. Internet users do not act on their beliefs because they think the Internet is helpful for doing everyday activities but fewer people actually go to the Internet to do activities. Women seem to have less trust in transactions over the Internet, interest in regular daily Internet activities, obstacles and household obligations to interact in daily Internet activities than men. There are obstacles between people and their Internet use such as getting to a computer, connections, training skills, building trust and many more. It is likely that as obstacles become less the more people will act on what they believe and use the Internet more in their daily lives. Kim, Lehto and Morrison (2006) have noted that gender has been and continues to be one of the most common forms of segmentation used by marketers in general and advertisers in particular. In this study it appeared that men spent more time on Internet than women.

4.2.3 Working Years of Respondents

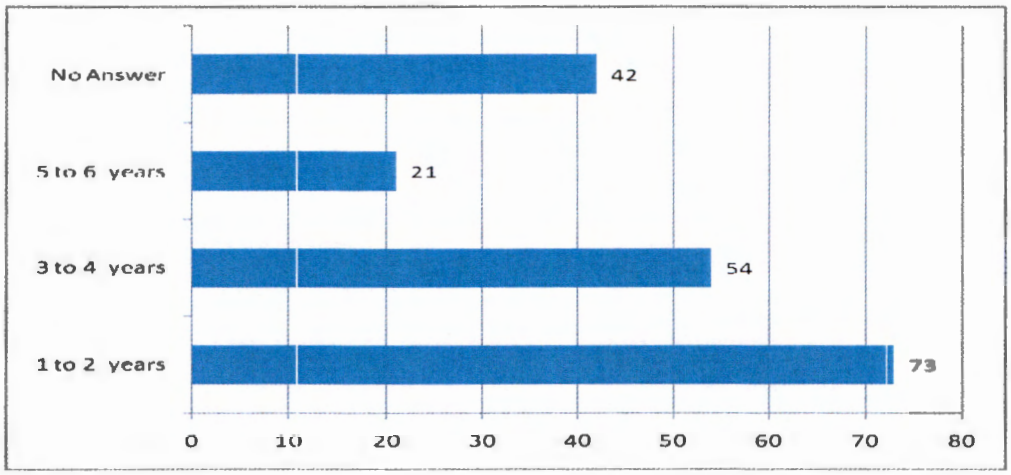

Figure 4.3: Years respondents (workers) have been working.

Most of the respondents in Figure 4.3 were working in their first 2 years (73). There were 21 that worked from 5-6 years. There were 55 workers from 3 to 4 years. This is a good spread from the study. Figure 4.3 shows that men have been interacting daily on the Internet to do their activities more frequently than women and thus men are better skilled and at their work place. Mittal, Tessner and Walker (2007) noted that for many individuals Internet can serve as a resource for social support that is not available elsewhere.

4.2.4 Ranking (Business) of Respondents

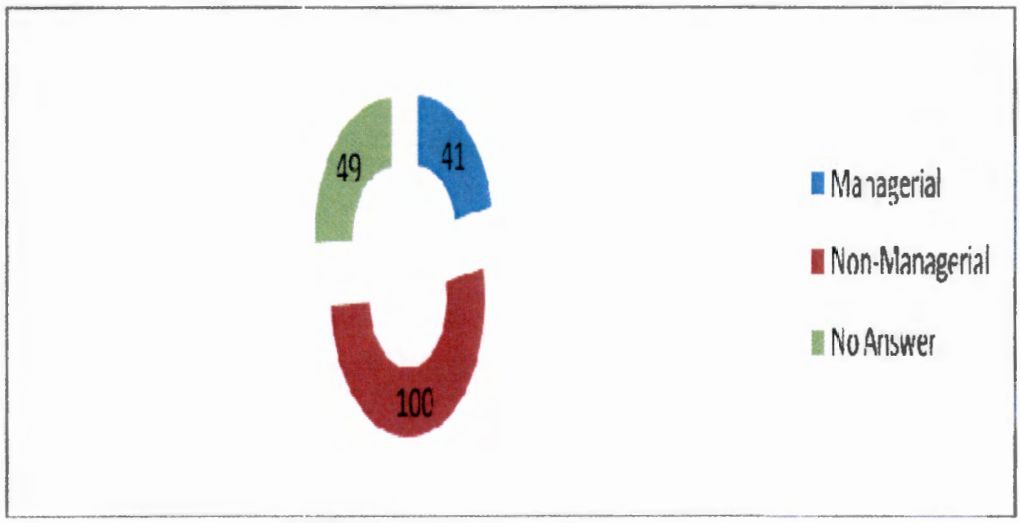

Figure 4.4: Respondents ranking at work

Figure 4.4 indicates that most respondents are in a non- managerial position at work (100). There are 41 in a management position and 49 respondents did not tick an option and their position at work is not known. This is not a positive finding.

4.2.5 Involvement in the migration to ERP from an IT or Business perspective.

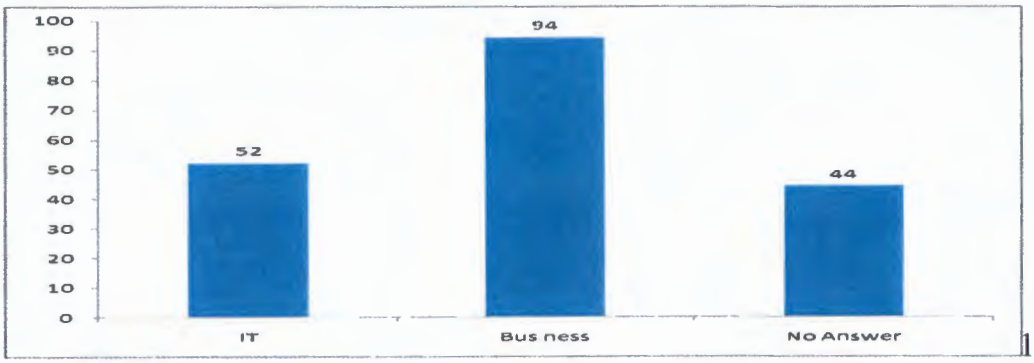

Figure 4.5: Was your involvement in the migration to ERP from an IT or Business perspective?

Figure 4.5 shows that most respondents were involved in the migration to ERP from a business perspective. Ninety four respondents were involved in the migration to ERP from a business perspective, 52 were involved in the migration to ERP from an IT perspective and 44 did not want to answer an option and did not want to reveal their involvement in the migration to ERP from an IT or business perspective. Most of the respondents with a business perspective differ from other Internet users because they are more likely to rely on the Internet to perform activities and tasks than they are with offline alternatives. Amongst Internet users in general, more people have access to the Internet than the old-fashioned offline way of doing things. It seems that Internet users with a business perspective who frequently interact in activities online are more likely to do all those activities in less times a week than the rest of the respondents.

4.2.6 Internet used for maps on line

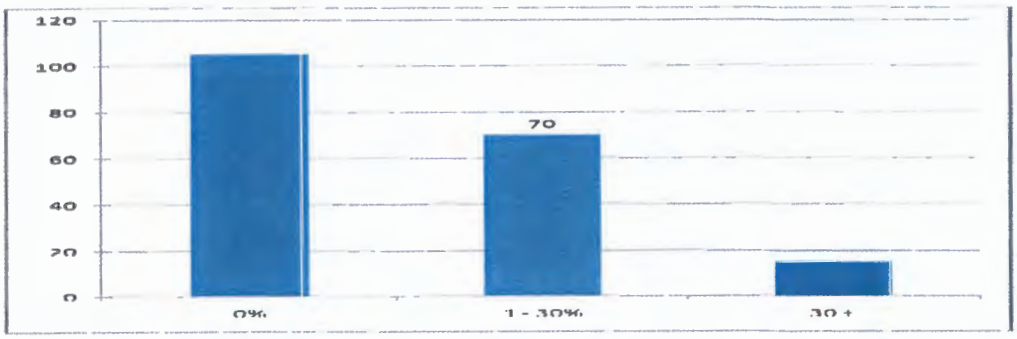

Figure 4.6 Do you use the Internet for maps or get driving directions online?

Most of the respondents (100) do not use the Internet online (0%) to access maps or driving instruction online as indicated in figure 4.6. Whereas 70 respondents used the Internet online (1-30%) to access maps or driving directions online and 30 respondents used the Internet

online over (30%) for maps and directions. This indicates that maps and driving directions are not a popular activity that people use online. There are advantages of the Internet such as speed, convenience, time and other measures of efficiency that can attract users to use the Internet more often for any activity. Anyone should be able to look for maps and directions in one simple well-designed application online. People should start using the Internet for simple and effective applications to find driving directions online than other options available which can be time-consuming. It seems that practical devices such as GPS, mobile devices, telephonic conversations for directions are preferred by most of the respondents than those who access directions and maps online. There are those individuals who use Internet for information-seeking as it is much quicker (Pornsakulvanich, Haradakis and Rubin, 2008).

4.2.7 Internet used to view weather reports online

Figure 4.7 Do you use the Internet to view weather reports online?

Figure 4.7 shows that ninety four of the respondents used the Internet to view weather reports (+30%), 67 respondents use the Internet, between 1- 30% go online for weather reports and 67 did not choose an option or disclose personal information (0%). Leung and Lee (2004) noted that the appropriate use of computers, online newspapers and online forum, etc can help to promote self-sufficiency, psychological empowerment, life-long learning and rehabilitation. Figure 4.2 also indicates that men use the Internet more regularly compared to women and men are also more likely to browse on the Internet out of curiosity in regard to the weather daily to plan ahead for occasions. Each activity online through the Internet presents different set of factors that could encourage different users to act either online or offline. For example, owning a computer or having access may become inconvenient for people at times, applications might be too sophisticated for some users to use and personal contact with others may be necessary to explain a question or misunderstanding that a Website cannot.

4.2.8 Internet use to view news reports online

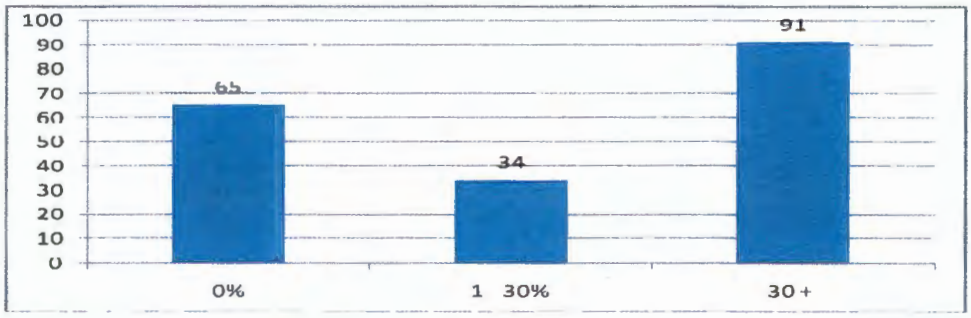

Figure 4.8: Do you use the Internet to get news reports online?

Most of the respondents use the Internet to get news reports online. Ninety one respondents used the Internet (over 30%) to get news reports, 34 used the Internet between (1 -30%) to get news reports and 65 respondents did not answer as they were not willing to disclose personal Internet usage online. Figure 5.8 indicates that men are more prone to get sports scores online, compared to women. The Internet takes second place to the real world as one accomplishes daily tasks or enjoys recreation. Most respondents seem to use the real world alternative rather than the online alternative. For example, Internet users prefer to have access to the news by newspapers, radio stations or television. According to Tsatsou (2011), Internet use is inseparable from ordinary people's life; this may explain the high dependency on Internet.

4.2.9 Internet used to view sports scores online

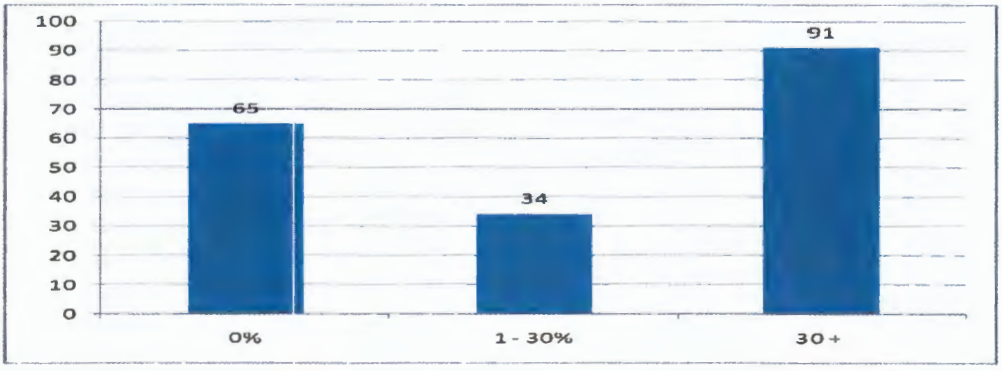

Figure 4.9: Do you use the Internet to check sports scores online?

Most of the respondents used the Internet to view sport scores online. Ninety one respondents used the Internet (+30%) to view sport scores online, 34 used the Internet (between 1 -30%) to view sport scores online and 65 respondents did not tick an option. Pornsakulvanich, Haradakis and Rubin (2008) noted that individuals use Internet to fulfil their interpersonal needs and utility. Figure 4.9 indicates that men use the Internet regularly compared to women as men are more prone to use the Internet to have access to sport scores online while doing

their daily activities at work or out of the office. It seems that the minority of respondents prefer to get access to sport scores by newspapers, television sport programmes, radio or do not have an interest in sport scores.

4.2.10 Internet used to look up phone numbers, addresses and postal codes

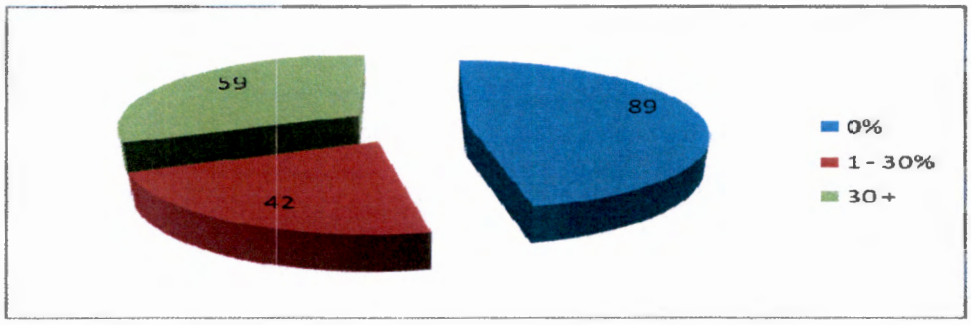

Figure 4.10: Do you use the Internet to look up phone numbers, addresses and postal codes?

Majority of the respondents according to figure 4.10 did not use or prefer not to use the Internet to look up numbers, address and postal codes. A shocking 0% on 89 respondents did not use the Internet, 59 used the Internet (between 1-30%) and 59 used the Internet over 30% to look up numbers, address and postal codes. The graph above indicates that the majority of respondents use other means such as the yellow pages, Telkom directory, mobile, purchased address books, the Post Office directly for phone numbers, addresses and postal codes. Internet users who look up addresses or phone numbers are less or those who use phone books than online sources to get this information. Akman and Mishra (2009) noted that people are using Internet for several reasons and that the key reason of using Internet is not technology but the individuals themselves and also that Internet improves the opportunity of knowledge.

4.2.11 Internet used for communicating with friends and family

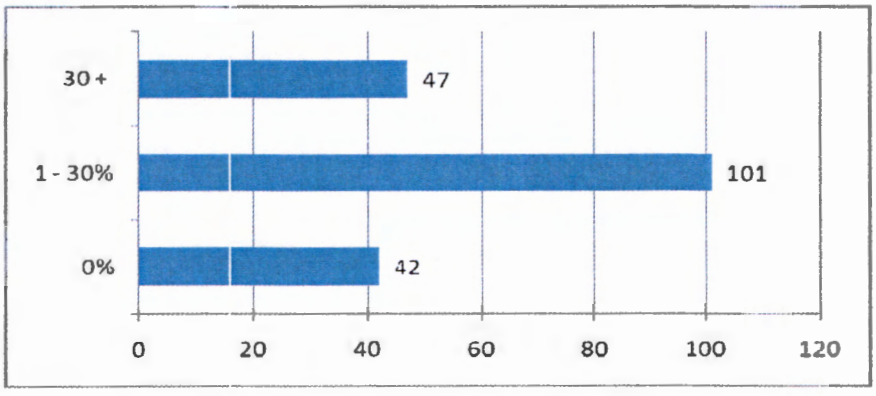

Figure 4.11: Do you use the Internet to communicate with friends and family?

Figure 4.11 indicates that the majority of respondents use the Internet to communicate with friend and family. While 101 respondents used the Internet between 1-30% to communicate with friends and family, 47 used the Internet over 30 % to communicate with friends and family and 42 did not tick any of the options. As indicated in the figure above the majority of the respondents communicate with friends and family by using tools/programmes such as emailing, face book, twitter, Google, mobile devices etc, through the Internet on a regular basis. Women seem to have a stronger engagement with Internet use for communicating with friends and family. The majority of women, who communicate with friends and family online, do it at least several times a week. The importance amongst women using the Internet in interpersonal relations is consistent with past research done.

4.2.12 Internet used to exchange greetings, cards and invitations online

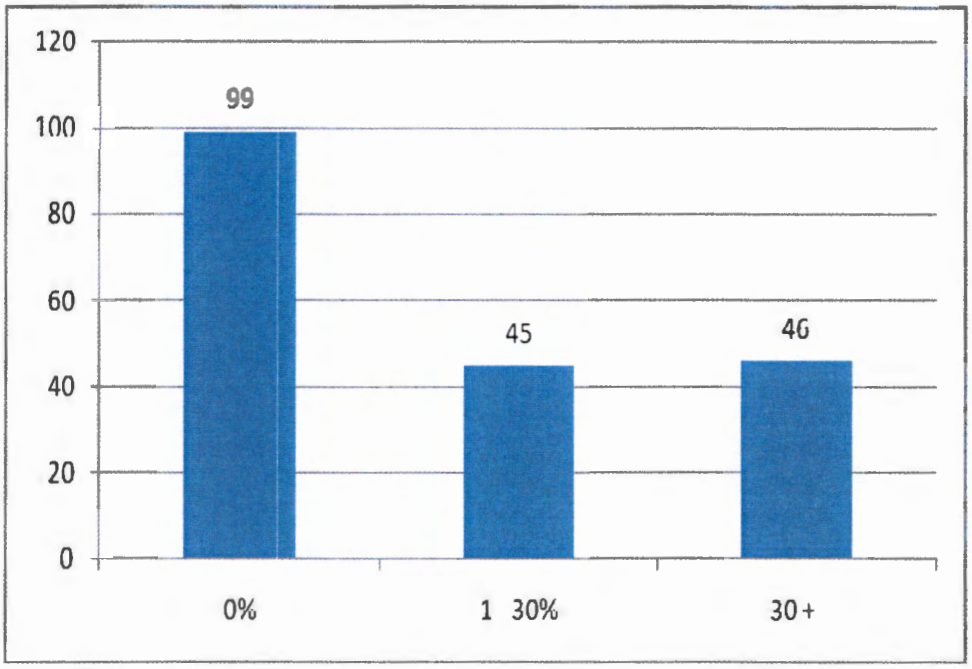

Figure 4.12: Do you use the Internet to exchange greetings, cards and invitations online?

Figure 4.12 indicates that the majority of respondents went online to exchange greetings, cards and invitations. While 99 respondents used the Internet (+30%) to exchange greetings cards and invitations, 45 used the Internet between 1 to 30% to exchange greetings, cards and invitations and 45 respondents did not want to disclose personal information. The majority of respondents rated exchanging of greetings, cards and invitations popular in their activities online and useful. Men between 21-30 years seem to be more likely to use the Internet in a good way for activities online.

4.2.13 Internet used to plan gatherings and arrange personal meetings for such purposes?

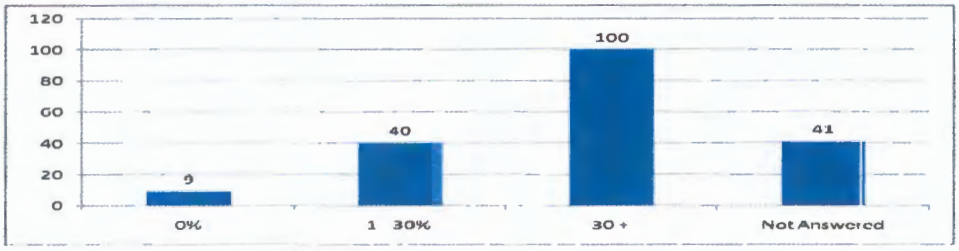

Figure 4.13: Do you use the Internet to plan gatherings and arrange personal meetings for such purposes?

Figure 4.13 indicates that most of the respondents use the Internet for such purposes as to plan gatherings and arrange personal meetings. A hundred (100) respondents used the Internet over 30% to plan gatherings and arrange personal meetings, 40 used the Internet between 1- 30%, plan gatherings and arrange personal meetings, 9 respondents never used the Internet (0%) to plan gatherings and arrange personal meetings and 41 did not want to disclose information and did not tick any option. People between 21-30 and 31-40 years seem to be interacting daily through the Internet for a variety of online activities because they find it practical, useful, updates in technology, helps them with important agendas, meetings, planning, completion of tasks and dates and all daily work or non-work related activities etc. Men are inclined to schedule appointments online at least several times a week, compared to women. Most of the respondents hold the highest opinion of the Internet value for their daily activities.

4.2.14 Internet used to plan meetings with people or dating online

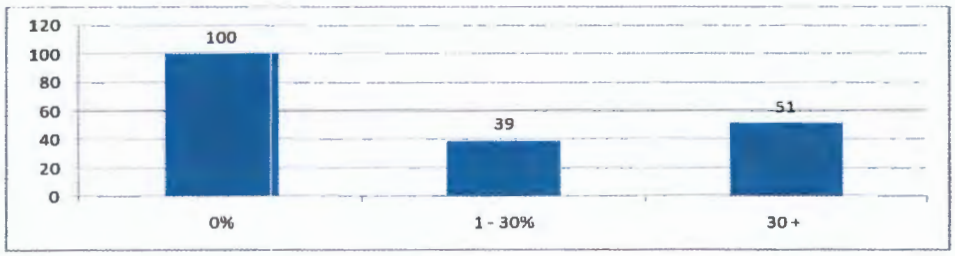

Figure 4.14: Do you use the Internet to plan meetings with new people or dating?

One hundred respondents indicate that they have not used the Internet (0%) to plan meetings with new people or dating sites, 39 used the Internet (between 1 -30%) to plan meetings with new people or dating and 51 respondents used the Internet over 30% to plan meetings with new people or dating sites online. Internet usefulness shows that men are more likely to go online for daily activities, planning meeting and dating sites and are more confident than

women. According to Pornsakulvanich, Haradakis and Rubin (2008), people have interpersonal needs to belong, to be part of any group, to have relationships with others and to be loved by others. Furthermore, people naturally communicate to fulfil their interpersonal needs for inclusion, affection and control. Figure 4.2 shows that men go online at least several times a week, compared to women.

4.2.15 Internet used to buy tickets for movies, plays and sporting ties online

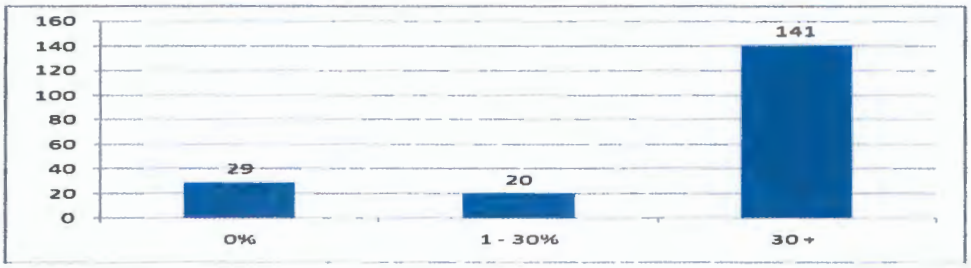

Figure 4.15: Do you use the Internet to buy tickets for movies, plays and sporting ties online?

Figure 4.15 shows that 141 respondents use the Internet (over 30%) to buy tickets for movies, plays and sporting ties online, 20 use the Internet (between 1-30%) to buy tickets for movies, plays and sporting ties online and 29 do not use the Internet for entertainment or sport-ties and favour to purchase directly from outlets that offer these services. Men perceive the Internet to be a trusted place to do online transactions such as personal entertainment, compared to women. Translating those perceptions of Internet usefulness into action compared to other Internet users who interact in any Internet activity, men are more likely to go online more often than women.

4.2.16 Internet used for Internet banking and paying bills online

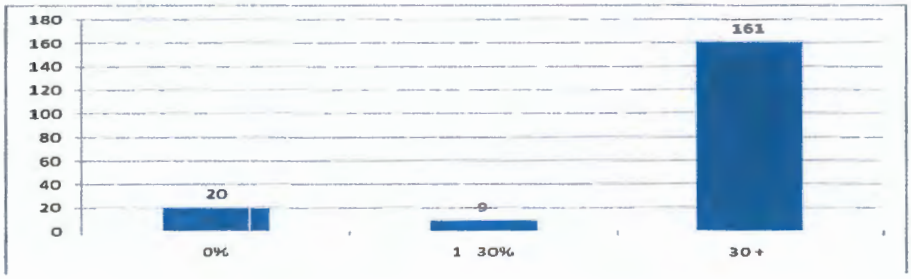

Figure 4.16: Internet used for Internet banking and paying bills online

Figure 4.16 shows that 161 respondents used the Internet (over 30%) for banking and paying bills online, 9 used the Internet (between 1-30%)for banking and paying bills online and 20 do not use the Internet (0%) for banking and paying bills online. The Internet is a good place to

conduct everyday transactions as most of the respondents trust the Internet with electronic transfers from their bank accounts. A majority of online users in South Africa hold a high opinion of the Internet as a place to conduct their everyday tasks and pursue their everyday pleasures of life, such as, banking and the Internet is presently growing in the number of users who are acting on their positive opinions of the Internet by frequently going online to do such things. The Internet can eliminate queuing in line or telephonic transactions to buy tickets, banking or making appointments. The Internet allows people to choose their own options for these tasks. Users can shop at midnight instead of waiting for stores to open or call up weather, scores and news stories instead of waiting for media broadcasts to deliver them. Pornsakulvanich et al. (2008) \also noted that convenience is among the motives for using Internet. People can do all their activities online from the comfort of their home.

4.2.17 Internet used to purchase everyday items online to buy things such as books and groceries

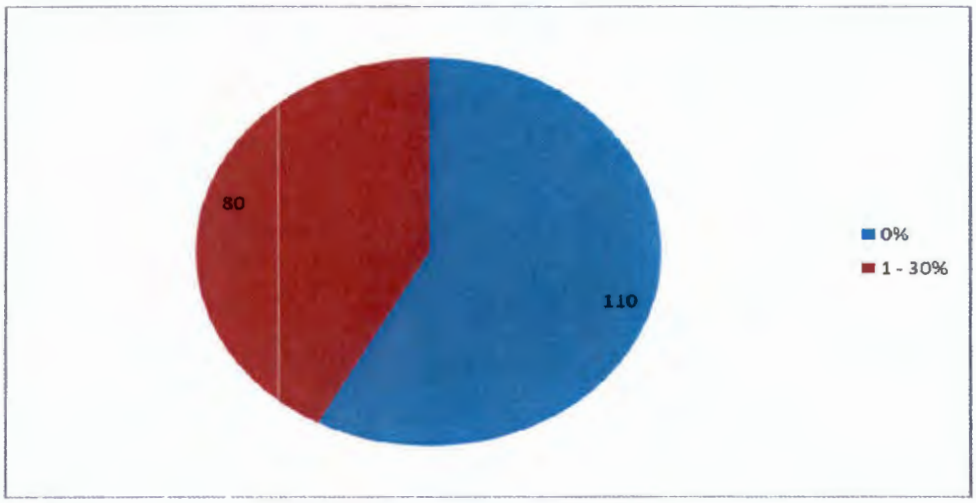

Figure 4.17: Do you use the Internet to purchase everyday items online to buy things such as books and groceries?

Figure 4.17 indicates that the majority of respondents do not use the Internet to purchase everyday items online to buy things. As many as 110 respondents did not use the Internet (0%), purchase everyday items online to buy things and 80 respondents did use the Internet (between 1-30%) to purchase everyday items online to buy things such as books and groceries. This is because the majority of the respondents do not trust the Internet services offered as there is uncertainty such as, security, time period of delivery items and many more. They prefer to purchase their everyday items directly from outlets, shopping centres and stores with certainty of service delivery.

4.2.18 Internet used to schedule appointments and meetings online

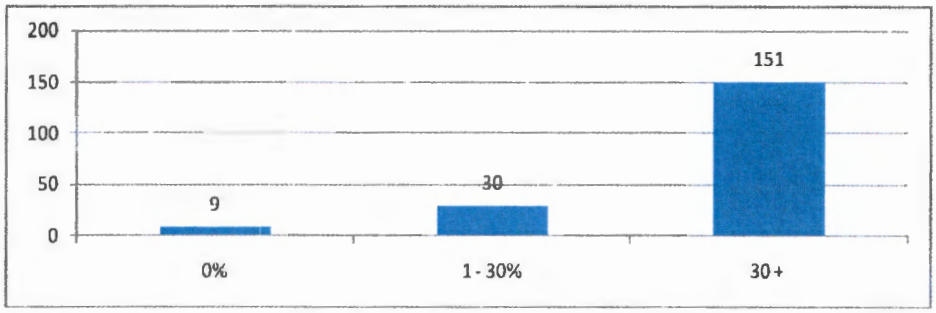

Figure 4.18: Do you use the Internet to schedule appointments and meetings?

Majority of the respondents use the Internet to schedule appointments and meetings online for their daily activities. Majority of respondents (151) used the Internet (over 30%) to schedule appointments and meetings o, 30 used (between 1-30%) to schedule appointments or meetings and 9 do not use the Internet to schedule appointments and meetings online. This indicates that most of the respondents rely on the Internet for their daily work activities to schedule meetings, appointments to be on time and keep up to date with their work issues. As it is important for workers to be punctual and proactive within their work place, the Internet is essential in their daily activities for administration skills.

4.2.19 Internet used to play games online

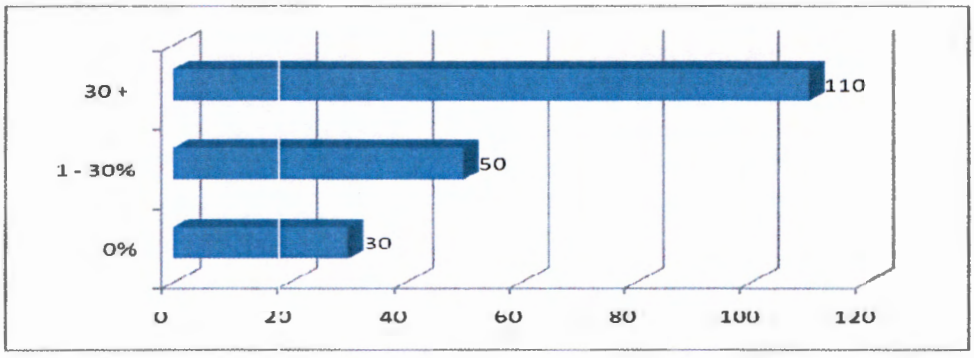

Figure 4.19: Do you use the Internet to play games do so online?

Figure 4.19 indicates that the majority of respondents use the Internet to play games online frequently. Thus, while 110 respondents used online gaming (over 30%), 50 respondents used online gaming (between 1-30%) and 30 do not use the Internet to play games online. Pornsakulvanich et al (2008) argue that individuals can use the Internet to make time to pass. Figure 4.2 shows that men use the Internet for online gaming at a higher rate in their daily activities for fun than women, as women have household chores and work to schedule in their daily activities and have less time for these activities.

4.2.20 Internet used to go online to pursue hobbies

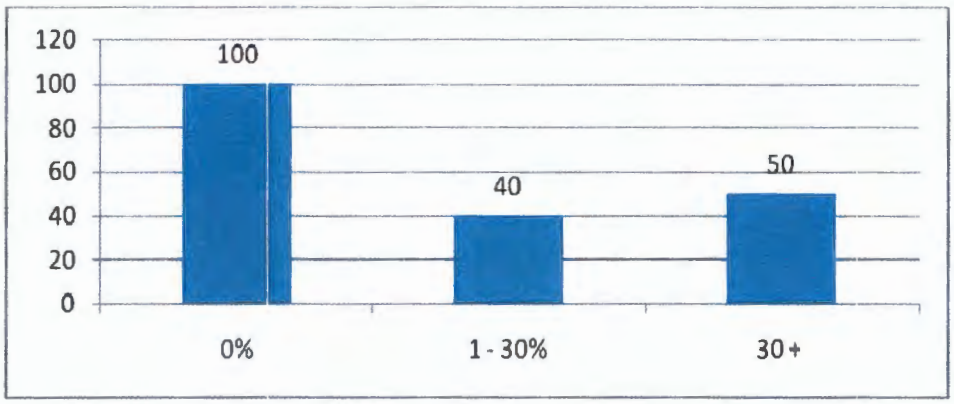

Figure 4.20: Do you use the Internet to go online to pursue hobbies?

Figure 4.20 indicates that the majority of respondents do not use the Internet to pursue hobbies. While 50 respondents use the Internet to pursue hobbies (30%), 40 respondents use the Internet to pursue hobbies (between 1-30%) and 100respondents do not use the Internet to pursue hobbies online. The majority of respondents seem to have little interest in hobbies or interact physically in their hobbies without the use of the Internet. According to Pornasakulvanich et al (2008) people use Internet to fulfil their interpersonal needs that cannot be fulfilled in a face to face situation.

4.2.21 Do you use the Internet to listen to music or radio regularly online?

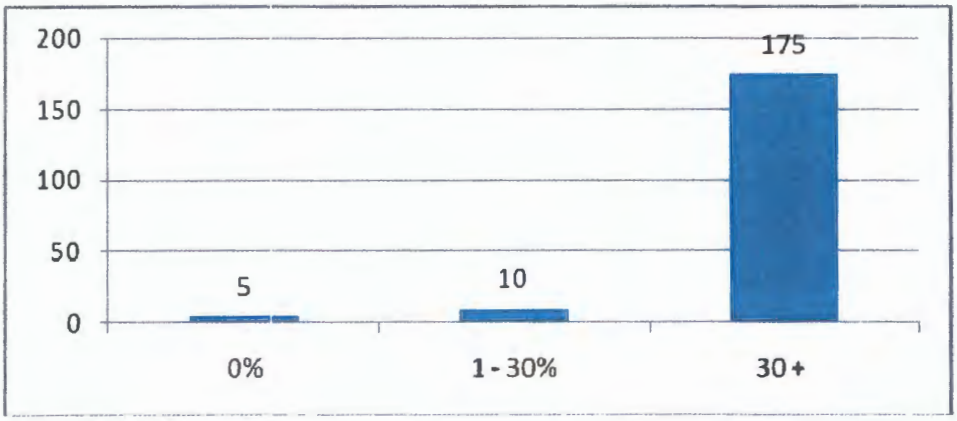

Figure 4.21: Do you use the Internet to listen to music or radio regularly online?

Figure 4.21 indicates that the majority of respondents use the Internet to listen to music or radio online frequently. 175 respondents used the Internet to listen to music or radio frequently (over 30%), 10 respondents used the Internet to listen to music or radio between 1-30% and 5 do not use the Internet to listen to music or radio regularly online. According to Pornsakulvanich et al (2008) entertainment has been seen to be a motive for people using the Internet. The Internet has many sites available that intrigue people to go online to download

songs, albums and especially if a new hit is available, as it is practical, easier for people to download than going directly to stores. More radio stations are also available through the Internet than the stations currently available in South Africa.

People are less excited about the Internet as a place for entertainment and recreation than they are with other activities online. The disadvantages of these activities available online such as listening to music, watching video clips include the fact that there are considerable technical adeptness required than in other daily Internet activities. The quality of the product compared to the offline alternatives does not match up to offline alternatives at times.

4.2.22 Do you use the Internet to read online?

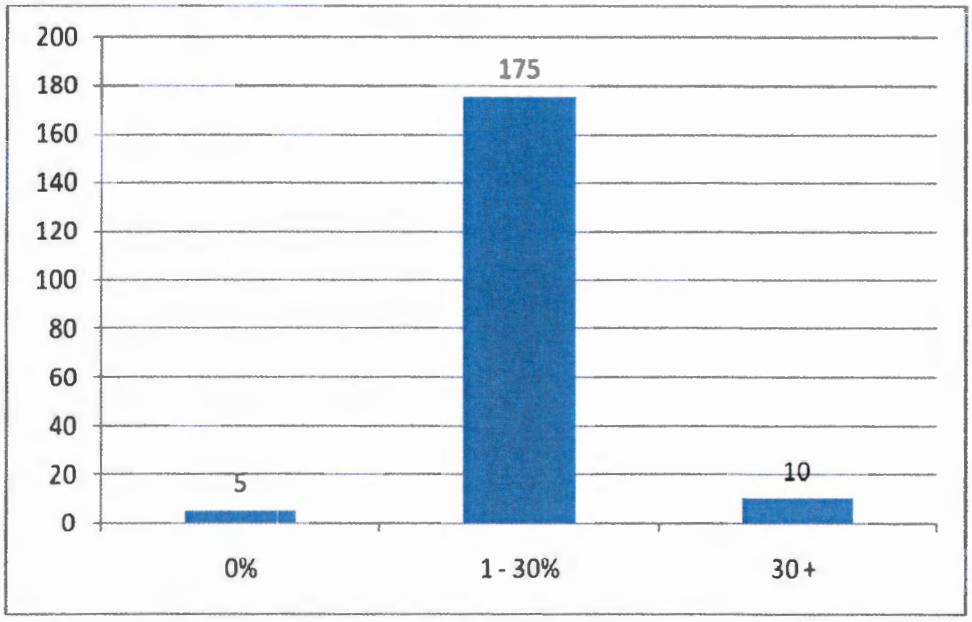

Figure 4.22: Do you use the Internet to read online?

Figure 4.22 indicates that the majority of respondents use the Internet to read online frequently. Ten respondents used the Internet to read online over 30%, 175 respondents used the Internet to read online between 1-30% and 5 do not use the Internet to read online. Internet users are more mobile than their Internet connections are, a lot of daily activities still depend on where people are. For example, reading a story in the newspaper might be more convenient on the bus to work, while reading the story online on a desktop computer and with the need for a break during a busy workday. Men tend to have more time to read for pleasure online, compared to women. Lee and Leung (2006) also noted the relationship between the online reading and newspaper reading in that when there is more of online reading there is less of newspaper reading followed by telephone usage.

4.2.23 Do you use the Internet to watch videos, movie previews, or cartoons do so online?

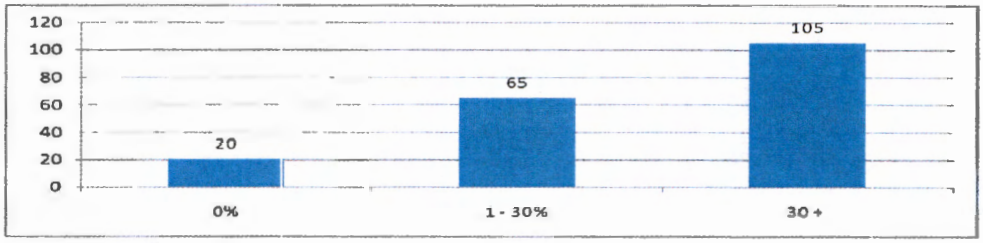

Figure 4.23: Do you use the Internet to watch videos, movie previews, or cartoons so online?

Figure 4.23 indicates that the majority of respondents use the Internet to watch videos, movie previews or cartoons frequently. A few (20) respondents used the Internet to watch videos, movie previews or cartoons frequently (+30%), 65 respondents used the Internet to watch videos, movie previews or cartoons between 1-30% and 20 do not use the Internet to watch videos, movie previews or cartoons online. According to Caplan (2010), motivation for using Internet is mood regulation in that individuals prefer online interaction because it represents a way to mitigate their anxiety about self-presentation in interpersonal situations.

4.3 Conclusion

This chapter has presented the results of data that was collected as described in Chapter Three. The data was analysed and presented in meaningful graphs and charts format. These results endeavoured to provide answers to the questions raised in chapter two. The chapter indicated the participants' percentage in terms of gender, age and working experience. The chapter also provided answers to these main research questions; do workers use the activities to probe whether people get information? Do workers use the Internet to explore every-day interpersonal communication? Do workers use the Internet to explore common place transactions? Do workers use the Internet to help people entertain themselves in everyday life? The participants had indicated their Internet use in the workplace as per the above results and how it affects productivity in the workplace. This study seeks to advice the employer of the best Internet use and management to ensure continued production. The next chapter makes recommendations to the employer as to what measures to put in place to ensure that while the employees enjoy the benefits of Internet use, productivity remains maintained and satisfactory.

CHAPTER 5

CONCLUSION ANDRECCOMENDATIONS

5.1 Introduction

This chapter presents the summary and overview followed by recommendations and conclusion. The previous chapter, chapter 4 has focused on data collection, analysis and interpretation in relation to the research objectives. Strategic planning is important to ensure that the Internet is well enabled to compete well with other counterparts for long term survival and sustainability.

The purpose of this research was to determine the extent of alignment in Internet usage by government departments. This chapter references the literature discussed in chapter 2 pertaining to the different functional areas the prevailing social, political and economic conditions of life. Conditions such as the alignment of the Internet have challenges such as the Internet in order to support the conclusions drawn around the research questions.

This chapter comprises a summary of the study, addresses the findings per research question, provides managerial guidelines for opportunities and highlights future research opportunity in this field of study. A useful conclusion of the study is drawn and recommendations are outlined.

5.2 Summary of the Study

The research aimed at determining the extent of alignment of the Internet with the challenges faced in South Africa. This study analysed the extent of this alignment through the use of research questions in Chapter 4 that focused on the different functional areas of the Internet. The study has reviewed literature that outlined the wise use of Internet and how convenient this can be for users who are far from other resources.

Chapter two of this study looked at how employer could benefit from Internet use if properly used by employees. Among other things it outlined how people normally use Internet and how provided suggestions for reducing boredom, anger and frustration. This may have an impact on productivity if not well managed as the employee may spend more time on Internet whilst trying to improve his/her mood. As indicated earlier in the study, workers use Internet for various reasons on the day to day activities and how this benefits the organisation.

The literature also looked at how organisational characteristics and values play an important role in shaping individuals' attitudes towards the use of IT. IT has been seen to bea convenient tool that also saves time and money depending on its effective use.The intention of this study was to investigate what workers use Internet for and also more importantly to determine how managers manage the use of Internet at the work place. Internet abuse can be costly to an organisation if it's not taken into consideration. The cost can be in the form of idling time, that is, employees that choose to spend more time on the Internet rather than executing their day to day activities. This will, in return, decrease productivity and result in in effective delivery for the government. The government will also be expected to pay the service provider for the cost incurred by its employees for Internet use. It therefore becomes imperative that the activities that are performed on the Internet are carefully monitored in order to eliminate or stop its abuse.

The research design was applied in order to gather data to this effect and see as to how this is affecting the government. The measuring instrument developed for data collection to analyse and interpreting the findings that will actually lead to the response to the main research questions. Below are the main research questions that were posed to respondents so that the actual facts could be proven. The recommendations to the management of Department of Public Works also follow later in the chapter.

5.3 Response to the Research Questions

The main findings of this research in relation to each research question are discussed below. Each question is followed by a discussion of the findings relating to that question.

5.3.1 Do workers at the DPWRT use the Internet to explore their everyday interpersonal communication?

Akman and Mishra (2010) argue that the Internet is an information super highway that connects people, data and other computers. It provides a communication medium that enables access to vast amounts of information across a wide variety of dimensions. The foundations of the Internet were laid in the 1960s by the United States Department of Defence following the creation of the Advanced Research Projects Agency Network (ARPANET). This project first developed the technology to allow computers to connect together large distances and share information. This in turn led to networking of computers in several US universities and the birth of the first wide area network (WAN).

However, few diaries have incorporated recording of the use of Information and Communications Technologies (ICTs). The 'accessibility diary' was designed to do so (Kenyon, 2010). Tosun and Baris (2011) argue that computers and the Internet have become so an important element in the life of the individuals of all ages. The young generation carries out work with the help of a computer. Computer and the Internet have become so indispensable that people have developed passion for them. Young generation use the computer and the Internet more successful and faster than previous generations. One of the main reasons is because they have been born in a huge world equipped with Information Technology. Although they use the Internet extensively, young people must be aware and orientated to the use of computers and Internet.

Today, there are as many as 1412 million Internet users worldwide. This corresponds to 21.2% of the world's population and the Internet community is becoming increasingly global with the population scattered across all time zones. There is a growing division between Western and Third World countries: whereas in Canada and the United States 68.2% of the population is connected to the Internet. This percentage is less than 2.7% in Africa. In 2004, the rate of Internet penetration was 31% for Europe as a whole versus 8% for Asia and less than 3% for Africa. Unequal access to and use of IT is linked with social and economic inequality (Akman and Mishra, 2010).

Librarians can help the faculty and students obtain via the Internet foreign government information that previously was all but impossible to obtain in a timely manner in the US academic setting. Government document librarians, in particular, are impacted positively with the expansion of the Internet to access to current legislative information, for example, without regard to the cost of shipping and handling, processing or storage, makes for a virtual foreign and international documents library that can be exploited by US scholars and policy makers.

One of the benchmarking indicators of the information society is the use of e-commerce and this kind of economic transaction has recently experienced an extraordinary growth in all developed countries, in terms of Internet use by both enterprises and individuals. Focusing on its incidence from the consumer side, the percentage of individuals aged 16–74 using the Internet for ordering goods or services increased from 2004 to 2009 (Gray, 2009)

There are marked differences across countries; the incidence is above 50% such as in Norway, Denmark, Sweden, Finland, Netherlands, Luxembourg, Germany and United Kingdom. On the opposite side, Greece, Bulgaria and Romania report lower figures. The Spanish

government implemented, within the 2010 European framework, the Plan Avanza. One of the specific policies within this strategy is devoted to provide households with funding to buy a computer and set up a broadband connection at home. This strategy has the aim of boosting ICT usage at the household level and improving the information society indicators, e-commerce among the figures (Perez-Hernandez and Sanches-Manga, 2011).

5.3.2 Do workers at the DPWRT use the Internet to explore every-day interpersonal communication?

Pornsakulvanich et al. (2008) argue that despite the Computer-Mediated Communication (CMC) functions, communicating is one of the most important uses of the Internet. People have needs to belong, to be part of a group, to have relationships with others and to be loved by others. Naturally, people communicate to fulfil their interpersonal needs for inclusion, affection and control. CMC has been a valuable tool for many people for forming, maintaining and developing relationships.

This also implies that different groups in the society may not be applicable to employees and observed that Cyber loafing (using Internet access for personal purposes during work hours) is a prevalent and pressing issue. According to cyber protect, over 60% of workers surf the web at least once a day for personal reasons. Although the Internet may potentially boost productivity by enhancing communications, collaboration and research capabilities, it may also undermine efficiency if employees spend time surfing the web for personal ends, employees downloading songs, movie trailers can clog corporate networks/ Internet implementation in the work place should balance the mission and values of business, employees and consumers. The best way to do this is to understand the technology beyond the keystrokes required and develop an awareness of the issues involved with implementation and the resultant impact.

Internet users may become less interested with email than they have been. A recent Pew Internet and American Life Project, found that 25% of Internet users were actually reducing of email usage because of spam, for example, people have begun to discontinue their children's email accounts as they do not have the energy to face the mountains of spam in the inboxes. Nonetheless, of all the everyday activities, communicating with friends or family was the second most popular one people do online and it was the most popular of the communications activities.

The diffusion of the Internet represents an innovation and a sort of revolution in many contexts such as media communication, work, social life, etc. Its daily use has increased and become increasingly widespread. Although the Internet has great value for modern society, the problem of abnormal Internet use has also developed. This tendency has been labelled in several ways, including Internet addiction, Internet addiction disorder, Internet dependence and problematic, pathological, excessive or compulsive Internet use. However, it is not yet unanimously defined (Gnisci, Perugini, Pedone and Conza, 2011).

Morse, Gullekson, Morris and Popovich (2011) note that the Internet impacts individuals' lives on a daily basis. Pew Internet and American Life Project (2009) notes that the percentage of American adults who utilise the Internet in some form has increased in March 2000 to April 2009. Further, adults between 18 and 29 years of age reported regular Internet usage as of April 2009, culturally and technologically is the importance and the pervasiveness of the Internet as a multi-function communication tool.

Pornsakulvanich, Harddakis and Rubin who suggest that Interpersonal needs lead to goal-directed behaviours suggested, that interpersonal needs influence interpersonal communication and are fulfilled through attaining satisfactory relationships with others. To fulfil interpersonal needs, people interact and seek to form relationships with others. However, when interpersonal needs cannot be fulfilled through face-to-face interaction, people use other channels of communication to gratify their needs. Need fulfilment and goal-directed communication behaviour are central premises of uses and gratifications.

Contarello and Sarrica (2005) note that the spread of Information and Communication Technologies in the last decades of the 20th century constitutes an intriguing phenomenon for scholars interested in the intertwining between ways of knowing, thinking, experiencing new social, realities on the one hand and social practices and material supports of these knowledge structures that constitute their underlying artefacts. Like the introduction of new devices in the eighties or the introduction of printing at the beginning of modern times, the Internet, in particular, calls for renewed interest within social sciences in order to better understand the social and social psychological processes involved with the new technologies.

5.3.3 Do workers at the DPWRT use the Internet to explore commonplace transactions?

Many people express concern that technologies are being used in limited ways and that students are not equipped to evaluate much of the information they encounter online.

Academics and public commentators have weighed in on these issues but how do students feel, stress the importance of hearing directly from students regarding their perceptions of and attitudes towards the Internet and ICT as educational tools and (increasingly important) aspects of a person's life. They assert that students' perceptions of the educational benefits of any medium are more significant than its intrinsic characteristics. Moreover, scholars suggest that people's attitudes towards and perceptions of the Internet affect their Internet self-efficacy. It is thus of central importance to assess students' perceptions of their working environments and the role that the Internet plays, as Internet-based tools become increasingly commonplace and central to official's experiences at institutions (Jones, Yale, Millermaier and Perez, 2008).

Tsatsou (2011) argues that everyday life entails 'important implications for public policies and strategy which may serve to challenge or enhance the kinds of thinking and considerations that currently inform policy decision making or practices. From this perspective, the notion of 'social shaping' concerns not only technology but also decision-making, with different everyday life contexts influencing the development of different perceptions and evaluations of policy models. The European Media Technologies in Everyday Life Network (EMTEL) explored the links between the everyday use of the Internet and ICTs and the importance of those links for policy-making, aiming to provide the EU authorities with an insight into the possible insufficiencies of ICT policy frameworks in Europe: without this sensitised investigation of the dynamics of the everyday and of innovation as a contested process of social as well as technological change one will misread and misunderstand the realities of innovation and their implications of those realities for policy.

Appel, Holtz, Stiglbauer and Batinic (2012) state that the Internet use has been connected to a decrease in offline interactions, the development of more superficial relationships and weaker social ties. The high accessibility of communication partners and information as well as the Internet's anonymity have been related to particular risks such as unsolicited approaches by strangers or messages by online friends and acquaintances that are intimidating or offensive. Such potentially harmful forms of communication may be occasional and unintended by the sender; however, they may also be massive and meant to systematically hurt the communication partner.

Shen, Liu and Wang (2012) note that the rapid rise in the Internet age, has made the Internet a leisure activity among Chinese adolescents and children. A recent report released by the China Internet Network Information Centre (CNNIC) revealed that in 2010 nearly 82.9

million Chinese juveniles used the Internet habitually and that the number was increasing yearly, especially for children younger than 12 years. According to the report, more than 14 million Internet users were children aged below 12 years. The report showed as well, that the time those young Internet users spent online is increasing investigated how elementary school children from a middle-sized city in northeast China spent their after-school hours. Using the Internet which had become one of the most dominant leisure activities for these children, surpassing outdoor activities and second only to watching TV and reading.

People satisfy their need for achievement, excitement and challenge and gain control over their own life (Douglas, Mills, Niang, Stepchenkova, Byun, Ruffini, Lee, Looutifi, Lee, Atallah and Balnton, 2008).

Kaye and Jonson (2004) note that audience members actively search out media messages to satisfy certain needs, thus the audience is active and goal directed. People actively search of certain media and content to satisfy particular needs. The uses and gratifications approach assumes, then, that people are self-aware to know and to articulate their reasons for using the media and that they view the media as at least an avenue to gratify their needs. Web users actively search out information when they click on links or employ search engines, suggesting Web use is goal directed and that users are aware of the needs they are attempting to satisfy because of the smorgasbord of material available on the Internet, online users should be able to fill a variety of needs.

5.3.4 Do workers at the DPWRT use the Internet to help people entertain themselves in everyday life?

Lee and Leung (2008) stated that entertainment functions of television and newspapers are not affected by the Internet as a positive relationship outcome between Internet use and newspaper reading and between Internet use and radio news listening exists. Fallows (2004) notes that everyday activities show that the popular ones share the characteristic of being efficiently done on the Web: getting maps or directions; communicating with others; checking the weather, news and sports scores; buying tickets. American men are more likely than women to use the Internet for information gathering and entertainment and younger people are also more likely than older people to have a positive attitude about the Internet, as the Internet is a good place to go for conducting transactions and entertainment.

There is a distinctive profile for users who turn to the Internet for entertainment, such as younger users who are under 30 years old and men are in the cohort. People who use the

Internet for entertainment are likely to be less educated, affluent and have spent fewer years online. Although fewer people went online for entertainment purposes, people worked at it and came up with ways of using the Internet that enhanced their entertainment (Fellow, 2004).

Patchin and Hiduja (2008) note, that the younger generation has embraced online social networking sites, such as MySpace (myspace.com) to meet their social and relational needs. The fact that females do not have as much experience in online searching as males, seems that the need for user-friendly functionalities and a wider scope of information contents are more important issues of concern for women (Kim, Xinran, Alastair and Morrison, 2007).

Tosun and Baris (2011) argue that computers and the Internet have become an important element in the life of the individuals of all ages. The young generation carries out work with the help of a computer. Computer and the Internet have become an indispensable passion for them. Young generation use the computer and the Internet more successfully and faster than previous generations. One of the main reasons is because they have been born in a huge world equipped with Information Technology. Although they use the Internet extensively, young people must be aware and orientated about the use of computers and the Internet.

The Internet provides an entertaining and interactive environment where those susceptible to its allure can find escape by coping with negative emotions such as loneliness, isolation, boredom, release stress, discharge anger and frustration, to feel a sense of belonging and recognition (Douglas et al., 2008).

Mitchell, Lebow, Uribe, Grathouse and Shoger (2011) argue that there is a risk at the higher levels of a variety of problems since the relationship between social support and wellbeing has been so robust. Individuals who spent more time online engaged in activities categorised as entertainment were more introverted. It appears that examining overall use of the Internet in relation to well-being or happiness may not be as useful as a more fine grained analysis of Internet activities in relation to specific person variables. This was the first step in developing a model that could be tested to determine if the relationship between types of Internet use and person variables was of sufficient strength to have utility in, for example, identifying youth at risk.

5.4 Limitations

The study focused only on one grouping in the Department of Public Works, Roads and Transport. It is important that surveys be conducted in other Departments to get a complete picture of the challenges from the North-West Province.

5.5 Managerial guidelines

From the results of this study the following guidelines are given to the Department of Public Works, Roads and Transport if they are looking for a sustainable solution or are planning to develop and implement a programme of sustainability in the future use of the internet by employees:

- The Department needs to perform skills gap analysis in order to determine the shortage of knowledge relating to the effective of the Internet.
- The Information Technology personnel should offer continued technical support to employees of the department. During system support, the department should also develop an internal system that will enable management to know what everyone is doing on the Internet.
- A proof in terms of recording of what was done should be made available. The records of what is being done should only be accessed by management and an alert should be sent as notification immediately there is Internet abuse. If this monitoring tool is implemented effectively, employees of the Department will stop Internet abuse as they will know that whatever that is being done is being recorded.
- Much as the department refers employees to training for other courses that adds value, after skills gap analysis mentioned above, employees can be referred to training to acquire knowledge that enhances their day to day duties.
- Access to web sites that are not adding value to the productivity of the employees in line with Departmental Performance Plan should be denied. Should the department decide not to deny access to its employees it may be cost effective to levy the cost of Internet use from the responsible official. Username and Internet password may be used to track and monitor the user.
- Departmental Information Technology (I.T) personnel when assisting officials to perform Internet activities should only instruct them and observe performance. This will assist officials to be self-dependent and encouraged to explore the Internet.
- The department should develop strategies that will remove the fear of technology from the elderly officials. The literature reviewed has indicated that elderly people do not have the courage to use Internet because of its continuous changes.

- The department is faced with a challenge of slow Internet speed. Transactions take long before they can be concluded. Upgrading of the existing data lines will be advantageous. This will encourage officials to use Internet in a cost effective manner.
- The department needs to replace the existing computer machinery in order to allow for smooth connection. The existing outdated computers are not compatible with other Internet applications.

5.6 Conclusion

Internet use has been proved by the literature reviewed for this study to be an essential tool that makes life easier through minimisation of travelling as transactions and other activities can be done without having to move from one place to another. Internet use has also served as an important tool of time management. According to the result of Internet use in chapter 4, Internet utilisation remains at the minimum as officials do not rely on Internet for the execution of other transactions. Efficient staff bring productivity if well managed, it thus remains imperative that employees be well trained on Internet use. A well implemented training will assist the department to overcome this challenge.

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APPENDIX A: TABLE OF CONSTRUCTION

	Research Question		Survey Question	Variable(s) and/or relationship measured	Question Type	Data type
1	Demographics	1.1	Please tick your age group in the appropriate block:	Demographic question	21-30, 31-40, 41-50, 51-60, 60+ (multiple choice)	Discrete
		1.2	What is your gender?	Demographic question	Male - Female (dichotomous category)	Dichotomous
		1.3	How many years have you been working?	Demographic question	1-2, 3-4, 5-6, 7-8, 9-10, 10+ (multiple choice)	Discrete
		1.4	Was your involvement in the migration to Internet from an IT or Business perspective?	Demographic question	IT, Business (dichotomous category)	Dichotomous
		1.5	How many times do you download and play including this one?	Demographic question	1 , 2 , 3 , 4 , 5+ (multiple choice)	Discrete
		1.6	What business ranking do you have?	Demographic question	Managerial, Non-Managerial (dichotomous category)	Dichotomous
2	Do workers use the activities to probe whether people get information?	2.1	Do you use the Internet for maps or get driving directions do this online.	Implementation project success or failure.	0%, 1%-30%, 30% + (Likert Scale)	Ordinal
		2.2	Do you use the Internet to view weather reports online?	Implementation project success or failure.	%, 1%-30%, 30% + (Likert Scale)	Ordinal
		2.3	Do you use the Internet to get news reports online?	Implementation project success or failure.	%, 1%-30%, 30% + (Likert Scale)	Ordinal
		2.4	Do you use the Internet to check sports scores online?	Implementation project success or failure.	%, 1%-30%, 30% + (Likert Scale)	Ordinal
		2.5	Do you use the Internet to look up phone numbers, addresses and postal codes?	Implementation project success or failure.	%, 1%-30%, 30% + (Likert Scale) 0	Ordinal
3	Do workers use the Internet to explore every-day interpersonal communication?	3.1	Do you use the Internet to communicate with friends and family?	Change Management	%, 1%-30%, 30% + (Likert Scale)	Ordinal
		3.2	Do you use the Internet to exchange greetings, cards and invitations online?	Change Management Change Management Change Management	%, 1%-30%, 30% + (Likert Scale)	Ordinal Ordinal

		3.3 3.4	Do you use the Internet to plan gatherings and arrange personal meetings for such purposes? Do you use the Internet to plan meetings with new people or dating?		%, 1%-30%, 30% + (Likert Scale)	Ordinal
4	Do workers use the Internet to explore for commonplace transactions?	4.1 4.2 4.3 4.4	Do you use the Internet to buy tickets for movies, plays and sporting ties online? Do you use the Internet for Internet banking and paying bills online? Do you use the Internet to purchase everyday items online to buy things such as books and groceries? Do you use the Internet to schedule appointments and meetings?	Business strategy alignment success of the implementation Business strategy alignment success of the implementation Business strategy alignment success of the implementation Business strategy alignment success of the implementation	%, 1%-30%, 30% + (Likert Scale) %, 1%-30%, 30% + (Likert Scale) %, 1%-30%, 30% + (Likert Scale) %, 1%-30%, 30% + (Likert Scale)	Ordinal Ordinal Ordinal Ordinal
5.	Do workers use the Internet to help people entertain themselves in everyday life?	5.1 5.2 5.3 5.4 5.5	Do you use the Internet to play games do so online? Do you use the Internet to go online to pursue hobbies? Do you use the Internet to listen to music or radio regularly online? Do you use the Internet to read online? Do you use the Internet to watch videos, movie previews, or cartoons do so online?	Business strategy alignment success of the implementation Business strategy alignment success of the implementation Business strategy alignment success of the implementation Business strategy alignment success of the implementation Business strategy alignment success of the implementation	%, 1%-30%, 30% + (Likert Scale) %, 1%-30%, 30% + (Likert Scale) %, 1%-30%, 30% + (Likert Scale) %, 1%-30%, 30% + (Likert Scale) %, 1%-30%, 30% + (Likert Scale)	Ordinal Ordinal Ordinal Ordinal Ordinal

APPENDIX B: QUESTIONNAIRE

FOR OFFICE USE ONLY: Respondent Code: _____

VOLUNTARY QUESTIONNAIRE FOR INTERNET ACTIVITIES

"THE MANAGEMENT OF EVERYDAY INTERNET ACTIVITIES IN GOVERNMENT ORGANISATIONS"

Graduate School: NWU

Researcher Aubrey Mogwe

Supervisor: Prof S Lubbe

Note to the respondent

- We need your help to understand how people view the management of everyday Internet activities in organisations.
- Although we would like you to help us, you do not have to take part in this survey.
- If you do not want to take part, just hand in the blank questionnaire at the end of the survey session.
- What you say in this questionnaire will remain private and confidential. No one will be able to trace your opinions back to you as a person.

The questionnaire has six parts:

Part 1 asks permission to use your responses for academic research.

Part 2 asks general personal particulars like your age, gender and home language.

Part 3 to 6 asks about the Internet.

How to complete the questionnaire

1. Please answer the questions as truthfully as you can. Also, please be sure to read and follow the directions for each part. If you do not follow the directions, it will make it harder for us to do our project.

2. We are only asking you about things that you and your fellow researchers should feel comfortable telling us about. If you don't feel comfortable answering a question, you can indicate that you do not want to answer it. For those questions that you do answer, your responses will be kept confidential.

3. You can mark each response by making a tick or a cross, or encircling each appropriate response with a PEN (not a pencil) or by filling in the required words or numbers.

Part 1: Permission to use my responses for academic research
I hereby give permission that my responses may be used for research purposes provided that my identity is not revealed in the published records of the research.

Initials and surname _____

Postal address: _____

Postal code: _____

Contact numbers: Home: _____ Cell: _____

.	**PART2: GENERAL PERSONAL PARTICULARS** Please tell us a little about yourself Please mark only ONE option per question below.	9.	Do you use the Internet to get news reports online? □ 0% □ 1 -30% □ 30% +
1.	I am within this age group □21-30 yrs. □31-40 yrs. □41-50 yrs. □51-60yrs □Over 60 yrs.	10.	Do you use the Internet to check sports scores online? □ 0% □ 1 -30% □ 30% +
2.	I am a: □ Female □ Male	11.	Do you use the Internet to look up phone numbers, addresses and postal codes? □ 0% □ 1 -30% □ 30% +
3.	How long have you been working presently? □ 1-2 years □ 3-4 years □ 5-6 years □ 7-8 years □ 9-10 years □ More than 10 years		**PART 4: Do workers use the Internet to explore every-day interpersonal communication?** Please mark only ONE option per question below
4.	Was your involvement in the migration to ERP from an IT or Business perspective? □ IT □ Business	12.	Do you use the Internet to communicate with friends and family? □ 0% □ 1 -30% □ 30% +
5.	How many Enterprise Resource Planning implementations have you been involved in including this one? □ 1 □ 2 □ 3 □ 4 □ +5	13.	Do you use the Internet to exchange greetings, cards and invitations online? □ 0% □ 1 -30% □ 30% +
6.	What business ranking do you have? □ Managerial □ Non- Managerial	14.	Do you use the Internet to plan gatherings and arrange personal meetings for such purposes? □ 0% □ 1 -30% □ 30% +
	PART3: Do workers use the activities to probe whether people get information? Please mark only ONE option per question below	15.	Do you use the Internet to plan meetings with new people or dating? □ 0% □ 1 -30% □ 30% +

7.	Do you use the Internet for maps or get driving directions do this online. □ 0% □ 1 -30% □ 30% +		**PART 5: Do workers use the Internet to explore for commonplace transactions?** Please mark only ONE option per question below
8.	Do you use the Internet to view weather reports online? □ 0% □ 1 -30% □ 30% +	16.	Do you use the Internet to buy tickets for movies, plays and sporting ties online? □ 0% □ 1 -30% □ 30% +
17.	Do you use the Internet for Internet banking and paying bills online? □ 0% □ 1 -30% □ 30%	22.	Do you use the Internet to listen to music or radio regularly online? □ 0% □ 1 -30% □ 30% +
18.	Do you use the Internet to purchase everyday items online to buy things such as books and groceries? □ 0% □ 1 -30% □ 30% +	23.	Do you use the Internet to read online? □ 0% □ 1 -30% □ 30% +
19.	Do you use the Internet to schedule appointments and meetings? □ 0% □ 1 -30% □ 30% +	24.	Do you use the Internet to watch videos, movie previews, or cartoons do so online? □ 0% □ 1 -30% □ 30% +
	PART 6: Do workers use the Internet to help people entertain themselves in everyday life? Please mark only ONE option per question below		
20.	Do you use the Internet to play games do so online? □ 0% □ 1 -30% □ 30% +	.	
21.	Do you use the Internet to go online to pursue hobbies? □ 0% □ 1 -30% □ 30% +		