

Summary of the study

The present study aimed to identify the students' attitudes towards the use Internet in self-learning among students of social sciences (University of Zain Achour in Djelfa). The two studies applied a measure of students' attitudes toward the use of the Internet in the self-learning of the researcher Massaudi Louiza (2010), which consists of (42), in order to know the differences according to gender variables (male and female) and university specialization (psychology, sociology, philosophy) and the academic level (bachelor's and master's). In order to answer the following hypotheses :

General Hypothesis:

The attitudes of students of social sciences towards the use of the internet in positive self-learning.

Partials Hypotheses:

1_There are statistically significant differences in the attitudes of social sciences students in the attitudes of social science students toward the use of the internet in self-learning due to the gender variable.

2_There are statistically significant differences in the attitudes of social sciences students toward the use of the internet in self-learning due to the variable of the academic level.

3_There are statistically significant differences in the attitudes of social sciences students toward the use of the internet in self-learning due to the variable of university specialization.

The study sample consisted of 150 students.

Using the descriptive approach, and using the statistical package for social sciences, the validity and validity of the study instrument was verified.

It concluded that :

_The attitudes of social sciences students toward the use of the internet in self-learning are positive.

_There are statistically significant differences in the attitudes of social sciences students toward the use of the internet in self-learning due to the gender variable.

_There are no statistically significant differences in the attitudes of social sciences students toward the use of the internet in self-learning due to the variable of the academic level.

_There are no statistically significant differences in the attitudes of social science students toward the use of the internet in self-learning due to the variable of university specialization.