



---

## **Study of Internet Usage in Relation to Study Habits of Secondary School Students**

**\*Anjum Sharma, \*\* Kanika**

**\* Assistant professor Khalsa College of Education, Ranjit Avenue, Amritsar**

**\*\* Student B. Ed, M. Ed Integrated, Khalsa College of Education, Ranjit Avenue, Amritsar**

---

### **Abstract:**

The present research work intends to Study of Internet Usage in Relation to Study Habits of Secondary School Students. In this study descriptive research method was employed. A sample of 100 students was selected by using random sampling from district of Amritsar. The objective of the study was found out the relationship between Study Habits and Internet Usage. The investigator used Internet Usage Scale by Shaloo Saini and Dr. Praminder Kaur and Study Habit Inventory by M. Mukhopadhyay and D. N. Sansanwal to collect data. For data analysis, t' test was used to find out the effect Internet usage on Study habits of secondary school students. The findings of the study reveal that there exists no significant relationship between internet usage and study habits of secondary school students and there exists no significant difference in the study habits of internet user and non-user students of secondary school. For the purpose of drawing out results the investigator use statistical techniques like mean, SD, t-test and coefficient correlation.

**Keywords:** Internet Usage, Study Habits, Secondary School Students

Education is the first necessity of mankind. It is lifelong process, which begins at birth and continues throughout the life. Verma and Singh (1990) stated that education is a primary instrument for social and economic advancement of human welfare. Internet has proven to be a powerful tool of communication as well as self-improvement, especially in the hands of those who are aware of the ways that it can be utilized for their benefit. The use of internet has made innumerable changes in the education. Students are making use of internet for various educational purposes. Though internet is useful for social networking, entertainment, communication, shopping and many other purposes but students are also using social networking sites, messengers, email, you tube, search engines to complete their notes, for reading, to contact their teachers and classmates, and for information about their subjects.

Internet in Education has been incredibly useful as it facilitates both information and communication. The Internet has increased the accessibility of education at all levels and has turned out to be a giant repository of knowledge. Students can access free video lectures online and refer to encyclopedias and study material in multimedia formats; teachers can make their lessons interesting by incorporating online-based projects in their study plans; and educational institutions can reach out to a wider audience by offering quality online courses.

---

### **STUDY HABITS**

Study habits are habitual ways of exercising and practicing the abilities for learning. These are techniques which a student employs to go about his or her studies, which are consistent and have stereotyped as a result of long application or practice. Study habits can be defined as series of studying activities embarked on by students, with a view to ensure learning effectiveness.

Study habits are taken as techniques, such as taking note, summarizing, describing or locating the materials that learners use to deal with the effective learning of the material in hand. The "study habits" is like a sort of method of study more or less permanent. According to Good's dictionary of education, "the study habit is the tendency of the student to study when opportunities are offered, how the student should study whether it is systematic or not systematic, effective or ineffective. Study habits are the essence of a dynamic personality.

**Shresth and Siddiqui (2022)** studied the impact of internet use on Study habits of school going adolescents. The sample consists of 450 (324 internet user and 126 internet non user) school going adolescents of XI standard. Results of the study revealed that internet non user school going students showed higher Study habits in comparison to internet user school going adolescents.

**Prasad (2021)** attempted an study to determine the influence of the internet on study habits. The descriptive research method was followed. The sample of the study constitutes 704 secondary students which include 352 students using the internet and 352 students not using the internet. The results indicate that internet usage influences study habits because students using the internet had better academic 'support' but poor on 'interaction' components than students not using the internet.

**Sharma (2020)** aimed at comparing the study habits of adolescents using internet for academic and non-academic purposes. Researcher conducted this study to know that how internet usage effects the study habits of the school going adolescents. For this purpose, a stratified sample of 200 adolescents from five different schools of Chandigarh was selected by the researcher. Results of the study revealed that the study habits of the adolescents using internet for academic purposes is significantly better as compared to the adolescents using internet.

**Joshi and Sharma (2017)** presented the study aims to study the effect of using internet on study habits of senior secondary students. The purposive sampling method has been used for selection of the senior secondary schools of Alwar district. A sample of 140 students from senior secondary class was selected. The study revealed that internet nonusers have better study habits than internet users in respect to dimension wise, sex wise and stream wise.

**Siddiqui, Memon and Siddiqui (2016)** studied the relationship between internet addiction and study habits of university undergraduates. Sample of the study comprised 100 University undergraduates. The results of the study suggested that internet addiction is significantly correlated with study habits of university undergraduates.

### **Objectives**

1. To study the level of internet usage of secondary school students.
2. To compare the study habits of internet user and non-user students of secondary school.
3. To determine the study habits of internet user and internet non-user students of secondary school with respect to gender.

### **Hypothesis**

1. There exists no significant difference in the study habits of internet user and non-user students of secondary school.
2. There exists no relationship between internet usage and study habits of secondary school students.
3. There exists no significant difference in the study habits of internet user and non-user girls of secondary school.
4. There exists no significant difference in the study habits of internet user and non-user boys of secondary school

---

## **METHOD AND PROCEDURE**

The method and procedure of research study is always bound with a purpose and provides framework within which the goals of research are to be achieved.

The research procedure involves the selection of representative sample of the whole population, applying appropriate tools and techniques, collection of relevant data, analysis and interpretation of the data for the scientific investigation of the study. The methodology and procedure of any research is determined by objective which differs from research. In the planning stage of research projects, investigator weighs the merits of various procedures for collecting evidence. After determining which approach yields the form and kind of data necessary to test hypothesis adequately, the investigator examine the available tools. The appropriate tool of experimental research was the selected and design for study.

---

## **DESIGN AND PROCEDURE OF THE STUDY**

Design of the study is conceptual and pictorial presentation which gives whole ideas of investigation. It is a fundamental segment of research and it provides foresight to researcher how to conduct the work. It encompasses instructions about the population sample size; tool and techniques which are used in study as well as discussion of the methods apply for data collection. Survey method was used to get the data for Internet usage and Study habits in secondary school pupil. Therefore, internet usage, has been taken as independent variables and study habits taken as dependent variable for this investigation. Hence to arrive at generalizations, the effect of the independent variable internet usage, over dependent variable study habits was investigated.

---

## **METHOD OF RESEARCH**

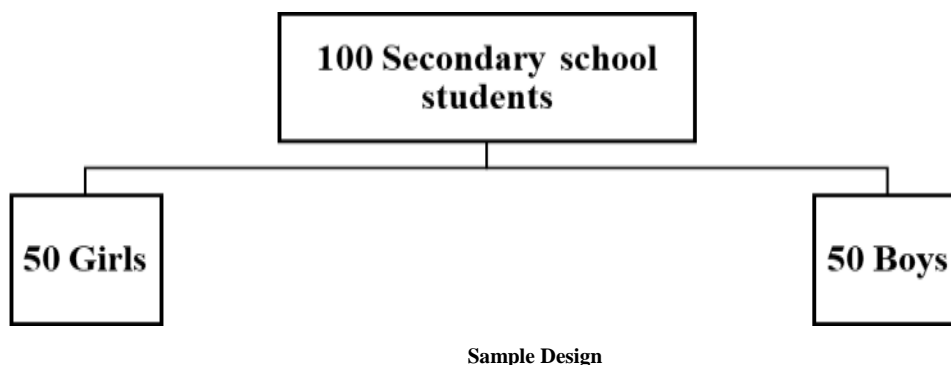
The present study is based on descriptive method by survey study habits among secondary school students in relation to internet usage.

### **SAMPLE**

In context of present study Amritsar district of Punjab is selected. Thus 100 students were selected as randomly as multi - stages random sampling for investigation to get result. School wise survey from each school about 10-20 students were selected. In this way, the final sample taken for present investigation.

## THE STUDY DESIGN

Descriptive survey method was used to carry the study. It was divided into:



## TOOLS USED IN THE STUDY

Taken in consideration the requirement of present study, the tools mentioned below found to be appropriate and therefore, employed to collect the data. Standardized tools used by the scholar are as below:

1. Internet Usage Scale (Saini and Kaur,2017)
2. Study Habit Inventory (Mukhopadhyay and Sansanwal,2009)

## VERIFICATION OF HYPOTHESIS

### HYPOTHESIS I

#### 4.1: Results pertaining to relationship between internet usage and study habits of secondary school students.

Objective 1: To examine the relationship between internet usage and study habits of secondary school students.

**Ho 1: There exists no relationship between internet usage and study habits of secondary school students.**

In order to test this hypothesis, mean and standard deviation of internet usage and study habits of secondary school students was calculated. The score has been described in term of mean, S.D and t-value in the table.

**Table 4.1: Showing mean, S.D, t-value of internet usage and study habits of secondary school students**

Variable	Scale	N	Mean	Std. Deviation	r-value	p-value	Correlation
Secondary school students	Internet usage	100	48.95	11.869	-.188	.061	Insignificant
	Study habits	100	157.22	27.925			

In case of secondary school students, the mean value of internet usage (M=48.95, SD=11.869) is much lower than the mean value of study habits (M=157.22, SD=27.925).

In order to check the relationship between Internet Usage and Study Habits, correlation was applied and result were analyzed given below: From the table, it is quite clear from p-value (0.061) that there is insignificant relation between Internet Usage and Study Habits. This means the null hypotheses stating as "There exists no relationship between internet usage and study habits of secondary school students." is accepted. Also, from the r-value (-0.188), it can be seen that there is negligible correlation between the variables.

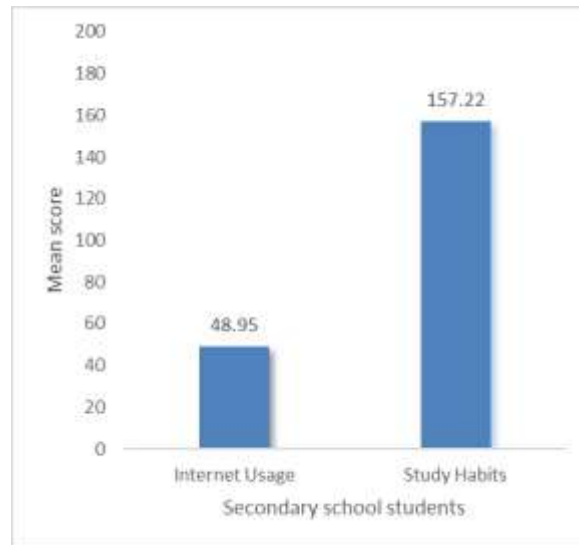


Figure 4.1: Showing mean score of internet usage and study habits of secondary school students

## HYPOTHESIS II

### 4.2: Results pertaining to compare the study habits of internet user and non-user students of secondary school.

Objective 2: To compare the study habits of internet user and non-user students of secondary school.

#### Ho 2: There exists no significant difference in the study habits of internet user and non-user students of secondary school.

In order to test this hypothesis, mean and standard deviation of study habits of internet user and non-user students of secondary school was calculated. The score has been described in term of mean, S.D and t-value in the table.

Table 4.2: Showing mean, S.D, t-value of study habits of internet user and non-user students of secondary school

Variable	Internet users	N	Mean	Std. Deviation	t-value	p-value	Inferences
Study Habits of Girls	Users	76	155.11	28.964	-1.353	0.179	Insignificant
	Non-users	24	163.92	23.655			

In case of study habits of internet user and non-user students of secondary school, the mean value of internet users ( $M=155.11$ ,  $SD=28.964$ ) is lower than the mean value of internet non-users ( $M=163.92$ ,  $SD=23.655$ ). Also, p-value ( $p=0.179$ ) being greater than 0.05 and t-value comes out to be -1.353 which is insignificant at 0.05 level, So, the null hypotheses stating as “There exists no significant difference in the study habits of internet user and non-user students of secondary school.” is accepted. It is clear that internet users and non-user students of secondary school are statistically equal in Study habits. The finding of the study revealed that mean difference between internet user and non-user students of secondary school are not significant.

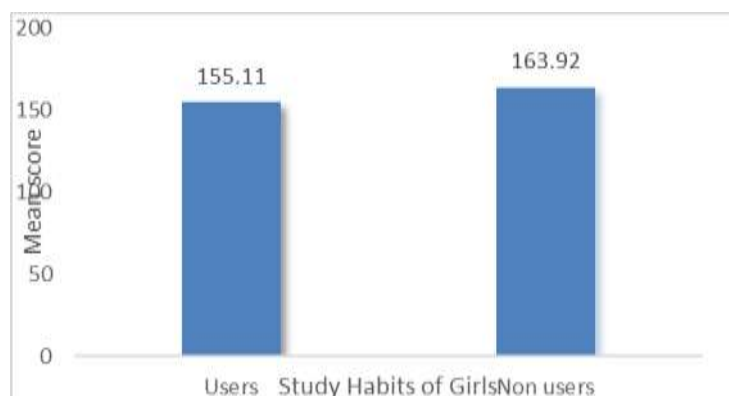


Figure 4.2: Showing mean score of study habits of internet user and non-user students of secondary school

**HYPOTHESIS III****4.3: Results pertaining to compare the study habits of internet user and non-user girls of secondary school.**

Objective 3: To determine the study habits of internet user and internet non-user students of secondary school with respect to gender.

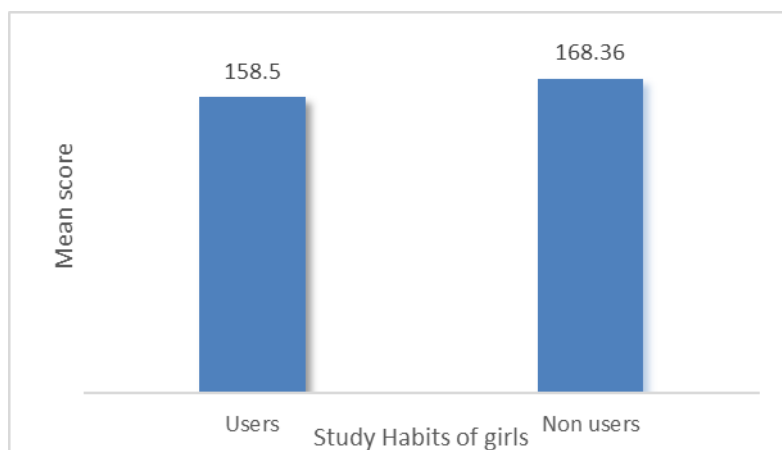
**Ho 3: There exists no significant difference in the study habits of internet user and non-user girls of secondary school.**

In order to test this hypothesis, mean and standard deviation of study habits of internet user and non-user girls of secondary school was calculated. The score has been described in term of mean, S.D and t-value in the table.

**Table 4.3: Showing mean, S.D, t-value of study habits of internet user and non-user girls of secondary school**

Variable	Internet users	N	Mean	Std. Deviation	t-value	p-value	Inferences
Study Habits	Users	36	158.50	25.371	-1.267	.211	Insignificant
	Non-users	14	168.36	22.768			

In case of study habits of internet user and non-user girls of secondary school, the mean value of internet users (M=158.50, SD=25.371) is only a bit lower than the mean value of internet non-users (M=168.36, SD=22.768). Also, p-value (p= 0.211) being greater than 0.05 and t-value comes out to be -1.267 which is insignificant at 0.05 level, So, the null hypotheses stating as “There exists no significant difference in the study habits of internet user and non-user girls of secondary school.” is accepted. It is clear that internet users and non-user girls of secondary school are statistically equal in Study habits. The finding of the study revealed that mean difference between internet user and non-user girls of secondary school are not significant.

**Figure 4.3: Showing mean score of study habits of internet user and non-user girls of secondary school****HYPOTHESIS IV****4.3: Results pertaining to compare the study habits of internet user and non-user boys of secondary school.**

Objective 4: To determine the study habits of internet user and internet non-user students of secondary school with respect to gender.

**Ho 4: There exists no significant difference in the study habits of internet user and non-user boys of secondary school.**

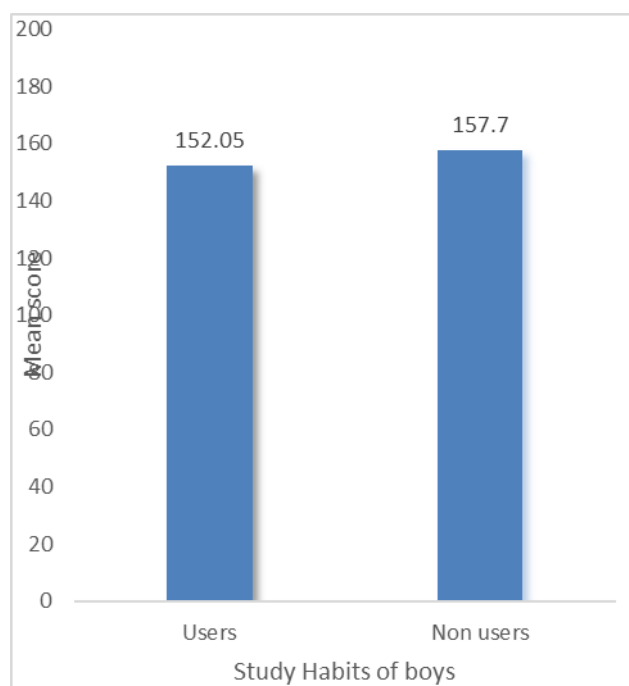
In order to test this hypothesis, mean and standard deviation of study habits of internet user and non-user boys of secondary school was calculated. The score has been described in term of mean, S.D and t-value in the table.

**Table 4.4: Showing mean, S.D, t-value of study habits of internet user and non-user boys of secondary school**

Variable	Internet users	N	Mean	Std. Deviation	t-value	p-value	Inferences
Study Habits of Boys	Users	40	152.05	31.865	-.522	.604	Insignificant
	Non-users	10	157.70	24.649			

In case of study habits of internet user and non-user boys of secondary school, the mean value of internet users (M=152.05, SD=31.865) is a bit lower than the mean value of internet non-users (M=157.70, SD=24.649). Also, p-value (p= 0.604) being greater than 0.05 and t-value comes out to be -0.522 which is insignificant at 0.05 level, So, the null hypotheses stating as “There exists no significant difference in the study habits of internet user and non-

user boys of secondary school.” is accepted. It is clear that internet users and non-user boys of secondary school are statistically equal in Study habits. The finding of the study revealed that mean difference between internet user and non-user boys of secondary school are not significant.



**Figure 4.4: Showing mean score of study habits of internet user and non-user boys of secondary school**

## REFERENCES

- Adegbite-Badmus, T. A., & Joda, M. D. (2019). Influence of Social Media Networks and the Internet on the Study Habits of Students. *Nigerian Communication and Information Technology Journal*, 1(1), 1-11.
- Amuda, B. G., & Ali, D. G. (2018) Relationship among study habits, gender, marital status, age, parents' level of education and academic performance of NCE students Kashim Ibrahim college of education. Maidguri Borno State, Nigeria. *International Journal of Education, Learning and Development*, 6(4), 78-89.
- Barcenas, J. M. A., & Bibon, M. B. (2022). The Influence of Study Habits in the Academic Performance of Senior High School Students in Cagraray Island, Philippines. *International Journal of Scientific Research in Multidisciplinary Studies*, 8(1), 21-28.
- Barthakur, M. (2012). Problematic internet use and mental health problems. *Asian Journal of Psychiatry*, 5, 279–280.
- Chand, S. (2013). Study habits of secondary school students in relation to type of school and type of family. *International Journal of Social Science and Interdisciplinary Research*, 2(7), 90-96.
- Chavan, A., & Pote-Palsamkar, S. (2015). A Study of Relationship Between Internet Usage and Study Habits Of Secondary School Students. *Educreator Research Journal (ERJ)*, 2(1), 73-80.
- Chris, L. A. (2015). Influence of social media on Study Habits of Undergraduate Students in Kenyan Universities. *International Journal of Novel Research in Humanity and Social Sciences*, 2(4), 42-55.
- Ishfaq, K., Naeem, S. B., & Fayyaz, B. (2020). Usage of Internet and its Impact on Students' Academic Performance: A Study of Bahauddin Zakariya University Multan, Pakistan. *Pakistan Library & Information Science Journal*, 51(1).32-37
- Joshi, P., & Sharma, S. (2017). The Effect of Using Internet on Study Habits of Senior Secondary Students. *International Journal of Advance Research*, 5(6), 2042-2045.
- Kemjika, O. G. (1998). Relationship between study habits and student achievement among secondary school students in Rivers State. *Nigerian Journal of Professional*, 3(1), 25-35.
- Lajwanti & Sharma, A. P. (2013). Effect of Internet Use on Study Habits and Adjustment of Higher Secondary Students. *International Journal of Educational Research and Technology*, 4(1), 52-59.
- Maqableh, M., & Jaradat, M. (2021). Exploring the determinants of students' academic performance at university level: The mediating role of internet usage continuance intention. *Education and Information Technologies*, 1-23.
- Mukhopadhyay, M., & Sansanwal, D.N. Study Habit Inventory. Agra: National Psychological Corporation.

- Nuthana, P. G., & Yenagi, G. V. (2009). Influence of study habits, self-concept on academic achievement of boys and girls. *Karnataka Journal of Agricultural Science*, 22(5), 1135-1138.
- Ogedebe, P. M. (2012). Internet usage and students' academic performance in Nigeria tertiary institutions: a case study of University of Maiduguri. *Academic Research International*, 2(3), 334-343.
- Olatoye, R. A. (2009). Study habit, self-concept and science achievement of public and private junior secondary school students in Ogun state, Nigeria, African research review. *An International Multi-Disciplinary Journal*, Ethiopia, 3(3), 492-506.
- Rana, S., & Kausar, R. (2011). Comparison of study habits and academic performance of Pakistani British and White British students. *Pakistan Journal of Social and Clinical Psychology*, 9, 21-26.
- Samuel, N. O. (2010). An evaluation of internet usage among senior secondary school students in public schools in Lagos State. *Lagos State University, Lagos, Nigeria*. 2- 34.
- Sharma, D. (2020). Comparison Of Study Habits of Adolescents Using Internet For Academic And Non-Academic Purposes. *The Educational Beacon*, 9, 76-82.
- Sharma, M. (2017). Enhancement in study habit and attitude of higher secondary school Sharma, students: A study. *Phoenix- International Journal for Psychology and Social Science*, 1(2), 1-84.
- Shresth, S., & Siddiqui, R. (2022). Impact of Internet Use on Study Habits of School Going Adolescents. *International Journal of Research in all Subjects in Multi Languages*, 10(2), 24-27.
- Siddiqui, S. B., Memon, N., & Siddiqui, F. (2016). The Relationship Between Internet Addiction and Study Habits of University Undergraduates. *Grassroots*, 50(1), 219-228.
- Singh, Y. G. (2011). Academic achievement and study habits of higher secondary students. *International Referred Research Journals*, 3(27), 19-20.
- Verma, S., & Singh
- , R. (1999). A Correlation Study between Study Habits and Achievement in different school courses. *Indian Journal of Psychometry and Education*, 30(1), 53-56.
- Vyas, S., & Choudhary, G. (2017). Relationship of socio-economic status with frustration, self-concept, study habits and academic achievement of adolescents. *International Journal of Advanced Research and Development*. 2(3), 46-51.
- Young, K., & Suler, J. (1996). Intervention for pathological and deviant behavior within an online community. *Young*, 1996(1997a), 1998.