

**IMPACT OF INTERNET USE ON THE EDUCATIONAL
BEHAVIOR OF STUDENTS**

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Abstract

Internet is among the magnificent technological advancements. It is a useful instrument of information technology that shapes the world as a global village. This is a universal fact that the use of internet has a great impact on the student's academic achievement, educational behavior and social life. The study was conducted to analyze the impact of Internet use on the educational behavior of students in different public-sector universities of the Khyber Pakhtunkhwa. The quantitative research method was used. The primary objective of the study explores and analyzes the impact of internet on the educational behavior of students. The study will be helpful for the university students, researchers and curriculum developers in order to find out the correlation of use of internet in educational behavior. The study is significant for the university teachers to analyze the effective of use of internet on educational behavior of the students. Conclusions were derived in the light of explored impacts on the educational behavior of the students (if you mean to say this). Seventy (70) university students, selected from various universities of Khyber Pakhtunkhwa were surveyed. The study discloses that majority of the respondents were the users of internet. The study reveals that internet usage has both good and adverse impacts on the internet users.

Keywords: *Internet; Impact; Educational Behavior; Students.*

1.1. INTRODUCTION

The Internet has a widespread utility in the modern life. As a powerful medium of communication, it has revolutionized people's ideas, attitude, thinking style and behaviors positively as well as negatively. The higher education is among the many areas influenced by the internet. For most colleges and Higher Education students, the Internet is a functional tool, one that has greatly changed the way they interact with others and with information as they go about their studies. Through the internet, students have an easy access to library catalogs, bibliographic databases, and other academic resources in text, graphics, and imagery on the global web. It has also negative impacts which include reducing the healthy physical activity and wasting precious time in useless activities. The number of young people, using the internet, is growing very fast which opens discussion for both the positive and negative consequences of its use. As Mathwick (2002) found that online participation implies engaging in such activities that require too much time and attention of the users.

Today there are more than two billion internet users around the world (Internet world stats 2012). Use of internet in school campus and society has been increased and it becomes an important part of student life (Chou et al. 2005). Internet is also used by the teachers to lay down their learning materials (Jones and Madden 2002). Many researchers have examined the influence of internet on students. It helps students to broaden their academic knowledge by accessing to the information world and also by easy communicating to their academic community. It is a valuable source to retrieve information for their research and assignments. (Tella 2007).

In term of education, researchers have evaluated the impact of internet usage on university students' academic performance. A vast majority of people agreed that internet improves their grades of academic performance (Jones 2002). Using appropriate search word, one can easily download the information from over 50 million websites. (Tella 2007).

A study in University of Botswana also proved that the internet has enhances their GPA. The students use the internet to obtain course-related information, communications and finishing assignments. The faculty itself also invested a lot of resources for learning purposes (Tella 2007). However, there are negative effects of internet use on the academic life of a student if they are unable to control their internet use for these social interaction or entertainment.

Though, there are many benefits linked with internet use, there has been a growing concern regarding the risk associated with internet overuse. There are many ongoing researches that showed that students become addicted to the internet (Young and Rodgers 1998; Nalwa and Anand 2003; Thomas and Martin 2010) and caused academic failure (Young 1998; Subrahmanyam, Greenfield and Tynes 2001; Kheirkhah, Juibary and Gouran 2010). Internet has a significant decrement onto students' performance (Robert 2001). Study shows that excessive internet use has negative implication towards academic performance. This is due to excessive use of internet may impair functioning and results in compromise grades or responsibilities (Scherer 1997).

It was reported that 50% of university students were dismissed for academic failure due to excessive internet use (Kubey et al. 2001). In another survey on 283 undergraduates, excessive internet users were considered as 'pathological users'; these students spend an average of 8.5 hours per week in using internet (Morahan-Martin and Schumacher 1997).

Goldberg defined internet addiction when the individual experiences "decreased occupational, academic, social, work-related, family-related, financial, psychological, or physiological functioning" (Bellamy and Hanewicz 2001). He suggests that a parallel of Internet Addiction Diagnostic (IAD) would be pathological gambling. Young (1996) expressed internet addiction as an impulse-control disorder which does not involve intoxicant. She stated that problematic Internet users show similar symptoms to those who suffer from pathological gambling as well as dependency on alcohol and drugs.

In Malaysia, the internet service was started since 1992 through the internet service provider 'Jaring' (Ministry of Education 1997). Now it becomes an integral part of the students' life. Hence, we intended to see the role of internet among University of Kebangsaan Malaysia (UKM) students. The objective of this study was to identify the internet dependency rate among UKM medical students and to determine relationship between internet use and academic performance. This study also intends to realize the student's perceptions how internet usage affects academic performance.

1.2. INTERNET AS A TECHNOLOGICAL CONCEPT

Internet is a worldwide "network of networks" that links millions of computers together via copper wires, fiber-optic cables, wireless connections, and other telecommunications channels. It is publicly accessible network of interconnected computer networks communicates using a set of protocols and standards, the most basic of which are TCP/IP. The Internet and the World Wide Web are everywhere. They can provide an answer to questions from inquisitive minds. It is a chief source of-of entertainment. The Internet allows people from all over the world to talk to each other. But what exactly the Internet and the World Wide Web are? This resource is envisioned to function as a general overview of the workings of the internet, which may cover social, economic, historical and other aspects.

1.3. EDUCATIONAL BEHAVIOR

“Student’s behavior aims at securing academic success which includes attending lectures, studying, reading, writing, learning, making study notes, compiling class-assignment, preparing for class presentation, researching a topic and writing exams, can be collectively called educational behavior”

Educational behavior refers to students' activities for attaining the educational qualification. Students, after getting admission in an educational institution, are required to attend daily lectures, seminars and academic session at the educational Institution. Such lectures and seminars are delivered through qualified teachers, trainers, and other experts. On the other hand, habit of reading the traditional books is not common in the modern-day students because every student search for a shortcut to academic success. Reading habit is very good for the students to gain more and more knowledge for future to be successful regarding education.

But now a day the reading and studying habit is affected by the excessive use of internet because students spend most of the time on the internet for study instead of reading or studying their conventional curriculum books. Nowadays, most of the students want to take computer-based exams because CBEs are MCQs type exam and it takes less time to be solved by students as compared to traditional exam system. Most of the students also prefer CBEs just because of immediate result of that exam.

1.4. RESEARCH METHODOLOGY

The main theme of this study was to explore "The Impacts of internet use on the educational behavior of Students" in different public sector universities namely "University of Swabi", University of Peshawar", Agricultural University of Peshawar", and "IM Sciences (Institute of Management sciences)". A sample size of (70) students were randomly selected having qualifications of BS to M.Phil. The data was collected through online questionnaires. The data was analyzed in frequencies and percentage distribution to know about the objectives of the study.

1.5. RESULTS AND DISCUSSION

Frequencies and percentage distribution of the uses of internet

S.NO	STATEMENT	BELOW 20 YEARS	20 TO 25 YEARS	26 TO 30 YEARS	ABOVE 30 YEARS
1	Age	(13)18.6%	(49)70.0%	(4)5.7%	(4)5.7%

The above table reflects frequency and percentage distribution of respondents by their ages. Four age groups were made. The age of thirteen (13) respondents, which becomes to be 18.6 % of the total respondents, were below 20 years. Forty-nine (49) respondents making 70.00% of the total respondents were belonging to the age group 21 to 25 years. Four (4) respondents who make 5.7% of the total were having ages from 26 years to 30 years while 4 respondents who constitute 5.7% of the total were having ages above 30 years.

S.NO	STATEMENT	YES	NO	SOMEHOW
1	Do you use Internet?	(70)100.0%	(0)0%	(0)0 %

The above table elucidates frequency and percentage distribution of respondents by usages of internet. Seventy (70) respondents making 100% of the total respondents were using internet.

S.NO	STATEMENT	PERSONAL COMPUTER OR GADGET	COMPUTER OF A FAMILY MEMBER	COMPUTER AT UNIVERSITY'S LAB	COMPUTER AT NET-FE
1	What do you use to access internet most of the time?	(65)92.9%	(3)4.3%	(1)1.4%	(1)1.4%

One (1) of the respondents making 1.4% of the total respondents was using internet on a computer at Net-cafe. One (1) respondent who makes 1.4% of the total was using internet on

computer at University Lab. Three (3) respondents who make 4.3% of the total were using internet on computer of a family member while sixty-five (65) respondents who make 92.9 of the total were using internet on personal computer or gadget.

S.NO	STATEMENT	1 HOUR	2 HOUR	3 HOUR	MORE THAN 3 HOURS
1	For how much time do you use internet per day (average time)?	(23)32.9%	(15)21.4%	(12)17.1%	(20)28.6%

23 respondents making 32.9% of the total respondents were using internet for just 1 hour. 15 respondents which constitute to be 21.4% of the total were using internet for 2 hours daily. Twelve (12) of the respondents who are 17.1% of the total respondents were using internet for 3 hours daily while twenty (20) of the respondents who become to be 28.6% of the total were using internet for more than 3 hours daily.

S.NO	STATEMENT	NOON	EVENING	NIGHT	LATE NIGHT
1	When do you use internet mostly?	(4)5.7%	(18)25.7%	(39)55.7%	(9)12.9%

18 respondents making 25.7% of the total respondents were using internet at evening daily. 9 respondents (12.9% of the total respondents) were using internet at late night. Thirty-nine (39) of the respondents which make 55.7% were using internet at night daily while four (4) of the respondents which make 5.7% of the total were using internet at noon daily.

S.NO	STATEMENT	YES	NO	SOMEHOW
1	Do you take help of internet for understanding a study topic?	(67)95.7%	(3)4.3%	(0)0%
2	Do you take help of internet for making study notes for preparation for exam?	(42)60%	(0)0%	(28)40%
3	Do you use internet for preparing class assignments?	(54)77.1%	(5)7.1%	(11)15.71%

4	Is internet a good source for learning effectively?	(46)65.7%	(1)1.4%	(23)32.9%
5	Does internet's use reduce cost of learning as compared to buying books, guides or notes?	(59)84.3%	(0)0%	(11)15.7%
6	Do you use online dictionary for learning meaning and usage of English words?	(57)81.4%	(13)18.6%	(0)0%
7	Are the online practice tests helpful for students in preparation for test and exams?	(58)82.9%	(12)17.1%	(0)0%
8	Does internet provide sufficient material for study?	(56)80.0%	(1)1.4%	(13)18.6%
9	Does internet usage keep student away from physical games (e.g. football, cricket etc.) which are necessary for physical and mental health.	(46)65.7%	(3)4.3%	(21)30.0%

Three (3) respondents making 4.3% of the total respondents replied that they were using internet in order to understand a study-topic. Sixty (67) of the respondents (95.7%) did not use internet for taking help to understand a study-topic.

Forty-two (42) respondents making 60% of the total respondents stated that they used to take help of internet for making study notes for exam. On the other hand, twenty-eight (28) respondents (40% of the total respondents) sometimes used to take help of internet for making study notes for exam.

Five (5) respondents making 7.1% of the total respondents stated that they are not using internet for preparing class assignments. Eleven (11) respondents who make 15.7% of the total respondents expressed that they used internet for preparation class assignments sometimes. On the other hand, fifty-four (54) of the respondents which constitute 77.1% of the total respondents articulated that they are using internet for preparation of class assignments all the time.

One (1) respondent, who is 1.4% of the total respondents, did not perceive internet as a good source for learning effectively. Twenty-three (23) respondents making 32.9% of the total respondent were of the opinion that internet is a good source for learning but up to some extent. 46 respondents elucidate 65.7% of the total respondents viewed internet as a good source of learning to up high extent.

Eleven (11) of the respondents making 15.7% of the total respondents responded negatively that internet does not reduce cost of learning as compared to buying books, guides or notes. On the other hand, fifty-nine (59) respondents who represents 84.3% of the total respondents expressed positively that internet reduce cost of learning as compared to buying books, guides or notes.

Thirteen (13) respondents characterize 18.6% of the total respondents articulated negatively that they did not use online dictionary for learning of meanings and usage of English words. Fifty-seven (57) respondents which make 81.4% of the total respondents answered positively that they are using online dictionary for learning meanings and usage of English words.

Twelve (12) respondents, portray 17.1% of the total respondents, expressed that the online practice tests were not helpful for students in preparation for test and exams. 58 respondents which constitute 82.9% of the total replied positively that the online practice tests helpful for students in preparation for test and exams.

One (1) respondent making 1.4% of the total respondents responded that internet does not provide sufficient material for study. Fifty-six (56) respondents which make 80% of the total expressed that internet provide sufficient material for study. While thirteen (13) of the respondents, which makes 18.6% of the total respondents reported that yes internet provides sufficient material for study to some extent.

Frequency and percentage distribution of Impact of Internet use

S.No	STATEMENT	YES	NO	SOMEHOW
1	The use of internet has reduced purchase of books or guides from market by students?	(30)42.9%	(4)5.7%	(36)51.4
2	The use of internet has reduced student's use of library for getting books?	(33)47.1%	(7)10.0%	(30)42.9%
3	Do you use internet for watching educational videos, documentaries or lectures?	(61)87.1%	(9)12.9%	(0)0%
4	Do you use internet for viewing academic news e.g. exam date, date-sheets, results etc.?	(61)87.1%	(9)12.9%	(0)0%
5	Is internet a good source of providing latest scientific information?	(69)98.6%	(1)1.4%	(0)0%
6	Do you use internet for recreational purposes?	(36)51.4%	(4)5.7%	(30)42.9%
7	Does internet help students to interact with one another for academic discussions?	(48)68.6%	(2)2.9%	(20)28.6%
8	Do you think student use internet to view illicit stuff?	(30)42.9%	(6)8.6%	(34)48.6%
9	Do you think misusing internet (e.g. using internet till late night or for long hours, etc.) affects mental health of student adversely?	(45)64.3%	(3)4.3%	(22)31.4%
10	Do you think, Internet is a distraction from studies for most of the students? (<i>Distraction means keeping student away from studies – producing tendencies in student distracting form studies</i>)	(32)45.7%	(9)12.9%	(29)41.4%
11	Do you think that internet use is the cause of moral degradation of students?	(22)31.4%	(7)10.0%	(41)58.6%
12	Do you think that higher use of internet affects the eye sight of students?	(52)74.3%	(18)25.7%	(0)0%
13	Do you think that the internet use (Face book, YouTube, watching movies, playing online games etc.) affect the family relation of students?	(24)34.3%	(7)10.0%	(39)55.7%
14	Do you think that internet use reduced the	(23)32.9%	(15)21.4%	(32)45.7%

	frequency of student teacher contact?			
15	Do you think, using internet reduces creativity power of a student? (Does copy-pasting from internet for preparing assignments or reports on daily basis reduce student capability to generate some creative ideas of his own?)	(30)42.9%	(2)2.9%	(38)54.3%
16	Does use of internet for long hours affects physical health of students? (e.g. by fatigue, sleeping less, long term health complications etc.)	(49)70.0%	(1)1.4%	(20)28.6%
17	Does internet usage keep student away from physical games (e.g. football, cricket etc.) which are necessary for physical and mental health.	(46)65.7%	(3)4.3%	(21)30.0%
18	Do you think, long term use of internet results in depression, anxiety or aggression in students?	(35)50.0%	(12)17.1%	(23)32.9%

The above table describes frequency and percentage distribution of respondents by thinking that the use of internet has reduced purchase of books or guides from market by students. Four (4) respondents representing 5.7% of the total respondents responded negatively that internet do not reduce purchase of books or guides from market by students. Thirty-six (36) respondents who represent 51.4% of the total respondents replied that yes but up to some extent internet reduce purchase of books or guides from market by students. On the other hand, thirty (30) respondents which constitutes 42.9% of the total respondents replied that internet reduces purchase of books or guides from market by students very much.

Seven (7) respondents make 10% of the total respondents, were responded negatively that use of internet did not reduce student use of library. 30 respondents, who constitute 42.9% of the total respondents, replied that use of internet reduces student use of library from getting books up to some extent. On other hand thirty-three (33) of the respondents who make 47.1% of the total respondents, responded positively that internet reduced student's use of library from getting books very much.

Nine (9) respondents constitute 12.9% of the total respondents, expressed negatively that they are not using internet for watching educational videos, documentaries or lectures. Sixty-one (61) respondents which represent 87.1% of the total respondents replied positively that they are using internet for watching educational videos, documentaries or lectures.

Nine (9) respondents, make 12.9% of the total respondents replied that they are not using internet for viewing academic news e.g. exam date, date-sheets, results etc. 61 respondents, who make 87.1% of the total respondents, expressed that they are using internet for viewing academic news e.g. exam date, date-sheets, results etc.

One (1) respondent makes 1.4% of the total respondents stated that internet is not a good source of providing latest scientific information. Sixty-nine 69 respondents, who represent 98.6% of the total respondents, articulate positively that internet is a good source of providing latest scientific information.

Four (4) respondents constitute 5.7% of the total respondents, reported negatively that they do not use internet for recreational purposes. Thirty (30) respondents which make 42.9% of the total remarked that they use internet for recreational purposes sometimes. On other hand 36 of the respondents, which make 51.4% of the total respondents stated that yes, they use internet for recreational purposes.

Two (2) respondents making 2.9% of the total respondents, stated that internet do not help students to interact with one another for academic discussions. Forty-eight (48) respondents who become to be 68.6% of the total, replied that internet help students to interact with one another for academic discussions. Twenty (20) respondents who make 28.6% of the total respondents, remarked positively that internet helps students to interact with one another for academic discussions to little extant.

Six (6) respondents constitute 8.6% of the total respondents, responded that student do not use internet to view illicit stuff. Thirty (30) respondents who make 42.9% of the total respondents expressed positively that student use internet to view illicit stuff. While Thirty-four (34) respondents who become to be 48.6% of the total respondents, remarked that student use internet to view illicit stuff up to some extent.

Three (3) respondents, making 4.3% of the total respondents remarked that students misusing internet (e.g. using internet till late night or for long hours, etc.) cannot affects mental health of student adversely forty-five (45) respondents who constitute 64.3% of the total respondents stated that students misusing internet (e.g. using internet till late night or for long hours, etc.) affects mental health of student adversely. while twenty-two (22) respondents, who make 31.4% of the total respondents replied that students misusing internet (e.g. using internet till late night or for long hours, etc.) affects mental health of student adversely up to some extent.

Nine (9) respondents making 12.9% of the total respondents replied that internet is not a distraction from studies for most of the students. Thirty-two (32) respondents which constitute 45.7% of the total respondents expressed that yes internet is a distraction from studies for most of the students. While 29 respondents which become to be 41.4% of the total respondents remarked that internet is a distraction from studies for most of the students up to some extent.

Seven (7) respondents constitute 10% of the total respondents stated that internet use is not the cause of moral degradation of students. 41 respondents which make 58.6% of the total respondents replied that internet use is somehow cause of moral degradation of students. On other hand twenty-two (22) respondents who become to be 31.4% of the total expressed positively that internet use is the cause of moral degradation of students.

Fifty-two (52) respondents constitute 74.3% of the total respondents, remarked positively that higher use of internet affect the eye sight of students. 18 respondents, who become to be 25.7% of the total respondents, expressed that higher use of internet affect the eye sight of students up to some extent.

Seven (7) respondents, making 10% of the total respondents reported that internet use does not affect the family relation of students. 39 respondents, who constitute 25.7% of the total respondents expressed that internet use somehow affect the family relation of students. While twenty-four (24) respondents, who become to be 34.3% of the total respondents, responded that internet use affects the family relation of students.

Fifteen (15) respondents, making 21.4% of the total respondents expressed negatively that internet use does not reduced the frequency of student teacher contact. Thirty-two (32) respondents who constitute 45.7% of the total respondents responded that internet use somehow reduced the frequency of student teacher contact. While twenty-three (23) respondents who become to be 32.9% of the total respondents remarked that internet use reduced the frequency of student teacher contact. Two (2) respondents, constitute 2.9% of the total respondents stated that using internet did not reduce creativity power of a student. Thirty (30) respondents who make 42.9% of the total respondents expressed that using internet reduces creativity power of a student. While thirty (38) respondents which become to be 54.3% of the total respondents replied that using internet reduces creativity power of a student up to some extent.

1.6. CONCLUSION

It has been concluded from the above study, that most of the people in selected area have positive attitude towards internet use, but at the same time some of the respondents disclosed negative attitude. The study further explored that use of internet is helpful for their

educational nourishment. We should bring change in our mind in the matter of internet use and provide much more opportunity to students to use internet and make progress in education to attain educational success. According to survey we assume that one of the biggest causes of internet use for students is to search for their educational stuff on internet.

1.7. RECOMMENDATIONS

1. Internet services should be made more users' friendly and virus free for students
2. Gathering information on internet saves time and gives comparative sources
3. The number of computer with internet connection needs to be increased in Library and computer Lab and internet searching must be available free of charge.
4. Print out facilities should be provided with nominal charge for students, Research scholar at computer center, computer Labs.
5. Universities and librarians may take initiatives to prepare a list of subject websites that are useful for the students and researchers.
6. Internet should be accessible at more places and with fast speeds.
7. There should be stricter cyber laws to prevent backing virus etc.

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