

Impact of Internet Addiction on Study Habits among Undergraduate Students in North 24 PGNS District

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Abstract: Study habit is something that is done on a regular, scheduled and planned basis. Spending a lot of time on internet for non-academic purpose, video games, and social media is called internet addiction. Nowadays internet addiction has a major impact on students study habits. Especially the adults (18 - 35) are most active on the internet. The number of internet users are increased rapidly in urban and rural areas also. The objective of the research was to know the level of internet addiction and to find out the relationship between the internet addiction & study habits of undergraduate students in north 24 pdns. district. The descriptive survey method was used to collect the data. The study habit scale was developed to gain information about study habit among undergraduate students. The Internet Addiction Test (IAT) which developed by Dr. Kimberly S. Young was used. A sample of 380 undergraduate students was taken to conduct the study. The findings revealed that the undergraduate students of north 24 pdns. district have poor study habits and there is a positive correlation between the internet addiction & study habit of undergraduate students in north 24 pgs district.

Keywords: Study habits, Internet, Addiction, Undergraduate Students

1. Introduction

Internet has both sides, positive & negative. Uses of internet in good purpose like gathering knowledge, academic purpose, communication is called positive use. Internet addiction has major impact on students, especially on collage going students. 66.2% of the world's population were internet users at present. While earlier student had to wait for everything but now very quickly students are able to communicate through internet. Because of this they make many wrong decisions. Due to internet addiction children are facing various problems like stress, anxiety, psychological problems, lack of concentrate, sleep ruin. Children are excessively addicted to video games. Students have to control over his/ her internet activity if it starts affecting their studies.

The term 'habit' is defined separately. Habit is something that is done on a scheduled, regular and planned basis that is not released second place or optional place in someone's life. Study is very necessary for education and basic for school life. The word "habit" comes from the Latin noun "Habitus" verb "Hebere" nave. The use of the word 'habit' in the technical language of psychology refers to a person's 'acting or tendency'. Automated methods, especially when these are acquired through practice or experience. Many students have poor academic results for a variety of reasons, despite not having low intellectual ability. One of the reasons is study habit, which is often poor academic performance even among naturally bright students. So the study habit is the behaviour of a person related to the study, which is judged from students study habits. Study habits reveal the personality of the student. The learning character of the student is characterized by students study habits. The practice of study serves as the vehicle of learning. Each student's success or failure depends on students own study habits. Some students fail to achieve as much as they study. Others achieve more success by studying less. The success of each student must depend on the

skill, intelligence and student effort. No doubt, regular study habits make them their own rewards in the sense of achieving success. (Crow & Crow, 2007). For Nagaraju (2014), Verma (2016) argued that the term study could be assumed as a way for a person to gain knowledge that a habit was something that was done on a scheduled, regular, planned basis and that it was done in a second retirement is not a place - a place in the life of a place. Moghadam and Cheraghian (2008) Good study habits lead to good academic performance but bad and defective study habits result to poor academic performance.

2. Rationale of the Study

Internet addiction has become a concerning topic nowadays. Many people are getting addicted to the internet due to the availability of fast speeds. The relationship between internet addiction and study habit has been investigated in various studies. Internet addiction has a major impact on students' academic performance as well as their physical and mental health. The cause of internet addiction students are not able to concentrate on their studies, as a result they failing exams and spending a lot of time on the internet makes they sleep ruin, lack of memory. The number of internet users are increasing rapidly especially the adults (18 - 35) are most active on the internet.

3. Review of Related Literature

Lawrence, A. S. A. (2014). Studied "Relationship Between Study Habits and Academic Achievement of Higher Secondary School Students". The objective of this study was to find a significant relationship between high school students' study habits and academic achievement with reference to background variables. Providing background variable training to high school students. The researcher followed a descriptive survey method. Which discussed that study data was collected from 300 students in 13 high schools.

The simple random sampling technique was used. The researcher used Study Habits Inventory by V. G. Anantha (2004) and quarterly achievement test questions. Each pairing group was calculated using standard deviation, 't' test, ANOVA and Pearson's Co-efficient Correlation. The searches from the analyzed data were placed and tabulated. The investigator found that there was no significant difference here high School students are involved in study habits and academic achievement. Finally, the explanation is given on the basis of the investigator's investigation.

Kaur, G., Bakliwal, M. (2022). Studied "Internet Addiction And study Habits of Science Students". The objective of this study was to know the extent of internet addiction, level of study habits and to find out the relationship between the internet addiction and study habits of Science students studying in class - XI in different CBSE schools of Bhopal. The researcher followed a descriptive survey method. Which discussed that sample of 200 students in class XI of CBSE (Central Board of Secondary Education) was selected from different schools in Bhopal. The study habits inventory developed by M. Mukhopadhyay and D. N. Sansanwal (2005). Researcher has shown that the Science students have poor study habits and there is a negative relationship between the internet addiction and study habits of the science students.

Jafari, H., Aghaei, A., Khatony, A. (2019). Studied "Relationship between study Habits and academic achievement in students of medical sciences in Kermanshah - Iran". The objective of this study was to investigate the status of Study habits and its relationship with the academic achievements of Kermanshah - Iran medical science students. The researcher followed a descriptive survey method. Which discussed this cross - sectional study was conducted on 380 medical science students of Kermanshah Medical Sciences University. Samples were randomly assigned to the study. The Palsane and Sharma Study Habit Inventory was a tool used for data collection. The data were analyzed by descriptive and inferential statistics. The average grade point average of students was 15.73 ± 1.5 out of 20 and the mean of total status of study habits position was 45.70 ± 11.36 out of 90. Among the students, 81.3% had moderate study habits. There was a direct and significant relationship between study habits and academic achievement.

Ipem, J. N., Okwara - Kalu, C. E. (2020). Studied "Internet addiction and academic performance of undergraduate students of Alvan of Ikoku Federal College of Education (AIFCE) Owerri". The objective of this study was to investigate the relationship between internet addiction and academic performance of undergraduate students of AIFCE Owerri. The researcher adopted a Correlation research design. Which discussed that the study data was collected from 500 participants purposively selected from six schools in A. I. F. C. E. The purposive sampling technique was used. The researcher adapted Internet Addiction Questionnaire (IAQ) developed by Young (1998) and modified by Pee and Shafeq (2009). Its reliability index was 0.79. And an Educational Psychology Performance Test (EPPT) was used to collect students' results. The data were analyzed by Person's Product Moment Correlation Statistics and t - test. The investigator found that undergraduate students of AIFCE Owerri were occasionally addicted to internet use. The study also revealed

a high positive correlation between internet addiction and academic performance. There was no significant difference in the internet addiction between male and female AIFCE Students.

4. Objectives of the Study

The objectives of the study were as follows:

- O1:** To study the level of internet addiction of undergraduate students in North 24 Pngns. district.
- O2:** To find out the difference in internet addiction of undergraduate students in North 24 Pngns. district with respect to gender.
- O3:** To find out the difference in internet addiction of undergraduate students in North 24 Pngns. district with respect to location.
- O4:** To find out the difference in study habit of undergraduate students in North 24 Pngns. district with respect to gender.
- O5:** To find out the difference in study habit of undergraduate students in North 24 Pngns. district with respect to location.
- O6:** To study the relationship between internet addiction and Study habits of undergraduate students in North 24 Pngns. district.

5. Methodology of the Study

Design of The Study: The present study was conducted through the descriptive survey method and the study was quantitative in nature.

Population: The population for the present study was considered all the undergraduate students of North 24 Pngns. district in West Bengal.

Sample & Sampling Technique: The sample of the present study was conducted on the sample group undergraduate level in semester IV in different stream of North 24 pgs district. A total of 380 samples of undergraduate students were selected through the stratified random sampling technique of which 197 are male and 183 are female & 199 are urban and 181 are rural area students.

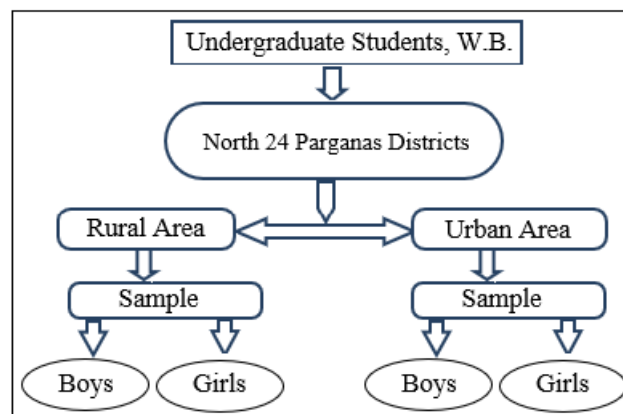


Figure 5.1: Representation of the Sample Design

Tools & Technique: The researcher has decided to construct a scale to measure study habit. The researcher has followed Likert's method of compiled ratings to develop this scale. At first, total 28 items under five dimensions was rough out for the scale. The rough out was presented to three experts in the

field of social science research & finally those items were included in the final tool. Out of these, total Positive items are 25 & Negative items are 3. These negative items are item no 16, 24, and 27. Item no 16 is in dimension study Technique, 24 is in exam writing, and 27 item no is in use of resources. In order to gather valid data from the respondents (U. G. students), a close - ended questionnaire was designed in a three point scale of always, sometimes, never was employed by the researcher. To scoring positive questions, the researcher used 3 point for always, 2 point for sometimes, 1 point for never, as well as for negative questions the researcher used 1 point for always, 2 points for sometimes, 3 points for never. The item was validated by three subject experts. Reliability value of the test was found 0.89 in Chronbach Alpha method. It is highly reliable instrument for measuring the study habits of undergraduate students. To measure the internet addiction of undergraduate students the present researcher has administer the Internet Addiction Test (IAT) developed by Dr. Kimberly S. Young. It consists of 20 items which was designed to measure the internet addiction of undergraduate students. It is also constructed on a six point Likert scale of not applicable, rarely, occasionally, frequently, often, always and 0, 1, 2, 3, 4 & 5 as the ratings respectively.

Hypothesis of the study:

H₀₁: There is no significant difference in Internet Addiction between male and female undergraduate students of North 24 Pgns district.

H₀₂: There is no significant difference in Internet Addiction between rural and urban undergraduate students of North 24 Pgns district.

H₀₃: There is no significant difference in the study habits between male and female undergraduate students of North 24 Pgns district.

H₀₄: There is no significant difference in the study habits between Rural and Urban Undergraduate students of North 24 Pgns district.

H₀₅: There is no significant relation between study habits and Internet Addiction of Undergraduate students in North 24 Pgns district.

6. Data Analysis and Interpretation:

In the present study the researcher had analyzed each objectives through the testing of null hypotheses. The analysis results were given below:

O₁: To study the level of Internet Addiction of Undergraduate Students

Table 6.1: Levels of Internet Addiction and Gender

Gender	No addiction	Possible Addiction	Severe Addiction
Male	31.6% (62)	54.8% (109)	18.6% (37)
Female	20.4% (37)	54.1% (98)	25.4% (46)

Table 6.3: Descriptive & Inferential Statistics on Internet Addiction bases of Location

Scale	Location	N	Mean	S. D.	t - value	df	Sig. (two tailed)
Internet Addiction Scale	Urban	199	59.85	6.865	- 2.053	378	.041*
	Rural	181	61.43	8.090			

(*Significant at 0.05 level of significance)

According to Table 6.1 Internet Addiction Scale, from the target sample group 31.6% (62) of male had no addiction to internet, 54.8% (109) of male had possible addiction, and 18.6% (37) of male had a severe addiction to internet. On the other side, 20.4% (37) of female had no addiction to internet, 54.1% (98) of female had possible addiction, and 25.4% (46) of female had a severe addiction to internet. So from the above analysis it can be said that female students are more addicted than male students on internet among undergraduate students of north 24 Pgns. district.

H₀₁: There is no significant difference in Internet Addiction between male and female undergraduate students of North 24 Pgns district.

To test the null hypothesis (H₀₁) present researcher followed descriptive and inferential statistics through IBM SPSS software, the result was given below:

Table 6.2: Descriptive & Inferential Statistics on Internet Addiction Bases of Gender

Scale	Gender	N	Mean	S. D.	t - value	df	Sig. (two tailed)
Internet Addiction Scale	Male	199	65.54	5.526	.522	378	.602**
	Female	181	65.23	5.885			

(**not significant at 0.05 level of significance)

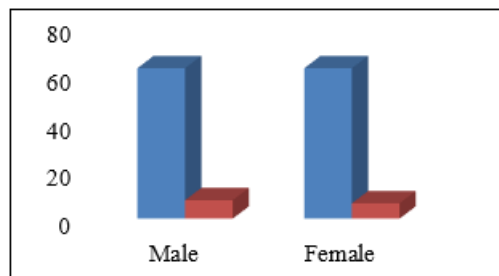


Figure 6.1: Bar Graph on Internet Addiction on the bases of Gender

From the analysis in the table no 6.2 It is seen that internet addiction of undergraduate students between male and female the calculated 't' (³⁷⁸) value is .522 and p -value is .602 (p>0.05). Here the 't' (³⁷⁸) value is not significant at 0.05 level of significance. Therefore null hypothesis (H₀₁) is not rejected. So it can be said that there is no significant difference between the internet addiction of male & female undergraduate students of north 24 Pgns district.

H₀₂: There is no significant difference in Internet Addiction between rural and urban undergraduate students of North 24 Pgns district.

To test the null hypothesis (H₀₂) present researcher followed descriptive and inferential statistics through IBM SPSS software, the result was given below:

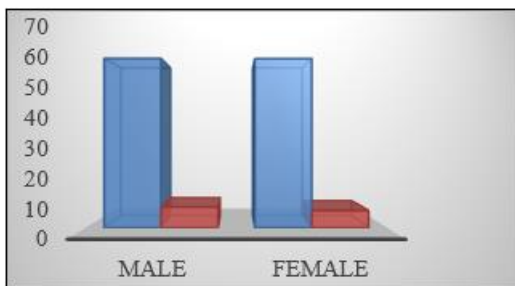


Figure 6.2: Bar Graph on Internet Addiction on the bases of Location

From the analysis in the table no 6.3 It is seen that internet addiction of undergraduate students between urban and rural the calculated 't' (378) value is - 2.053 and p - value is.041 (p<0.05). Hence the 't' (378) value is significant at 0.05 level of significance. Therefore null hypothesis (H02) is rejected. So it can be said that the internet addiction of rural students are significantly different from the urban students at undergraduate level.

H03: There is no significant difference in the study habits between male and female undergraduate students of North 24 Pgn's district.

To test the null hypothesis (H03) present researcher followed descriptive and inferential statistics through IBM SPSS software, the result was given below:

Table 6.4: Descriptive & Inferential Statistics on Study Habit bases of Gender

Scale	Location	N	Mean	S. D.	t-value	df	Sig. (two tailed)
Study Habit Scale	Male	197	62.64	10.799	-2.893	378	.004*
	Female	183	65.43	7.524			

(*Significant at 0.05 level of significance)

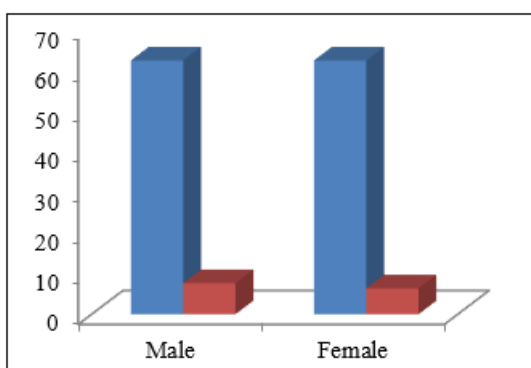


Figure 6.3: Bar Graph on Study Habit on the bases of Gender

From the analysis in the table no 6.4 It is seen that study habits of undergraduate students between male and female the calculated 't' (378) value is - 2.893 and p - value is.004 (p<0.05). Hence the 't' (378) value is significant at 0.05 level of significance. Therefore null hypothesis (H03) is rejected. So it can be said that the study habits of female students are significantly different from the male students at undergraduate level.

H04: There is no significant difference in the study habits between Rural and Urban Undergraduate students of North 24 Pgn's district.

To test the null hypothesis (H04) present researcher followed descriptive and inferential statistics through IBM SPSS software, the result was given below:

Table 6.5: Descriptive & Inferential Statistics on Study Habit bases of Location

Scale	Location	N	Mean	S. D.	t-value	df	Sig. (two tailed)
Study Habit Scale	Urban	197	62.45	7.634	.035	378	.972**
	Rural	183	62.43	6.354			

(**not significant at 0.05 level of significance)

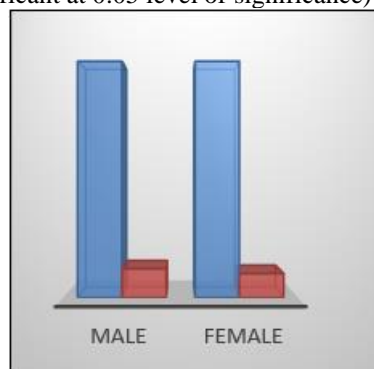


Figure 6.4: Bar Graph on Study Habit on the bases of Location

From the analysis in the table no 6.5 It is seen that study habit of undergraduate students between urban and rural the calculated 't' (378) value is.035 and p - value is.972 (p>0.05). Here the 't' (378) value is not significant at 0.05 level of significance. Therefore null hypothesis (H04) is not rejected. So it can be said that there is no significant difference between the study habit of urban & rural undergraduate students of north 24 pgn's district.

H05: There is no significant relation between Study Habits and Internet Addiction of Undergraduate students in North 24 Pgn's district.

To test the null hypothesis (H05) present researcher followed Pearson Correlation through IBM SPSS Software, the result was given below;

Table 6.6: Correlation between Study Habit and Internet Addiction

Variables	'r'-value	Nature of Correlation	p - value
Study Habit	0.098	Positive & very poor	0.057**
Internet Addiction			

(** Significant at 0.05 level of significance)

The above table 6.6 shows that Study Habit and Internet Addiction are positively correlated which means if study habit increases than the internet addiction may increases. The p - value of study habit and internet addiction is.057 which is equal than the significant value of 0.05 (p = 0.05= 0.05). So the null hypothesis (H05) is rejected. So, from the above analysis it can be said that there is significant relationship

between the study habit and internet addiction of undergraduate students of north 24 pgs district.

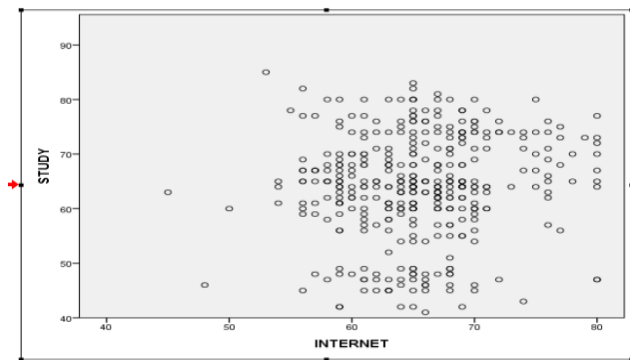


Figure 6.5: Scatter Plot depicting positive and significant linear correlation between study habit and internet addiction.

7. Conclusion

It is clear from the above result that there is a positive relationship between internet addiction & study habit. If the level of internet addiction is high, the study habit will be low. From the above result the target sample group 31.6% (62) of male had no addiction to internet, 54.8% (109) of male had possible addiction, and 18.6% (37) of male had a severe addiction to internet. On the other side, 20.4% (37) of female had no addiction to internet, 54.1% (98) of female had possible addiction, and 25.4% (46) of female had a severe addiction to internet. So from the above analysis it is clear that female students are more addicted than male students on internet. The present study was observed that due to internet addiction students have poor study habits. At present our life is more involved in internet. Due to internet children are getting addicted to different types of online games that's why they are losing interest on study. They are not able to focus on studies, failing exams. As a result of spending lot of time on internet, their study habits are decreasing. The present study was limited to the undergraduate students.

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