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RESEARCH ARTICLE

THE EFFECT OF USING INTERNET ON STUDY HABITS OF SENIOR SECONDARY STUDENTS.

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Abstract

The present 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 by incidental sampling method. Study Habit Inventory (SHI) developed by Mukhopadhyay and Sansanwal was used to collect the data. Mean, S.D. and C.R .test were calculated to analysis the data. The study revealed that internet nonusers have better study habits than internet users in respect to dimension wise, sex wise and stream wise.

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Introduction:-

Study habits are an important part of any student's academic success. Effective study habits are very important part of the learning process. Good study habits are important for all students to project investments of time and money and to achieve educational goals. Nowadays, everyone is affected from internet, android mobiles and new technology. The senior secondary students are belonged to stage of adolescent period, therefore mostly these students are affected soon and they are using internet and giving valuable time to these internet activities, it may affect their study habits and their academic achievement. Researches revealed that the use of internet among school students in India has led to a vast change in their life styles and study habits. It is a general observation that the use of internet can lead to improve student's performance in thinking logically, formation of concepts, problem solving procedure and understanding relationships (Temple and Gavillet, 1990). On the other hand, some researchers and media correspondents and policy analyst argue that use of internet suppresses the capacity of brains to develop imagination (Davis, 1989). Students are happy to be alone. They do not make notes any longer. They believe in cut-paste technology. They make no reference to library materials. This shows that use of internet leads to serious consequences because it may diminish the study habits of children (Wang, 2003).

Numerous researches in the field of computer and internets as well as independent researches in the field of study habits have already been conducted independently over the past several years, some of them are following as: Ngailiankim (1988) conducted a study on the attitude and study habits related to achievement in mathematics of class IX students in Shillong, an investigation into study habits of English and Hindi medium students and their impact on their academic achievement by Jasbir (1999), a research on the correlation between educational demonstration, study habits of secondary students by Singh (2002), a research done by Sharma (2006) on study the relationship between emotional stability and study habits of students, a comparative study of study habits and adjustment of male and female students by Vijay (2007), a comparative study of the study habits of high achieving CBSE and ICSE students in the secondary school examination by Dey (2008), a study on relationship between study habits and

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educational achievement of girls of graduate level by Kushawaha (2008), a study on the relationship between study habits, attitudes and orientation by Gersten and Susan (2009), Phan,(2009) studied on amalgamation of future time orientation, epistemological beliefs, achievement goals and study strategies: empirical evidence established, Ferla (2009) conducted a study on student models of learning and their impact on study strategies, Lazwanti and Paliwal(2012) studied the impact of internet use on study habits of higher secondary students and Sana, and Sana(2013) conducted a study on the effect of using the internet on EFL elementary school. As at international scenario and national scenario in the field of study habits as: the area of effect of using internet on the study habits is infancy period. Therefore the researcher embarked on this research work to study the effect of using internet on especially in relation to the study habits in senior secondary students who use these technological revolutions- computer, internet and who do not.

Objectives of the Study:-

The objectives of the present study are as follows:

1. To determine the study habits of internet user and internet nonuser students of senior secondary class in respect to sex wise.
2. To determine the study habits of internet user and internet nonuser students of senior secondary class in respect to stream wise.
3. To study the effect of using internet on the study habits of senior secondary students.

Hypothesis of the study:-

The hypotheses of the present study are as follows:

1. There is no significant difference in the study habits of internet users and internet non users in respect to sex wise.
2. There is no significant difference in the study habits of internet users and internet non users in respect to stream wise.
3. There is no significant interaction effect of using internet on the study habits of senior secondary students.

Methodology:-

Design of the Study:-

In the present study, descriptive survey method was used.

Sample:-

The purposive sampling method was used for selection of the schools of Alwar district. The sample consists of 140 (male and female) students (70 internet users and 70 internet nonusers) from senior secondary class. Incidental sampling method was used to selection of the students from both stream science and arts of XI and XII class.

Tools & Techniques of Data Collection:-

Study Habit Inventory (SHI) developed by Mukhopadhyay and Sansanwal was used for data collection in the study.

Statistical techniques used:-

Mean, standard deviation and C.R. test were used to analysis the data.

Result and Discussion:-

The data collected is tabulated and the results obtained are presented and discussed in following manner:

Table 1:- Mean, S.D. and C.R. of study habit scores of senior secondary students in respect to sex-wise distribution

| Group | Male | | Female | |
|--------------------|---------------|------------------|---------------|------------------|
| Subgroup | Internet user | Internet nonuser | Internet user | Internet nonuser |
| Mean | 91.61 | 96.45 | 105.33 | 115.65 |
| S.D. | 14.66 | 15.21 | 13.80 | 7.80 |
| C.R. | 1.03 | | 2.50 | |
| Significance Level | <.05 | | .05 | |

The above table shows that the mean values of study habits scores of senior secondary students sex wise indicates that study habits are found better among internet user than internet nonuser in both males and females. In case of

male students, this difference is insignificant at .05 level while for female students this difference is found significant at .05 level. Thus the null hypothesis –“There is no significant difference in study habits of internet users and internet nonusers among male students” is accepted and “There is no significant difference in study habits of internet users and internet nonusers among female students” is rejected.

Table2:- Mean, S.D. and C.R. of study habit scores of senior secondary students in respect to stream-wise

| Group | Science | | Arts | |
|-------------------|---------------|------------------|---------------|------------------|
| Subgroup | Internet User | Internet nonuser | Internet User | Internet nonuser |
| Mean | 110.86 | 115.33 | 92.50 | 102.32 |
| S.D. | 15.93 | 14.98 | 10.84 | 13.81 |
| C.R. | 0.86 | | 2.98 | |
| SignificanceLevel | > .05 | | .01 | |

The table indicates that the obtained C.R. value of internet users and internet nonusers of science stream is found insignificant at .05 level, in other hand C.R. value of internet users and internet nonusers of internet from arts stream is found significant at .01 level. Therefore, the null hypothesis for science stream –“There is no significant effect of stream on study habits of internet users and internet nonusers” is accepted and the null hypothesis for arts stream-“There is no significant effect of stream on study habits of internet users and internet nonusers” is rejected.

Table 3:- Exhibiting Mean, S.D. and C.R. of study habits scores (dimension wise) of senior secondary students

| Group | Internet Users | Internet nonusers | C.R. | Significance Level |
|------------------|-----------------|-------------------|------|--------------------|
| Comprehension | M = 32.15 | 29.35 | 2.62 | .01 |
| | $\sigma = 7.12$ | 6.23 | | |
| Concentration | 13.45 | 18.85 | 7.89 | .01 |
| | 4.12 | 4.74 | | |
| Task-orientation | 15.24 | 12.88 | 4.28 | .01 |
| | 3.42 | 4.29 | | |
| Sets | 12.45 | 13.56 | 2.87 | .01 |
| | 3.87 | 3.63 | | |
| Interaction | 2.75 | 3.22 | 3.59 | .01 |
| | 0.56 | 1.32 | | |
| Drilling | 3.56 | 5.7 | 8.84 | .01 |
| | 1.34 | 1.72 | | |
| Supports | 8.93 | 11.09 | 0.88 | > .05 |
| | 2.23 | 3.34 | | |
| Recording | 3.34 | 6.67 | 8.38 | .01 |
| | 1.46 | 2.58 | | |
| Language | 5.76 | 2.76 | 9.81 | .01 |
| | 2.21 | 0.66 | | |
| Total | 97.63 | 104.08 | 2.14 | .05 |
| | 16.57 | 14.95 | | |

The table no- 3 exhibits that mean difference is found in study habits scores of internet users and internet nonusers. The Statistical calculation indicates that C.R. value is significant at .05 level of significance. It reveals that the mean of study habits scores of internet users and internet nonusers differ significantly. Therefore the result proves that those students who are not using internet have better study habits in comparison of those students who are using internet.

The above table further reveals that there is found differences in the mean of the different dimensions of study habits of internet users and internet nonusers. These differences are found statistically significant in respect to obtained C.R. value is very high at .01 level of confidence excepting one dimension supports aspect. In supports dimension, there is no significant difference between internet users and internet nonusers. Therefore, on the basis of result it can be inferred that internet nonusers are found superior in study habits in respect of comprehension, concentration, task-orientation, sets, interaction, drilling, supports, recording and language dimensions of study habits rather than of internet users. Both group Internet users and internet nonusers have no significant difference in support dimension of

study habits. Thus, the null hypothesis that “There is no significant effect of using internet on the study habits of senior secondary students” is rejected.

Conclusion:-

On the basis of analysis the data, the result is concluded that internet users and internet nonusers differ in study habits from each other on most of the dimensions. They do not have significant difference on some dimensions. Internet user students show moderate levels in respect of their study habits. They also show different levels in different dimensions. Among internet user students, females have better study habits than males because they use internet for only study purpose not for games and chatting. Science students are superior to arts students among internet users. Among internet nonusers, females and male students of science stream are superior to males and art's students respectively.

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