
**THE RELATIONSHIP BETWEEN INTERNET ADDICTION AND
STUDY HABITS OF UNIVERSITY UNDERGRADUATES***Sobhia Bhagbhari Siddiqui**Natasha Memon**Fouzia Siddiqui***ABSTRACT**

The study is aimed at investigating the relationship between internet addiction and study habits of university undergraduates. There were two hypotheses of the study: (1) Internet addiction affects study habits of University undergraduates, (2) There is negative correlation between internet addiction and study habits and attitudes among University undergraduates. Sample of the study comprised 100 University undergraduates. Students of different departments of University of Sindh were taken as a population. Simple random sampling technique was used for data collection the responses are collected by using two questionnaires: (i) Internet Addiction by Young (1996), (ii) Study Habits and Attitude Inventory (SHAI) (Malik & Nagina, 2013), the data is analyzed through statistical tools (SPSS) version 22. The results of the study suggested that internet addiction is significantly correlated with study habits of university undergraduates. The present study also provides a room for future research to be done on a larger scale.

Keywords: Internet Addiction, Study Habits, University Undergraduates

INTRODUCTION

The internet is a worldwide computer system providing a range of information and communication facility. The internet is a broadly recognized as a source for gaining information and sharing information, academic research, amusement, communication and business. With the increase in internet use, its consequences have grabbed much attention in past few years. On one hand it facilitates a modern man and on the other hand, man can become addicted to it. The internet provides an opportunity to students to enhance their learning by exploring the enormous sources of information. Internet is cost effective and rapid way of getting and sharing ideas, knowledge and information. But, with so many pros of internet, there are

inevitable cons too. The internet is phenomenon that covers a wide range of users distinguished by their purpose of use. Some of them use internet for educational and professional purposes but many use it in leisure time without any proper time limit and get captivated or addicted to use it. Internet addiction is defined as “an individual’s failure to control his or her use of the web, which in the long run causes mental, social, school, and/or work difficulty in a person’s life” (Chao & Hsiao, 2000:65).

The internet is considerably more open to individuals now than it was only a couple of years prior. The web furnishes individuals with entertainment, plenty of data, and a break from ordinary life, yet like whatever else, an excessive amount of something to be pleased for can be addictive. Numerous studies have revealed that individuals may use the Internet addictively and that this can bring about dangerous effects on people, academic activities, changing their social conduct, habits and capacities negatively (Young, 1996:899; Kraut *et.al.*, 2002:49; Kubey *et.al.*, 2001:382; & Nalwa & Anand, 2003: 656).

Internet addiction can cause personal, academic, family, professional and financial problems. Academic problems caused by Internet addiction include decline in study habits, significant drop in grades, missing classes, and poor incorporation in extracurricular activities.

Young & Rogers (1998:25) suggested that university students are considered as highly prone to internet addiction. The possible reason could be to get escape from exhausting university schedule, availability of free time and no or less monitoring by parents (Kandell, 1998:237).

From the early development of investigation on Internet addiction, poor academic execution has been connected with this turmoil initially depicted this:

“Despite the fact that the benefits of the Internet make it a perfect inspection instrument, students experienced critical academic issues when they surfed unimportant web locales, occupied with chat room tattle, chitchat with Internet friends through correspondence, and played intuitive amusements at the expense of beneficial action. Students experienced issues finishing homework assignments, examining or persuading enough rest to be caution for class the following morning

because of such Internet abuse. Generally, they were not able control their Internet use, which in the long run brought about poor grades, scholarly probation, and even removal from the college” (Youthful, 1998:241).

Numerous studies from Asia showed once more the negative impact of inordinate Web use on academic performance led an online review on 49,609 understudies from 156 colleges in Taiwan. They characterized overwhelming Internet users as the individuals who utilized the Internet more than 33.9 hours for each week and those under this edge as non-overwhelming users. Contrasts in academic evaluations and learning fulfillment between overwhelming and non-substantial Internet users were factually noteworthy. Non-substantial users would do well to grades and more prominent learning fulfillment than substantial users. Despite the fact that the authors did not study internet addiction as such, the information proposed that student who invest a lot of energy on the web, experience academic and learning challenges. A later study by Huang *et.al.*, (2009:490) on a specimen of 4,400 undergrads from China examined internet addiction, measured by YDTIA, and inspected whether poor academic accomplishment is a danger variable of internet addiction. Numerous logistic relapse demonstrated that poor academic accomplishment was a huge risk factor of internet addiction (OR=1.54, $p<0.001$). The two elements of internet addiction that cause poor academic participation, are the maladaptive insights identified with Internet addiction (nervousness, distress, low self-esteem), and in addition the physical component of time loss.

Some studies have reported gender differences in web usage. Weiser (2000:167) reported striking gender difference in web usage. He reported that males have a tendency to be more acquainted with the computers and web when contrasted with females. Same gender differences were expressed in the writing concerning internet addiction. Scherer (1997:665) recommended that addicted web users incorporated an extensive extent of men when contrasted with ladies. Comparable results were accounted for by Morahan-Martin & Schumacher (2000) that males will probably be anxious web users than females. Keeping these discoveries in perspective, it was theorized that male understudies would be connected with addicted internet use when contrasted with females.

Akhter (2013:1793) uncovered, that male understudies are highly addicted to internet than females. Notwithstanding, Usman *et.al.*, (2014) demonstrated that there were no gender contrasts in internet addiction. It is analyzed that young boys have more chances to get to the Internet and utilize the Internet for amusement and Web page creation than young ladies do, with no other contrasts in other actions.

Study habit is can be characterized as a devoted, planned and un-interrupted time to apply one's self to the assignment of learning (Ekeke, Telu & Oputu, 2013).

Study habits have likewise been connected with academic accomplishment, autonomously of learning propensity. Given a comparable educational strategies, students with better techniques and better habits tend to indicate higher academic achievement. Indeed, even students with low academic aptitudes, yet with great study habits, might get preferred results over those with higher aptitudes (Weigel & Weigel, 1967:78-80; Wikoff and Kafka, 1981:162; Matt, Pechersky, & Cervantes, 1991:84; On, T.K. & Watkins, 1994:231).

Both exploration and educational knowledge have shown that students with great study habits generally show more social practices, higher obligation and social group coordination, and less irresponsibility.

Young (1996) explained internet addiction as an urge control disorder that does not utilize any stimulating drug and is alike pathological risk. There are individuals who use internet without being affected with negative consequences of internet such as: change in sleep patterns, a demand of privacy, personality changes, etc. can benefit from it. Internet use can be healthy or problematic. "Healthy internet use" is the use of the internet for an important purpose in a sensible amount of time without mental or physical discomfort. Problematic internet use is unnecessary time spent on the internet to an degree that might have negative consequence on the user's mental and physical health; social, academic, professional, and marital relationships, and other areas of life (Young, 1997).

Internet addiction is described as an individual's helplessness to manage his or her use of the internet, which ultimately causes mental, social, academic and/or professional problems in a person's life (Davis, 2001; Young & Rogers, 1998:237). Study habits refer to planned, focused and unperturbed time utilized for the task of

learning. The difference between internet addiction and study habits can be observed as internet addiction involves excessive amount of time spent on internet whereas study habit requires a scheduled time spent on learning activity. If internet addiction increases, the study habit will decrease and if internet addiction decreases, the study habit will increase. The present explores the extent to which internet addiction affects the study habits of university undergraduates.

The present study aims at investigating the extent to which internet addiction affects study habits and attitude of university undergraduates. This research hypothesized that the greater the internet addiction, the lower the study habits. In other words, internet addiction is negatively correlated to study habits and attitude of university undergraduates. Students from three departments were taken as a population and their responses were collected using two questionnaires: (i) Internet addiction by Young (1996) (ii) Study Habits and Attitude Inventory (SHAI) by Muniza Malik. Present research also discovered that there is gender difference been observed when it came to investigate Internet Addiction and study habits of university undergraduates.

RESEARCH METHODOLOGY

Present study is a correlation research, conducted with the help of survey method through questionnaires. Simple random sampling technique was used for data collection.

RESEARCH OBJECTIVES

Following were the objectives of present study:

- To measure the extent to which internet addiction affects study habits of University undergraduate students.
- To ascertain the relationship between internet addiction and study habits among University Undergraduates.

HYPOTHESES

- * Internet addiction affects study habits of university undergraduates.
- * There is negative correlation between internet addiction and study habits of university undergraduates.

PARTICIPANTS

The sample of the present study comprised 100 undergraduate university students. Sample was divided into two groups, i.e., 50 female undergraduate University students, and 50 male undergraduate University students. The age range of the students was between 18 to 24 years. The mean age of the sample was 21.48 years ($SD=1.939$). Subjects of the study were approached from ten departments of Sindh University Jamshoro, namely Economics, Mass Communication, Sociology, Social Work, Pakistan Studies, Psychology, Anthropology, Gender Studies, Political Science, and Islamic Culture. Ten subjects from each department five female subjects and five male subjects.

MEASURES

According to the nature of the study, two valid and reliable scales were selected for the measurement of the variables, named Young's Internet addiction questionnaire (1998), and Study habits and attitude Inventory (Malik, 2013).

PERSONAL INFORMATION QUESTIONNAIRE

It was about the personal information or demographic variables of the subjects, including name, socio economic status, Family system, (nuclear or traditional family system), area from subject belongs (Rural or Urban).

Young's Internet Addiction Test: Young's Internet addiction Test comprised 20 questions. It measures three categories to identify mild, moderate, and severe addiction. It scored on 5 point rating scale ranging from strongly agree to strongly disagree. The range of scores is from 20 to 100. The problematic scores ranges between 50 to 79, whereas 49 score is considered to be normal, and severe addiction is denoted with the scores ranged from 80 to 100. Cronbach alpha coefficient of the test is 0.91 (Musai, M., Darkesh, M., 2014:2226).

Study Habits and Attitude Inventory: Malik & Nagina, 2013 study Habits and Attitude Inventory was developed in Urdu language, and it consists of 73 items and it has eight subscales, naming, (i) Study Habits and Attitudes, (ii) Attitude towards teachers, (iii) Attitude towards class, (iv) Examination, (v) Social activities, (vi) Family environment, (vii) Time management, (viii) Concentration. It is a five point likert like scale, which scores responses from almost

always to almost never. Almost always scored= 5, and almost never scored =1. To avoid the response set biased some items have reverse scoring. The maximum score on the inventory represents positive study habits and fewer score reflects poor study habits and attitudes. Cronbach alpha reliability of the inventory is 0.86. Only the sub scale of study habits and attitudes was selected comprising of 10 items related to the variable of study habits was selected for present study.

PROCEDURE

After taking the permission from consent authority and the willingness of the participants, the data was collected from ten departments of Sindh University Jamshoro. For data collection simple random sampling technique was used. Before the administration of questionnaires, researcher develops the rapport between her and the student. After the development of rapport subjects were informed about the purpose of data collection, and a brief introduction about the research. It takes 10 minutes for the administration of Personal information Questionnaire, 30 minutes for Young's Internet Addiction Test, and 50 minutes to administer Study Habits and Attitude Inventory. Total it takes 1 and half an hour to apply all three scales on subjects.

TABLE-1
MEAN AND STANDARD DEVIATION OF THE SCORES OF THE PARTICIPANTS ON INTERNET ADDICTION, AND STUDY HABITS AND ATTITUDE INVENTORY

Variables	M	SD
Internet Addiction Test	42.81	13.28
Study Habits and Attitude Inventory	33.25	4.360

TABLE-2
CO-RELATION COEFFICIENT OF THE SCORES OF THE PARTICIPANTS ON INTERNET ADDICTION TEST, AND STUDY HABITS AND ATTITUDES INVENTORY

Variables	R
Internet Addiction Test	
Study Habits and Attitude Inventory	-.221

RESULTS

The value of correlation coefficient is indicating a negative relationship (-0.221) of the study habits scores with the internet addiction. It means that internet addiction has negative impact on the study habits of the students. The study habits get deteriorated due to the excessive time spending on internet surfing which disturbs the time table of study or time to learn the academic material. It also affects the concentration and attention abilities of the students. They remain unable to focus on academic tasks thus remain unsuccessful in completing their related tasks and assignments on time.

DISCUSSION

The study was conducted to explore the relationship of internet addiction and study habits of University undergraduates. Results of the present study confirmed the hypotheses, 1. Internet addiction effects study habits of undergraduates. University undergraduates received higher scores on internet addiction ($M= 42.81$) as compared to their scores on study habits and attitudes ($M= 33.25$).

Previous studies also support the findings of the present study. Chris, L. A. (2015: 55) conducted a study, entitled as Influence of social media on study habits of undergraduate students in Kenyan Universities revealed the results that excessive use of internet as a social media puts negative effect on the study behavior, and academic progress of University undergraduates. Another study done by Yalin Kilic Türel, Y, K & Muhammet Toraman, M (2015) on the same area entitled, "The Relationship between Internet Addiction and Academic Success of Secondary School Students" also results that academic success of students was negatively affected by internet addiction.

Hypothesis of the study states that, there is negative correlation between internet addiction and study habits of University undergraduates, is also confirmed, correlation coefficient of the scores of university undergraduates on internet addiction and study habits and attitude inventory is ($r=-0.221$) showing negative correlation between both variables. Result of the study is also consistent with the previous study carried out by (Akhter, N., 2013) on Relationship between internet addiction and Academic performance among University Undergraduates results of the study explored that, the habit of internet addiction was significantly negatively correlated with academic performance of University Undergraduates.

RECOMMENDATIONS/SUGGESTIONS

Present study is limited to University under graduates, it is the suggestion for future researchers to conduct the same study on other

samples, including, Schools and colleague students. Other cofounding variables, e.g., age, socio economic class, and gender difference should be included in future researches to understand the problem on a broader perspective.

CONCLUSION

The positive use of internet for academic purpose and getting new information is highly valuable; it is the unnecessary prolonged use of internet which creates problems in the academic life of university undergraduates. With the help of guidance and counseling of students this social problem can be solved.

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