

Students' Perception about Internet Usage and its Impact on their Academic Performance

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Abstract:

The present study explores students' perception regarding internet usage and its impact on their academic performance at elementary level in district Peshawar, KP. The study was quantitative in nature. The population includes both (male and female) elementary schools of district Peshawar, KP. Purposive sampling technique was used. The data was collected from (141) students through close-ended questionnaire based on five point Likert's scale. The collected data was tabulated and analyzed by using MS word, SPSS software and Chi-square. The major conclusions show that both male and female students were having same views about using internet and agree that using internet makes their study more convenient, useful and improve their learning skills. It helps in improving their grades. The study concludes that while using internet, the students are also facing some problems such as shortage of power, affects eyesight and critical thinking and pain in shoulders etc. Some recommendations made by the study were that proper training and guidance may be provided to students for using internet.

Keywords: Internet, students, and academic performance.

Introduction:

Internet has a large network created out of various interconnected networks that guide an entire array of services like electronic, document transfer, information about admissions and many others.¹ Now it has become an important part of

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human lives throughout the world. It is a source of communication with different people sitting at home, collecting relevant data and improving academic achievement of students.²

A wide section of net users within the world has inflated number of consummate persons to just about 48% between 2000 and 2011. It was expected that approximately 93 billion people would be using internet by 2011.³ The internet is a new channel for pedantic sources, and consists of different services which the users modify according to their purposes and targets.⁴

Students' utilize internet for searching relevant academic material and especially for the completion of their dissertations.⁵ Internet plays a vital role in different fields such as publications, citations, resource centers, research, sharing information and facts among stakeholders especially in the field of education.⁶ Consequently, different faculties also use it in order to prepare their lectures and presentations.⁷ It was determined that the staff of the University of Northern Rhodesia utilized internet excessively. Their motivational level for using internet is 82%.⁸

Only 10% of the university students do not use the web, 40.2% of research scholars apply it on daily basis.⁹ Even in language study internet plays a vital role.¹⁰ For maintaining administrative and management records, the schools also utilizes different programs from internet in order to store the required data.¹¹

Students who become addict to internet feel sleepy and tired during their classes and are not able to pay due attention to their studies. It also affects their behavior and social dealing with parents, teachers and friends.¹²

The excessively use of internet has also negative impact on students' performance. Face book customers reported a decrease in GPA, and spend less hours for reading. Some of the Face book customers also transpired that Face book activities distract them from their instructional endeavors.¹³ Another damaging impact of the internet is the usage of it at the same time as engaged in reading or doing homework. These behaviors also have an effect on the learning experience of students.¹⁴ Internet negatively affects social conduct and sleep patterns of students.¹⁵

Moreover, college students used net purposefully to get assistance, enhance their reading and writing skills and for better educational achievement. They use different websites frequently, which help them to solve their difficulties during academic sessions. With the help of internet, knowledge is also gained for sports, publishing and some other related programmes.¹⁶

The findings of the research, conducted in China, showed that students use internet for enjoyment. The study reported that students spent 59% of their time on internet for watching on line videos, 30% scored that they used internet to watch their favorite songs and movies. While 24% on face books, 39% on social media, 05% preferred to use it for accumulating data i.e. 50% looking for news, and 12% for commercial use i.e shopping or replacing gadgets.¹⁷ Internet acts as a helping tool and boost school students for enjoyment and academic purpose.¹⁸

The Internet has a negative effect on students' performance. However, very little stress has been placed on investigation though it has bearing on educational performance.¹⁹ The student used to choose different browses according to their needs and requirement.²⁰

A study conducted, involving 2,277 respondents aged 18 years old, in the United States reported that 92% on line adults agreed that they utilized internet for their research work.²¹ Excessive use of web negatively affects the daily routine of students as well as their academic achievement.²²

The net is helpful to college students in academic and non-academic activities that boost their talents, get pleasure, increase their knowledge, improve their presentation skills, productivity and study skills.²³ The research reported that 82% of postgraduate college students utilized internet services in the cyber café and library internet centers for different purposes.²⁴

The time spent using email and surfing on-line with the aid of undergraduates extended drastically between 1996 and 2001.²⁵ Internet has both aspects i.e positive and negative effect on undergraduates' academics. Dysphonic symptoms has been linked to some types of internet use such as shopping, playing games, or doing research, email, messages and different websites. Students who excessively use the internet for social networking have additionally mentioned negative effect on their instructional performance.²⁶ Facebook users cited that excessive use of internet has affected their relationships, study habits and health.²⁷ Another damaging impact of the internet reported by students is the usage of it at the time of reading or doing homework. These behaviors have an effect on the learning experiences of students.²⁸ Using internets also affects the physical health of users.²⁹

Internet is beneficial for preparing lectures for class.³⁰ Many researchers have investigated an impact of internet on students. They found that students share instructional information to their educational community through internet.³¹ Internet also acts as a media for social interplay and enjoyment. By using internet, the students and teachers are able to interact with others. Online games, songs, movies, and films are the distinctive methods of amusement via the internet. Reports showed that 91% of grownup internet customers use email, 38% uses instantaneous messaging and 35% makes use of social network website for communication with each other.³²

Researchers have evaluated the effect of internet utilization on university college students' academic performance. A huge majority of people agreed that the use of internet improves their grades and academic performance.³³ Using suitable search phrase; one could effortlessly download the information from over 50 million websites. Students' GPA were improved by using internet in University of Botswana. Those students attained direction-related information for communication and for the completion of given assignments but it requires a lot of training and control on part of students.³⁴

There are many advantages of using internet but now-a-days researchers are more concerned about the negative aspects and failures in educational field due to internet.³⁵ It was observed that internet has a negative impact on academic performance of students at college level because the students are not mature enough to restrain themselves from using internet during their studies.³⁶ Too much use of internet can lead to impaired functioning and compromising grades or responsibilities. The current study reported that 50% students are identified by concerned authorities for low performance in education due to excessive use of net.³⁷ Majority of the students are spending 85% of their time on internet which affects their mental and physical health.³⁸

It is believed that the most important role of the internet has to improve the academic grades of students and unfortunately, limited studies have explored this aspect. Therefore, the researcher found this topic more important and useful and decided to conduct a study on this topic.

1.2 Objective of the Study:

- To analyze students' perception towards the use of internet at elementary level in district Peshawar.
- To determine the role of internet in improving academic performance of students at elementary level in district Peshawar.
- To identify the problems faced by students while using internet at elementary level.
- To ascertain students' perception regarding ease of using internet at elementary level in district Peshawar.

1.3 Research Hypotheses:

H₁: There is no significant relationship between students' perception for using computer and academic performance of students at elementary level.

H₂: There is no significant relationship between internet and academic performance of students' at elementary level.

H₃: There is no significant relationship between problems faced by students while using internet and academic performance.

H₄: There is no significant relationship between the ease of using internet and academic performance at elementary level.

Methodology:

The study used quantitative approach. The data was collected through close-ended questionnaire based on five point Likert's scale containing 30 statements in order to collect the views of students about the use of internet and its impact on their academic performance. Quantitative data was tabulated through MS Word, SPSS software and statistical test i.e chi-square. The

population of the study included all schools of Peshawar district. The sample comprised of 150 students taken from 15 schools (10 students from each school) at elementary level. Purposive sampling technique was utilized in the study. Questionnaire was given to 150 students but out of 150 students only 141 handed over the questionnaires.

Results and Discussion:

Table-1

Objective-1

- To analyze students' perception towards the usage of internet at elementary level in district Peshawar.

Hypothesis-1

H₀: There is no significant relationship between students' perception towards the usage of internet and its effectiveness as a helping tool for them during academic performance at elementary level.

Items	SA	A	UD	DA	SDA	Chi-Square	d. f	P-value
Use internet for the completion of different tasks assigns by teachers	39 (27.7%)	44 (31.2%)	16 (11.3%)	30 (21.3%)	12 8.5	31.93	4	.000
Improves critical thinking	50 35.5	59 41.8	7 5.0	16 11.3	9 6.4	88.55	4	.000
Computer is useful for reading lecture's notes online	29 20.6	67 47.5	18 12.8	17 12.1	10 7.1	81.12	4	.000
Helps in improving different concepts through different videos	24 17.0	54 38.3	22 15.6	30 21.3	11 7.8	37.60	4	.000
Highly motivates the students for taking advance courses	42 29.8	61 43.3	17 12.1	8 5.7	13 9.2	75.17	4	.000
Makes learning fun and interesting	29 20.6	63 44.7	18 12.8	18 12.8	13 9.2	101.32	5	.000
Ensures the effectiveness in terms of covering up the missed lectures	26 18.4	82 58.2	18 12.8	10 7.1	5 3.5	147.33	4	.000

1. Item 1 indicates that 83(58.9%) of the respondents agreed to the statement whereas 42(29.8%) of the respondents disagreed while 16(11.3%) of the respondents remained undecided. The result of the test was significant at 0.05 level, $\chi^2(3, N = 141) = 0.000$. The calculated $\chi^2 = 0.000$ was less than 0.05 for 4 degrees of freedom, failed to reject H_0 .
2. Item 2 indicates that 109(77.3%) of the respondents agreed to the statement whereas 25(17.7%) of the respondents disagreed and 7(5%) of the respondents were undecided. The results of the test was significant at 0.05 level, $\chi^2(4, N = 141) = 0.000$. The calculated $\chi^2 = 0.000$ was less than 0.05 for 4 degrees of freedom, failed to reject H_0 .
3. Item 3 indicates that 96(68.1%) of the respondents agreed to the statement whereas 27(19.2%) of the respondent disagreed and 18(12.2%) of the respondents remained undecided. The result of the test was significant at 0.05 level, $\chi^2(3, N = 141) = 0.000$. The calculated $\chi^2 = 0.000$ was less than 0.05 for 4 degrees of freedom, failed to reject H_0 .
4. Item 4 indicates that 78(55.39%) of the respondents agreed upon the statement whereas 41(29.1%) of the respondents remained disagreed and 22(15.6%) of the respondents were undecided. The result of the test was significant at 0.05 level, $\chi^2(4, N = 141) = 0.000$. The calculated $\chi^2 = 0.000$ was less than 0.05 for 4 degrees of freedom, failed to reject H_0 .
5. Item 5 indicates that 104(73.1%) of the respondents agreed to it statement whereas 21(14.9%) of the respondents disagreed and 17(21.1%) of the respondents remained undecided. The result of the test was significant at 0.05 level, $\chi^2(4, N = 141) = 0.000$. The calculated $\chi^2 = 0.000$ was less than 0.05 for 4 degrees of freedom, the H_0 accepted.
6. Item 6 indicates that 92(65.3%) of the respondents agreed to the statement , whereas 33(25.6%) of the respondents disagreed and 18(12.8%) of the respondents remained undecided. The result of the test was significant at 0.05 level, $\chi^2(5, N = 141) = 0.000$. The calculated $\chi^2 = 0.000$ was less than 0.05 for 5 degrees of freedom, the H_0 accepted.
7. Item 7 indicates that 108(76.6%) of the respondents agreed to the statement whereas 15(10.6%) of the respondents disagreed while 18(12.8%) of the respondents remained undecided. The result of the test was significant at 0.05 level, $\chi^2(4, N = 141) = 0.000$. The calculated $\chi^2 = 0.000$ was less than 0.05 for 4 degrees of freedom, the H_0 accepted.

Table No.2

Objective- 2

- To determine the role of internet in improving academic performance of students at elementary level in district Peshawar.

Hypothesis 2

H₀: There is no significant relationship between role of internet and academic performance of students' at elementary level.

Responses	SA	A	UD	DA	SDA	Chi-Square	d. f	P-value
Increases productivity in studies and helps to reinforce knowledge	25 (17.7%)	83 (58.9%)	18 (12.8%)	10 (7.1%)	5 (3.5%)	152.33	4	.000
Saves time and efforts for both teachers and students	26 (18.4%)	70 (49.6%)	12 (8.5%)	20 (14.2%)	13 (9.2%)	79.56	4	.000
Internet enhances presentation skills	13 (9.2%)	78 (55.3%)	22 15.6	19 13.5	9 6.4	119.63	4	.000
Improves quality of teaching and learning through all types of media	47 33.3	63 44.7	9 6.4	15 10.6	7 5.0	93.35	4	.000
Online library is useful for self-study	17 12.1	57 40.4	28 19.9	33 23.4	6 4.3	58.14	4	.000
Feel confident in using computer	27 19.1	78 55.3	13 9.2	15 10.6	8 5.7	126.45	4	.000
Gives opportunity to acquire new knowledge	54 38.3	65 46.1	9 6.4	7 5.0	6 4.3	125.85	4	.000
Help in studying new courses relevant to subjects/syllabi	25 17.7	61 43.3	28 19.9	22 15.6	5 3.5	61.93	4	.000

Improve spoken English	16 11.3	80 56.7	18 12.8	16 11.3	11 7.8	43.14	4	.000
Transfer useful material through e-mail to friends & teachers	18 12.8	52 36.9	32 22.7	31 22.0	8 5.7	126.18	4	.000
Feel satisfied while collecting material from net	25 17.7	68 48.2	25 17.7	18 12.8	5 3.5	89.02	4	.000

- Item 1 indicates that 108(76.6%) of the respondents agreed whereas 15(10.6%) of the respondents disagreed and 18(12.8%) of the respondents remained undecided. The result of the test was significant at a 0.05 level, $\chi^2(4, N = 141) = 0.000$. The calculated $\chi^2 = 0.000$ was less than 0.05 for 4 degrees of freedom, the H_0 accepted.
- Item 2 indicates that 96(68%) of the respondents agreed whereas 33(23.4%) of the respondents disagreed and 12(8.5%) of the respondents remained undecided. The result of the test was significant at a 0.05 level, $\chi^2(4, N = 141) = 0.000$. The calculated $\chi^2 = 0.000$ was less than 0.05 for 4 degrees of freedom, the H_0 accepted.
- Item 3 indicates that 91(64.5%) of the respondents agreed whereas 28(19.9%) of the respondents disagreed to the statement while 22(15.6%) of the respondents remained undecided. The results of the test was significant at a 0.05 level, $\chi^2(4, N = 141) = 0.000$. The calculated $\chi^2 = 0.000$ was less than 0.05 for 4 degrees of freedom, the H_0 accepted.
- Item 4 indicates that 110(78%) of the respondents agreed to the statement whereas 22(15.6%) of the respondents disagreed while 9(6.4%) of the respondents remained undecided. The result of the test was significant at a 0.05 level, $\chi^2(4, N = 141) = 0.000$. The calculated $\chi^2 = 0.000$ was less than 0.05 for 4 degrees of freedom, the H_0 accepted.
- Item 5 indicates that 74(52.5%) of the respondents agreed to the whereas 39(27.7%) of the respondents disagreed to the statement and 28(19.9%) of the respondents remained undecided. The result of the test were significant at a 0.05 level, $\chi^2(4, N = 141) = 0.000$. The calculated $\chi^2 = 0.000$ was less than 0.05 for 4 degrees of freedom, the H_0 accepted.
- Items 6 indicates that 105(74.4%) of the respondents whereas 23(16.3%) of the respondents were disagreed while 13(9.2%) of the respondents remained undecided. The result of the test was significant at a 0.05 level, χ^2

- (4, N = 141) = 0.000. The calculated $\chi^2 = 0.000$ was less than 0.05 for 4 degrees of freedom, the *H₀* accepted.
7. Item 7 indicates that 119(84.4%) of the respondents agreed to the statement whereas 13(9.3%) of the respondents were disagreed and 9(6.4%) of the respondents remained undecided. The result of the test was significant at a 0.05 level, χ^2 (4, N = 141) = 0.000. The calculated $\chi^2 = 0.000$ was less than 0.05 for 4 degrees of freedom, the *H₀* accepted.
 8. Item 8 indicates that 86(61%) of the respondents were agreed whereas 27(19.1%) of the respondents were disagreed while 28(19.9%) of the respondents remained undecided. The result of the test was significant at a 0.05 level, χ^2 (4, N = 141) = 0.000. The calculated $\chi^2 = 0.000$ was less than 0.05 for 4 degrees of freedom, the *H₀* accepted.
 9. Item 9 indicates that 70(49.7%) of the respondents were agreed whereas 39(27.7%) of the respondents were disagreed while 32(22.7%) of the respondents remained undecided. The result of the test was significant at a 0.05 level, χ^2 (4, N = 141) = 0.000. The calculated $\chi^2 = 0.000$ was less than 0.05 for 4 degrees of freedom, the *H₀* accepted.
 10. Item 10 indicates that 96(68%) of the respondents were agreed whereas 27(19.1%) of the respondents disagreed and 18(12.8%) of the respondents remained undecided. The result of the test was significant at a 0.05 level, χ^2 (4, N = 141) = 0.000. The calculated $\chi^2 = 0.000$ was less than 0.05 for 4 degrees of freedom, the *H₀* accepted.
 11. Item 11 indicates that 93(65.9%) of the respondents were agreed whereas 23(16.3%) of the respondents disagreed while 25(17.7%) of the respondents remained undecided. The result of the test was significant at a 0.05 level, χ^2 (4, N = 141) = 0.000. The calculated $\chi^2 = 0.000$ was less than 0.05 for 4 degrees of freedom, the *H₀* accepted.

Table No.3

Objective-3

- To identify the problems faced by students while using internet at elementary School level.

Hypothesis-3

H₀: There is no significant relationship between problems faced by students while using internet and academic achievement at elementary School level.

Responses	SA	A	UD	DA	SDA	Chi-Square	d. f	P-value
Need proper guidance for using net	25 17.7	82 58.2	8 5.7	23 16.3	3 2.1	152.47	4	.000
Affects eye-sight	27 19.1	84 59.6	13 9.2	9 6.4	8 5.7	157.60	4	.000
Severe pain in neck and shoulders	35 24.8	60 42.6	18 12.8	20 14.2	8 5.7	64.63	4	.000
Source of isolation from family and friends	20 14.2	41 29.1	19 13.5	42 29.8	19 13.5	25.10	4	.000
Having Backache	25 17.7	78 55.3	22 15.6	11 7.8	5 3.5	129.63	4	.000

- Item 1 indicates that 107(75.9%) of the respondents were agreed to the statement whereas 26(18.4%) of the respondents disagreed where as 25(5.7%) of the respondents remained undecided. The result of the test was significant at a 0.05 level, $\chi^2(4, N = 141) = 0.000$. The calculated $\chi^2 = 0.000$ was less than 0.05 for 4 degrees of freedom, the *H₀* accepted.
- Item 2 indicates that 111(78.7%) of the respondents were agreed whereas 15(12.1%) of the respondents disagreed upon the statement and 13(9.2%) of the respondents were undecided. The results of the test was significant at a 0.05 level, $\chi^2(4, N = 141) = 0.000$. The calculated $\chi^2 = 0.000$ was less than 0.05 for 4 degrees of freedom, the *H₀* accepted.
- Item 3 indicates that 95(67.4%) of the respondents were agreed to the statement whereas 28(19.9%) of the respondents were disagreed to the statement while 18(12.8%) of the respondents remained undecided. The result of the test was significant at a 0.05 level, $\chi^2(4, N = 141) = 0.000$. The calculated $\chi^2 = 0.000$ was less than 0.05 for 4 degrees of freedom, the *H₀* accepted.
- Item 4 indicates that 61(43.3%) of the respondents were agreed whereas 61(43.3%) of the respondent were disagreed to the statement and 19(13.5%) of the respondents were undecided. The result of the test was significant at a 0.05 level, $\chi^2(4, N = 141) = 0.000$. The calculated $\chi^2 = 0.000$ was less than 0.05 for 4 degrees of freedom, the *H₀* accepted.
- Item 5 indicates that 103(73.3%) of the respondents were agreed whereas 16(11.3%) of the respondents were disagreed while 22(15.6%) of the respondents were undecided. The result of the test was significant at a 0.05 level, $\chi^2(4, N = 141) = 0.000$. The calculated $\chi^2 = 0.000$ was less than 0.05 for 4 degrees of freedom, the *H₀* accepted.

Table-4
Objective-4

- To ascertain students' ease of using internet at elementary level in district Peshawar.

Hypothesis-4

Ho: There is no significant relationship between the ease of using internet and academic performance at elementary level.

Responses	SA	A	UD	DA	SD A	Chi- Square	d. f	P- value
It is easy to use different websites for learning innovative ideas	25 17.7	82 58.2	8 5.7	23 16.3	3 2.1	152.47	4	.000
It is easy to learn how to use internet for reading lecture's web notes and doing assignments	27 19.1	84 59.6	13 9.2	9 6.4	8 5.7	157.60	4	.000
Find it easy to read from a printed source such as a book, journals or handout rather than from a computer screen, internet/web pages	35 24.8	60 42.6	18 12.8	20 14.2	8 5.7	64.63	4	.000
Easily find relevant topics	20 14.2	41 29.1	19 13.5	42 29.8	19 13.5	25.10	4	.000
It is easy to become expert in using internet	25 17.7	78 55.3	22 15.6	11 7.8	5 3.5	129.6	4	.000
Provide better platform for productive learning through face-to-face interaction with tutors and other learners	20 14.2	58 41.1	33 23.4	24 17.0	6 4.3	60.98	4	.000
Internet provides very fast service	20 14.2	46 32.6	17 12.1	39 27.7	19 13.5	25.58	4	.000

1. Item 1 indicates that 107(75.9%) of the respondents were agreed to the statement whereas 26(18.4%) of the respondents disagreed where as 25(5.7%) of the respondents remained undecided. The result of the test was significant at a 0.05 level, $\chi^2 (4, N = 141) = 0.000$. The calculated $\chi^2 = 0.000$ was less than 0.05 for 4 degrees of freedom, the *H0* accepted.

2. Item 2 indicates that 111(78.7%) of the respondents were agreed upon the statement whereas 15(12.1%) of the respondents disagreed and 13(9.2%) of the respondents were undecided. The results of the test was significant at a 0.05 level, $\chi^2 (4, N = 141) = 0.000$. The calculated $\chi^2 = 0.000$ was less than 0.05 for 4 degrees of freedom, the H_0 accepted.
3. Item 3 indicates that 95(67.4%) of the respondents were agreed to the statement whereas 28(19.9%) of the respondents were disagreed while 18(12.8%) of the respondents remained undecided. The result of the test was significant at a 0.05 level, $\chi^2 (4, N = 141) = 0.000$. The calculated $\chi^2 = 0.000$ was less than 0.05 for 4 degrees of freedom, the H_0 accepted.
4. Item 4 indicates that 61(43.3%) of the respondents were agreed whereas 61(43.3%) of the respondents were disagreed to the statement and 19(13.5%) of the respondents were undecided. The result of the test was significant at a 0.05 level, $\chi^2 (4, N = 141) = 0.000$. The calculated $\chi^2 = 0.000$ was less than 0.05 for 4 degrees of freedom, the H_0 accepted.
5. Item 5 indicates that 103(73.3%) of the respondents were agreed to the given statement whereas 16(11.3%) of the respondents were disagreed while 22(15.6%) of the respondents were undecided. The result of the test was significant at a 0.05 level, $\chi^2 (4, N = 141) = 0.000$. The calculated $\chi^2 = 0.000$ was less than 0.05 for 4 degrees of freedom, the H_0 accepted.
6. Item 6 indicates that 78(55.3%) of the respondents were agreed whereas 30(21.3%) of the respondents were disagreed while 33(23.4%) of the respondents were undecided. The result of the test was significant at a 0.05 level, $\chi^2 (4, N = 141) = 0.000$. The calculated $\chi^2 = 0.000$ was less than 0.05 for 4 degrees of freedom, the H_0 accepted.
7. Item 7 indicates that 66(48.8%) of the respondent were agreed to the statement whereas 58(41.2%) of the respondents were disagreed and 17(21.1%) of the respondents remained undecided. The result of the test was significant at a 0.05 level, $\chi^2 (4, N = 141) = 0.000$. The calculated $\chi^2 = 0.000$ was less than 0.05 for 4 degrees of freedom, the H_0 accepted.

Conclusion & Recommendations

The study concludes that majority of the students believed that using internet make their work more constructive, polish their potentials and improve their GPA. Therefore, the study rejects the H_0 . It is recommended by the study that proper guidance may be provided to students for using internet in a proper and beneficial way and make them aware about the positive and negative impacts of internet on their overall development.

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