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Internet as Determinant of Study Habits: An Empirical Study

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ABSTRACT

The internet is a key factor for social and educational evolution which has changed the pattern and method of learning and education. Therefore, this study is an attempt to determine the influence of the internet on study habits. The descriptive research method was followed. The sample of the study constitutes 704 secondary students which include 352 students using the internet and 352 students not using the internet. Students were selected randomly from schools of West Tripura District under the Tripura Board of Secondary Education. A standardized scale was used to collect the data. This scale has 40 items which are distributed into eight domains of study habits. Concerning the analysis of the data, z-score, mean along with standard deviation were computed. Furthermore, t-test along with analysis of variance were applied to find out the significant difference. The results indicate that internet usage influences study habits because students using the internet had better academic 'support' but poor on 'interaction' components than students not using the internet. Students who use the internet intending to seek information from the internet for learning activities had better study habits. The teachers who never encourage students to use the internet to search study material possessed the poorest study habits in the correspondence group.

Keywords: Internet, Study Habits, Empirical Study

INTRODUCTION

Good habits are very important to human life because good habits make anyone more efficient and skilled. Habits are accountable to be success or failure in any field. Student's learning and education has also no exemption from the influence of habits which demands the high quality of the study habits. The word 'study habits' consists of two words-study and habits. The word 'study' refers to the process by which a person acquires knowledge and skill whereas the word 'habit' points to those activities which are done by a particular individual on a regular basis. In other words, 'habits' point to a pattern or tendency or set of those activities which are purposefully done by a particular individual to improve or excel the academic achievement. Overall study habits point out those set of activities which are carried out by the learner during the learning process inside or outside the school. Further, there is a great association between study habits and academic achievement. If we look at classroom teaching, a teacher teaches equally well in the classroom to all the students but the academic achievement of all students is not found the same. However, the role of the individual differences cannot be ignored completely but other points that play a great role in strengthening

academic achievement i.e., study habits. A student who has effective study habits builds a strong foundation of academic skills whereas a student who possesses weak study habits builds the weakest foundation in different academic zones because successful students not only possess a positive attitude towards study but also dislike to waste their energy and time. This pattern of the students fosters the kind of habits which help them in excelling their academic achievement. Every student possessed different study habits because every student demonstrated his/her unique way of learning and different pattern of behaviour. Many researchers have already established through their research the relationship between academic achievement and study habits. Hills (2000) reported that “study habits contribute to the academic performance of students”. Further, strong relationships have also been reported by (Adeyemo, 2005; Gbore, 2006) between study habits and academic achievement. Similarly, Dehghani& Soltanalgharaei (2014) mentioned that "Proper study habits and skills entail proficiency as well as high quality of learning". As it is evident that study habits are determining factors for efficient or inefficient methods as investigated by (CH, 2006). Insufficient study habits not only lead to wastage of energy of the learner but also their time as reported by (Hashemian&Hashemian, 2014). Further, Anwar (2013) researched with the prime aim to determine the magnitude of the relationship/association between study habits and academic achievement. He reported that good achievers possessed good study habits as compared to poor achievers. Hence, it is evident from the above findings of the researchers that study habits are a very significant variable in the educational life of students because good study habits not only increase the possibilities to be successful academically but also encourages and motivates them constantly to do better to achieve their educational goals.

Further, many factors are responsible for influencing the development process of study habits. Therefore, in this reference, the influence of technological intervention like the internet on study habits cannot be ignored. Although internet usage provides the facility of additional ‘academic support’ to students but on the contrary, the internet and technology present some challenges to the study habits of the students. Extreme internet usage may create the possibility to harm certain domains of study habits. If we analyse the advantages of internet usage to students, we find a great relation between ‘support’ study habits and the internet. ‘Support’ points to those resources which help students in learning the concepts related to school subjects of a particular class. Further, if we examine the nature of the learning, it is evident that learning has a pyramidal structure in nature whereas 'support' contributes to building the concrete foundation of this pyramidal structure which is very essential for good learning. Let's explain how internet usage contributes to this pyramidal structure. Generally, students get support from libraries, magazines, journals, textbooks, friends, family members at home but those students who are fortunate to have the facility of an internet connection with computer or mobile get additional resources (in form of audio-video, electronic text, e-books, e-module) as ‘academic support’ in addition to traditional resources. Learning anywhere and anytime is possible due to the accessibility of electronic libraries. Quenching the thirst for knowledge and information is possible easily by electronic libraries. Further, the internet grants scope to students to ask their doubts through various tools of the social media or email to teachers even after school time whereas students who don't have the facility of the internet, have to wait for the next day to ask the question to the teachers. It proves that definitely; the internet works as additional support in addition to the traditional support which makes student's learning faster and play a determinant role to bring such students in a more advantageous situation.

In contrast to it, if we analyse the negative side. The internet presents challenges to some domains of study habits. For instance, concentration is a very important study habit to understand and comprehend a particular topic. Parents think that their son or daughter are studying in a conducive and peaceful environment but various tools of the social media available on the internet distract or divert the concentration and presence of the mind of the students from the study topic which is to be learned. Further, it is assumed that the mind generally takes 10 to 15 minutes to make up and concentrate on a

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particular topic but in contrast, frequent ringing of messages on social media distracts the mindset of the student. As a result, students become busy responding to messages. Even, in the early morning time where the mind has its height of concentration, students like to respond to messages which come at night. Under such circumstances, does the main objective of the study be achieved? I think. No! Because social media may emerge as a barrier to peaceful and concentrative study.

Further, it is a well-known fact that the best-designed study plan cannot be successful completely without consistency in the study. Because to create a consistent plan any student requires to set a routine schedule for all subjects, choose a conducive place to study, and feel a sense of accountability and responsibility to follow that plan. Internet addiction creates the barrier to follow in the study schedule consistently and keep busy other than educational activities. Apart from it, let's discuss. How does the internet challenge to 'drilling' study habits also? Due to lack of exercise, the possibility of forgetting anything cannot be ignored. In order to make any content/topic fresh in mind, frequent revision and practice are the essential demand of good study habits. Although drilling is important to all subjects but the significance of drilling increases more in subjects like physics, mathematics, drawing and painting, accountancy, chemistry, and biology. Therefore, good study habits demand continuous repetition and exercise of the learned content until the student gets command over the content. But in contrast, time spent on the internet and social media for chatting with artificial friends is cut down in scheduled time for revision and practice. As a result, gradually the student forgets the learned content which creates a kind of pressure, tension, and examination anxiety in the mind of the student at the time of examination because students have to face unwilling pressure to revise and practice a lot of syllabi which is left to revise due to uncontrolled use of the internet and social media. Overall extreme internet usage not only disturbs time management but also drills study habits. Apart from it, there is a great challenge to physical activities as internet usage also prevents students from involving in physical activities which may hamper the physical fitness of the students. Further, it may also create health issues of Eye Pain and irritation. It is evident from the above deliberations and discourse that the internet has both positive and negative sides to study habits. Let's further, analyze what the review of literature says about internet usage and study habits.

ANALYSIS OF THE LITERATURE

At international level, close analysis of the literature indicates that poor study habits are one of the factors for poor academic achievement as reported by Denga (1982). In the case of gender, Morahan (1999) found in his study that "boys and girls are the same in their study habits". Further, in Fiji, "23% of students watch TV while studying and 46% of students listen the music" as investigated by (Neelami, Deekshaand Sachan, 2015). In Italy, students accepted that "they spend around 7 to 21 hours in a week on the internet, social media, computer, and watching TV" as researched by (Andrea, Emanuela, Paolo, Daniele, Chiara, and Maria, 2015). As far as the concern of study time, "38% of students study mostly in the break before just the examination" as reported by (Neelami, Deekshaand Sachan, 2015). Further, findings also revealed that "continuously watching television is a major cause of the poor performance of students" as reported by (Caldas & Bankston, 1999). In addition to it, "the average use of the internet is approx. 5 hours daily" as investigated by (Yakinci, Gurbuz& Yetis, 2018). Further, "there was a relationship between use of social media and study habits. However, there was no significant difference between study habits of boy and girl students". "Significant influence of social media usage/utilization was also observed on study habits" by (Thomas, Omotoke, & Ademola, 2016). Further, Gok (2016) presented in his findings that "social networking sites negatively affect not only grades and study habits but also the socialization process of students".

The deep analysis of the above studies indicates that there is a variation among the findings at international level. It has the reason that the findings of the studies have been explained by different research methods, size of the sample, concepts, approaches, and study settings. All the studies which were carried out at the international level cannot be adopted directly because the Indian context is

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lacking which decreases the possibility of the generalization of the results in the Indian context where environment and diversity are the most important issues. However, the above studies provide some evidence to understand the various issues which are associated with the study habits of students. Therefore, it makes it difficult to compare the findings of the above study and draw any concrete conclusions about the study habits at international level. However, these issues may be helpful to investigate and design further studies.

In the case of research at national level, I find that "study habits significantly affect the academic achievement of students because those students who had higher study habits possessed high academic achievement" as reported by (Sherafat& Murthy,2006). Similar findings have also been reported by (Freeman& Morss,1993; Laguador, J. M, 2013; Oluwatimilehin&Owoyele, 2012; Andreou, Papastavrou &Merkouris, 2014). Further, based on the class, "no significant difference was found because both secondary and senior secondary students were the same in their study habits" as investigated by (Sherafat & Murthy, 2006). Similar findings have also been reported by (Lawrence, 2014). Further, "no interactional effect of socio-economic status and gender was found on study habits but boy students had better study habits as compared to girl students" reported by (Zebun, 2016). But it has a contradiction with the research findings of Singh (2019) who reported that "female students had possessed better study habits as compared to male students". Further, the research findings of (Zebun, 2016) also have a disagreement with the findings of researchers like Raja and Reddy (2013) who had also examined the influence of television on study habits and found that "girl students have significantly better study habits than boy students. They had also established that students who use the TV more than 2 hours per day possess inferior study habits than students who watch the T.V between 1 to 2 hours". Hence, it is evident that more hours spent on TV is harmful to study habits which indirectly may influence the academic achievement of students.

In addition to these findings, "there is a huge decline of students spending time on self-study. Majority of students spent less than 10 hours weekly for self-study" as reported by (Kumar, 2015). In case of comparison of day and hosteller students, hosteller students had significantly better study habits as compared to day scholars" as findings presented by (Lawrence, 2014). Apart from it, "urban students possessed better study habits than rural students" as investigated by (Singh, 2019). Further, "the majority of students 58% do not like to revise daily" as findings presented by (Kumar, 2015). In the case of students of mothers who are worker and non-workers outside the home, it is evident that "students of non-working mothers possessed good study habits than students of working mothers" as reported by (Singh, 2019). Further, "self-regulated learning was found to influence the internet usage because learners who were self-regulated had high internet usage" as reported by (Meena &Palsamkar, 2015).

Hence, it is evident from the above analysis of the literature that many researchers have examined the case of study habits concerning gender, habitat, and type of students' i.e. day scholars or hostellers. Even, the researchers did their research on the study habits of high and low television viewers but issues associated with internet usage are lacking. In other words, the study habits of internet users and non-user students have not been examined much. Although, Gulati and Bakliwal (n.d) had carried out research to find out the relationship between the internet addiction and the study habits but only one domain of relationship was explored while in this research, study habits of internet users and non-users have been examined based on time, encouragement of the teachers along with student's intention to seek information from the internet for learning activities. Therefore, it has evidence that this research is much more comprehensive than the research conducted by Gulati and Bakliwal (n.d). Hence, this research was carried out to provide empirical evidence whether there is any notable difference in the study habits on the basis of internet usage (who use the internet and who do not use the internet)? It is the major concern of this research.

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JUSTIFICATION OF THE STUDY

There is a direct relation between the study habits and academic achievement because good study habits contribute to the development of academic efficiency and skills whereas the increased prevalence of the internet and technology in the field of learning can be observed. Further, it has been established theoretically from the above deliberations and evidence from the literature although the internet has certain advantages to the students in form of academic 'support'. On contrary, it has also some disadvantages to other domains of study habits like interaction, drill, and note-taking. But it should be tested through the empirical evidence which is lacking. Therefore, this research was carried out to provide empirical evidence about the level of influence of the internet on study habits. This research will provide the answer to three basic research questions about study habits. Is there any deviation in the study habits of students using and not using the internet? What is the role of teachers/instructors/mentors' encouragement to students to use the internet to search the study material? At last, how does the internet influence the study habits of secondary school students using the internet concerning seek information from the internet for learning activities? The finding of this study will be helpful to counselors to provide counseling not only to the students but also parents. Counselors may guide students on how to control their extreme internet usage whereas they may, further, counsel to parents on how to observe the internet usage of students to avoid the negative effects on study habits.

OPERATIONAL DEFINITION OF THE TERMS USED

Students: Students refer to those students studying at (+2 level) in different senior secondary schools under Tripura Board of Secondary Education, Tripura.

Study Habits: Study habits point to concentration, task orientation and sets, comprehension, drilling interaction, writing and recording, and support of secondary students.

OBJECTIVES OF THE STUDY

- 1) To examine the influence of the internet on the study habits of secondary school students using and not-using the internet.
- 2) To investigate the influence of the internet on study habits of secondary school students using the internet concerning teachers/instructors/mentors encourage students to use the internet to search study materials.
- 3) To investigate the influence of the internet on the study habits of secondary school students using the internet concerning seek information from the internet for learning activities.

HYPOTHESES

- 1) There is no significant difference between the study habits of secondary school students using and not-using the internet.
- 2) There is a significant influence of the internet on the study habits of secondary school students using the internet concerning teachers/instructors/mentors encourage students to use the internet to search study materials.
- 3) There is a significant influence of the internet on the study habits of secondary school students using the internet concerning seek information from the internet for learning activities.

RESEARCH DESIGN

Research Method: As per the nature of the research problem, the descriptive research method was applied with a quantitative approach so that precise information and evidence about the current status of influence of the internet usage on study habits of +2 level students can be obtained.

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Population:+2 level students who enrolled themselves in secondary schools of West Tripura District under Tripura Board of Secondary Education constitute the population of this research.

Sampling Technique and Sample Size:In this research overall, 704 secondary students were included from secondary schools of West Tripura district in which 352 students were using the internet and 352 students not using the internet. The selection of the students was done with the help of a simple random sampling technique. Only those students were included in the research who use the internet daily and who never use the internet till the date of the collection of the data.

Description of Tool Used: In order to collect scientific data, a five-point rating scale constructed and standardized by Dr.Lajwanti and Prof.NPS Chandel was used. This scale consists of a total of 40 items which are distributed in eight components of the study habits such as, drilling, concentration, task-orientation and sets, interaction, support, comprehension, and writing and recording. In this scale, item analysis was done to secure the discrimination power of items. Only those items were retained in the final version of the scale which had a significant‘t’ value. It is a highly reliable scale as it has an index of reliability (0.89) which was computed by the “Split-half method”. “Spearman-Brown Prophecy formula” (0.94) was applied to calculate the reliability of the entire scale. Further, the validation of the scale was done with the help of the experts. z-scores were also computed as the standard score to make them meaningful.

Analysis of Data: In order to analyse the data raw scores were converted into z-standard scores so that raw scores may bring on a common standard scale to make comparable. Mean and standard deviation were also computed. Further, t-test along with (ANOVA) were applied to test the null hypothesis.

THE RESULTS

In order to differentiate between the study habits of students using the internet and not using the internet raw scores were converted into the z-standard score. The obtained results have been shown in the Table 1.

Table 1. Showing the level of study habits of secondary students using and not using the internet.

Range of z - scores	Grade	Description	Responses of students using (the internet) in terms of %	Responses of students not using (the internet) in terms of %
+2.01 and above	A	Extremely High	23.01%	20.74%
+1.26 to +2.00	B	High	42.05%	40.90%
+0.51 to +1.25	C	Above Average	24.72%	31.53%
-.50 to +0.50	D	Average	9.66%	6.25%
-0.51 to -1.25	E	Below Average	0.56%%	0.56%
-1.26 to -2.00	F	Low	0%	0%
-2.01 and below	G	Extremely Low	0%	0%

Concerning study habits of secondary students based on using and not using the internet, interestingly, as indicated in table 1, we find that internet usage helps in supporting study habits. As it is evident that 23.01% of students using the internet have extremely high study habits in comparison to 20.74% of students not using the internet. Similarly, in the case of high category study habits groups, the same pattern is noticed. 42.05% of students using the internet possess high study habits in comparison to 40.90% of students not using the internet. But in the above-average study habits group, the opposite trend has been observed whereas 31.53% of students not using the internet have above-

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average study habits in comparison to 24.72% of students using the internet. There is the highest deviation of 6.81% in this category between both groups. Surprisingly, none of the students using and not using the internet has low and extremely low study habits. The central point of study habits falls under high study habits in which 42.05% of students using the internet are more in comparison to 40.90% of students not using the internet.

Table 2. Analysis of study habits of secondary students using and not-using the internet.

Groups	N	Mean	S.D	df	t-value
Students using the internet	352	149.34	16.29	702	0.15
Students not the using internet	352	149.16	15.05		

Regarding study habits of secondary students using and not using the internet, it appears from table 2, that mean and SD values of study habits of secondary students using and not using the internet are (149.34, 149.16) and (16.29, 15.05) respectively. The mean value (149.34) of study habits of students using the internet is not significantly high than the mean value (149.16) of study habits of students not using the internet for df 702 at 0.01 level of significance. Therefore, the null hypothesis, "There is no significant difference between study habits of Secondary students using and not using the internet", is accepted. Hence, it can be concluded that both students using and not using the internet are statistically same in their study habits. Internet usage does not create influential variation in the study habits of students using the internet. Therefore, component-wise analysis of the study habits was done to trace out the specific component which is influenced by internet usage.

Table 3 Dimension-wise analysis of study habits of secondary students using and not using the internet.

Dimensions	Students using (the internet)			Students not using (the internet)			df	t-value
	N	Mean	S.D	N	Mean	S.D		
Comprehension	352	22.75	3.56	352	22.72	3.82	702	0.11
Concentration	352	16.90	2.78	352	17.07	2.87	702	0.85
Task orientation and sets	352	23.35	4.11	352	23.36	3.90	702	0.03
Interaction	352	18.93	3.29	352	19.41	3.12	702	2.18**
Drilling	352	19.97	3.92	352	20.38	3.26	702	1.57
Writing and Recording	352	24.60	3.28	352	24.54	3.03	702	0.27
Support	352	22.80	3.86	352	21.66	4.26	702	3.8*

*Significant (at 0.01 level of significance); **Significant (at 0.05 level of significance)

Concerning various components of study habits of secondary students using and not using the internet, it reflects from table 3, that means of different components i.e. (comprehension: 22.75, 22.72), (concentration: 16.90, 17.07), (task-orientation and sets: 23.35, 23.36), (Drilling: 19.97, 20.38), (writing and recording: 24.60, 24.54) of study habits of students using and not using the internet do not differ significantly. Hence, it can be inferred that both groups are statistically the same in different components of study habits i.e. comprehension, concentration, task orientation and sets, writing and recording, etc. But in the case of "interaction and support" dimensions of study habits of students using and not using the internet differ significantly as the mean value (19.41) of 'interaction' of students not using the internet is significantly higher than the mean value (18.93) of students using the internet for df 702. Similarly, in the case of the 'support' dimension, it is noticed that the mean value (22.80) of 'support' of students using the internet is significantly higher than the mean value (21.66) of students

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not using the internet for the 702. Hence, it can be concluded that students not using the internet have significantly high 'interaction' whereas students using the internet have significantly high support than students not using the internet. But both groups are statistically same on dimensions of study habits such as -comprehension, concentration, task-orientation and sets, drilling, and writing and recording.

Table 4. Showing the mean of study habits of secondary students using the internet concerning teachers/instructor/mentor encouragement to students to use the internet to search study materials.

Sl. No.	Groups to whom teachers encourage to use the internet to search study material.	Mean of Groups
1	(a) Never	145.89
2	(b) Rarely	142.51
3	(c) Sometimes	148.63
4	(d) Often	151
5	(e) Always	159.77

Table 5. Showing analysis of variance (ANOVA) of study habits of secondary students using the internet concerning teachers/instructor/mentor encouragement to students to use the internet to search study materials.

ANOVA						
Source of Variation	SS	df	MS	F	Level of significance	F critical value
Between Groups	5240.246	4	1310.06	5.37	0.01	3.36*
Within Groups	84637.71	347	243.91			
Total	89877.95	351				

*Significant (at 0.01 level of significance).

As regard to study habits of secondary students using the internet concerning teachers/instructor/mentor encouragement to students to use the internet to search study materials, it can be observed from table 4 and 5, that the teachers who never encourage to students to search study materials from the internet, possessed lowest mean value (145.89) while teachers who always encouraged to students, had the highest mean value (159.77). Based on encouragement, the deviation of mean between never and always anchor consists of (13.88) which is the highest. Further, it is evident from table 5, that the calculated F-value (5.37) is significantly high than the critical value (3.36) for the degree of freedom 4 and 347 for the one-tailed test (at 0.01 level of significance). Therefore, hypotheses "There is a significant influence of the internet on study habits of secondary students using the internet concerning teachers/instructors/mentors encourage students to use the internet to search study materials." is accepted. Gradual increase of encouragement for students to search study materials on the internet is directly proportional to increased means of study habits in all correspondence groups except fluctuation between the newer and rarely anchors. Hence, it can be judged that there is a significant influence of the internet on study habits of secondary students using the internet concerning teachers/instructor/mentor encouraging students to use the internet to search study materials i.e. (a) Never (b) Rarely (c) Sometimes (d) Often, and (e) Always. All groups differ statistically in their study habits. Hence, it can be concluded that teachers' encouragement to use the internet to search study material influences the study habits of students significantly. It also appears from table 4, that the teachers who always encourage students to search for study material from the internet have the highest study habits among the five correspondence groups. Teachers' encouragement to use the internet to search study material is significantly associated with the study

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habits of students which indicates that teachers' encouragement strengthens the study habits of students.

Table 6. Showing the mean of study habits of secondary students using the internet concerning seek information from the internet for learning activities.

Sl	Groups to seek information from the internet for learning activities.	Mean of groups
1	(a) Never	138.57
2	(b) Rarely	143.87
3	(c) Sometimes	146.22
4	(d) Often	149.26
5	(e) Always	156.28

Table 7. Showing analysis of variance (ANOVA) of study habits of secondary students using the internet concerning seek information from the internet for learning activities.

ANOVA						
Source of Variation	SS	Df	MS	F	Level of significance	F-critical value
Between Groups	8009.608	4	2002.402	8.20	0.01	3.36*
Within Groups	84638.64	347	243.9154			
Total	92648.25	351				

*Significant at 0.01 level of significance

With reference to study habits of secondary students using the internet concerning seek information from the internet for learning activities, it exhibits from table 6 and 7, that the calculated value of analysis of variance (8.20) is more than the critical value (3.36) for the degree of freedom 4 and 347 for the one-tailed test (at 0.01 level of significance). Hence, it can be judged that there is a significant difference among the study habits of secondary students using the internet concerning seek information from the internet for learning activities. i.e. (a) Never (b) Rarely (c) Sometimes (d) Often, and (e) Always. All groups are not statistically same in their study habits. Therefore, hypothesis "There is a significant influence of the internet on the study habits of secondary students using the internet concerning seek information from the internet for learning activities," is accepted. Further, it appears from table 6, that there is a great significant variation among means of study habits from (Anchor never to always). Students who never use the internet for learning activities have the lowest mean (138.57) value. It means that these students have poor study habits while in contrast, the students who always use the internet for learning activity purposes possess the highest mean (156.28) value which exhibits the highest study habits among all five correspondence groups. Hence, it can be concluded that internet usage among secondary students to seek information from the internet for learning activities significantly influence study habits of students using the internet and make it sounder because the internet is creating the variation of (17.71) between anchors never and always.

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DISCUSSIONAAND CONCLUSION

In view of the examination of Hypothesis 1, it was found that overall internet usage does not influence the study habits of secondary students because no significant difference was found in the study habits of students using and not-using the internet. However, in the case of dimension-wise analysis opposite trends were noticed. The internet was found to be influenced to specific components of study habits i.e interaction and support. Internet browsing mars the natural interaction of students because students not using the internet had significantly higher ‘interaction’ in comparison to students using the internet. It has the logic that internet surfing keeps students busy for artificial interaction through various tools social media and hardly leaves time for natural interaction which leads to prevent them from sharing thoughts, feelings, and ideas with family members, neighbours, fellowstudents, and other stakeholders of the society. Interaction with family members and fellow group/friends circle about the study is more crucial. It is a recognized fact that learning is a two-way process. Interaction between students and family members is extremely significant as open interaction empowers the students to express their necessities, desires, worries, and anxiety. This family communication and interaction open up the student’s conservative personality and remove the hesitation which contributes to improving the communication. Family members help students in developing good study habits and detect the errors committed by students in different subjects and advise how to overcome the errors. Family members can also assist them concerning homework and project completion and discussion about difficult topics for concept clarity. It is very important to track the directions of the progression of students. Similarly, students' artificial engagement and interaction through the internet motivate them to avoid group study while group study is an opportunity for students to sharpen their study skills and break down the monotony of studying in isolation. It made a roadmap for development of social and leadership skills because group study helps students how to perform responsibilities in a group and how to communicate, share thoughts, place arguments, and explain the particular topic to fellow students/friends’ circle after schooling without fear and tension. It helps students to develop a deeper understanding and comprehension about the concepts and fosters the ability to review the various concepts through examples set by the group members. Overall group study helps students to gear up for learning. In other words, it helps learn faster while internet browsing is closing the doors of the development of the above skills which are very necessary for the comprehensive learning of students. Overall internet usage not only obstructs study habits but also social skills. Researches also endorsed that internet addiction bar the interaction of students (Pardhasaradhi and Goel, 2015; Tural and Torman, 2015; Rouis, Limayem, and Sangari, 2011; Azizi, 2014; Sally, 2006). Hence, it is necessary to think over the various stakeholders associated with the students how to increase the interaction of students and prevent them from isolation and empower them academically and socially.

Further, this study has evidence that internet usage also influenced the ‘support’ component of the study habits because students using the internet had high support in comparison to students not using the internet. In other words, students not using the internet get significantly lower on ‘support’ which means that the internet brings students using the internet to an advantageous position. One important question emerged. Why is it so? It is the potential reason that generally students get support from libraries, reference books, family interaction, encyclopaedia, magazines, newspapers, fellow students, and tutors after school time. These are the major sources of support to students in their studies. But this general perception is partially true because students who use the internet have additional support in various forms. We are not claiming here that sources of traditional support are less important for learning but digital graphics related to different topics of study available on the internet increase the possibility of the permanency of learned concepts. In other words, graphics add a lot of avenues to expand retention power as it not only helps students to comprehend the abstract concept but also assists students to understand the parts and components in case parts are hidden, invisible, or microscopic. Different digital graphs and maps available on the internet mount up the

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ability of students how to draw information and knowledge and compare it. In case of any difficulty in the study at home or during the vacation, conferencing can be done with the teacher after schooling by various tools Google Meet, IMO, Google Duo, and WhatsApp, etc., to solve the learning difficulties. It is difficult to update the books frequently at the national level due to different reasons but the internet grants a great opportunity to students to access the updated material and e-content, web-based repository, educational mobile Apps, digital books, online educational TV channels or live educational programs across the globe. In addition to it, students who use the internet and computer can use various gadgets of ICT such as mobile, pen drive, compact disk, digital versatile disk, and hard disk to store/preserve and re-access the stored learning material/data anytime and anywhere. All these things collectively help students in solving their projects/assignments/ homework/ presentations and participation in various co-curricular activities. Therefore, students using the internet had high 'support' study habits in comparison to students not using the internet.

Concerning verification of hypothesis 2, it was found that internet usage significantly influences the study habits of secondary students using the internet concerning teachers/instructors/mentors encouraging students to use the internet to search study materials. It is significant to underline here how teachers' encouragement to use the internet to search the study material strengthens study habits? As students are not fully mature. We cannot expect like a mature person from students while browsing the internet. Students also do not know how to control their behaviour if they stay online longer than intended? In the adolescence period, the ability of the evaluation is not to develop perfectly which website is appropriate to their study and what kind of content is related to the topic of their study, and how this content can help them in solving various problems related to learning. Although students try themselves with their best efforts yet it may be more time-consuming for them. Under these circumstances, teachers' encouragement and proper guidance to use the internet for learning prove very effective because teachers know well which websites are associated with the subject and its different topics. It is very easy for a teacher to prepare a list of websites and encourage students to use these enriched and updated resources for their learning and guide them on how these electronic sources can be helpful about project work, homework, assignments, and presentations. The internet is full of content but the selection of the appropriate content is more important especially in case of the library websites. Gradually, due to the encouragement and guidance of a teacher, students start developing the ability of evaluation for selecting appropriate resources from an online pool of resources. It has the reason that students of those teachers who never encouraged students to use the internet to search the study materials possessed the poorest study habits while students of those teachers who always encourage students to use the internet to search the study materials had the highest study habits in correspondence groups which contribute to their academic achievement probably. Therefore, we find significant differences in the study habits of students concerning teachers' encouragement to use the internet to search study materials.

Concerning hypothesis 3, it was found that the internet significantly influences the study habits in case students use the internet to seek information for learning activities. But there is a question. Why is it so? There may be several reasons. But two reasons seem major. One is related to the intention of using the internet. When the students use the internet with the pre-defined intention which limits them only to seek the information for the learning activities. As a result, this intention and controlling power empower them to focus only on the issues of their studies and topics to solve the various learning difficulties arising while studying the particular topic. Second, social media grants a lot of scope to students to waste their quality time for entertainment while this focused intention may prevent them from visiting sites of social media and entertainment. It reduces the chances of deterioration of study habits and increases the chances of development of focused concentration, comprehension, drilling, support, and recording study habits. Therefore, the study habits of those students were significantly lowest/poorest who never browse the internet to seek

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information from the internet for learning activities as compared to students who always browse the internet to seek information for learning activities in all correspondence groups.

RECOMMENDATIONS

This study has confirmed that the internet bars the interaction of students who use the internet while interaction study habit is very important to students to develop good communication and expression ability and foster deeper understanding about any learning issue. Therefore, family members and parents, students, and teachers are suggested to follow the following suggestions to increase the natural social interaction of students and get the maximum academic support from the internet usage rather than wasting the time and energy for entertainment.

Parents and other Family members

Interaction of the students with family members, fellow students, and other members of the society breaks down when family members fail to pay attention towards the students due to the different reasons which may lead to over internet usage. Therefore, family members/ parents are suggested to bring students into contact with local community leaders, musicians, artists, advocates, local historians, journalists, and local district, state, national or international awardees, etc. At the results, this conference with these people not only will increase the interaction but also sharpen the understanding of different issues for which the above individuals work in particular areas. Family members with the help of the school teachers can also send the students into the local community to conduct a small community survey to understand the causes of poverty and illiteracy etc., Otherwise, As a result, there may be negative results and great challenges for the socialization process of students because in the absence or lack of natural interaction various social skills like submission, adjustment, politeness, and respect for others, maybe undeveloped as it should be. Further, students should be allowed to use the internet in an open place

Students

Students are suggested to develop the habit of how to control the overuse of the internet so that internet addiction may be avoided. Further, to increase their interaction they are suggested to form their study groups with neighbour students in which students of the other schools may also be included to discuss the particular topic and projects. They are also suggested to involve in physical activity like sports and games which would also help not only in the socialization process but also in emotional and mental development.

Teachers

Further, it was found that teachers' encouragement to students to use the internet to search study material and the intention of students to seek information from the internet for learning activities were significantly associated with study habits. Therefore, teachers are recommended to make a list of his subject-specific electronic websites and repositories of NCERT and NIOS and share with the students so that they can use these websites and repositories as enriched study material in addition to school study material. Further, teachers are also suggested to train their students how to use these library websites and how to put bookmark online. Apart from it, most importantly teachers should develop skills among the students on how to prepare a customized/own online library where students can easily track which books have been read and which books are left to study. Students should be motivated to use these online resources. Further, those students who use the online resources should be praised and rewarded. This approach of the teachers may be helpful to empower students to get additional academic support from the internet.

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