COMPARISON OF STUDY HABITS OF ADOLESCENTS USING INTERNET FOR ACADEMIC AND NON-ACADEMIC PURPOSES

*Dr. Dipanshu Sharma

ABSTRACT

The present study aims at comparing the study habits of adolescents using internet for academic and non-academic purposes. Researcher conducted this study to know that how internet usage effects the study habits of the school going adolescents. For this purpose, a stratified sample of 200 adolescents from five different schools of Chandigarh was selected by the researcher. To assess the study habits of the adolescents study habits inventory by Mukhopadhyaya and Sansanwal (2005) was used and to study the internet usage a five point Likert scale was developed by the investigator. Results of the study revealed that the study habits of the adolescents using internet for academic purposes is significantly better as compared to the adolescents using internet for non academic purposes. Non significant negative relationship was found between the internet usage by the students' for academic purposes and study habits. Further, a non significant positive relationship was found between internet usage by the students' for non-academic purposes and study habits.

Keywords: Study habits, Adolescents, Internet usage, Academic and Non academic purpose.

INTRODUCTION

Today, in the present era Internet is viewed as a best tool for sharing information. More and more people are connecting to the Internet at a rapid pace. Never before in human history has such a valuable resource been available to so many people at such little cost. During the past decade, the popularity of the Internet has been growing explosively. To ease our activities the technologies of different nature are being employed everywhere. It is needless to say that the technology also yields some ill efforts in our performance. However, we are using technology to enhance ease to our life style. In these times among the diverse fields, the domain of education and communication are a lot benefited by the use of technology.

*Assistant Professor, Govt. College of Education Sector-20 D, Chandigarh, Pin code: 160020, India. Email id: sharma4u77@gmail.com, mob: +917307458490

There are large number of technologies employed in the fields of education and communication. Among them, computer oriented technologies are robust in nature. These technologies change the life style of people and working style of every field significantly (Belak, 2005).

Further, it is a known fact that by the impact of globalization, the entire universe is shrinking into a small village in which the English language is employed as a link language. The college students with their English language interact globally through Internet. This phenomenon paves way for improvising the language skills of students significantly. The Internet's presence can even be felt in making highly personal decisions such as "whom to vote for in an upcoming election" and "marriages", etc. The Internet has become such an integral part of our lives with such powerful capabilities that our daily activities cannot be imagined without Internet (Kim, LaRose, & Peng, 2009). .

Almost all psychologists agree that the physical and material aspect that imbibes in students a sense of dedication to learning which we may call it as a study habit can also be an important outcome of academic climate (Christian, 1983). When the environmental conditions are radically altered, significant changes occur in developing good study habit among the students, which cumulatively brings an academic achievement. Effective study habits must be practiced in order for you to improve (Singh, 1990).

NEED AND SIGNIFICANCE

Study habits play an important role in academic years and have ever lasting impact on later life. There are many factors which influence formation of good study habits and among these factors internet and environment plays important role. The brain develops according to the quality and quantity of the stimuli the child receives from the environment, which constitute internet as an important part in present era. Internet has far reaching effect on the study habits of the students as it has vast arena of knowledge and information. But abundant fund of literature backs this point that internet has been used for academic and non-academic purposes. Hence the researcher has taken this topic, to find out that majority of adolescents who are surfing on internet, for academic and non-academic purpose, and to know the answer to the question; Are their study habits affected by their usage of internet. The review from the studies conducted by the researchers like Singh (1990); Sujata and Sud (2006); Kumar and

Dixit (2011); Chawla and Seth (2014); Goel (2014); Priya and Dkhar (2015); Padmavathi (2016) on study habits and internet usage directs the researcher to find out the relationship and differences between the study-habits of adolescents using internet for academic and non-academic purposes among adolescents in Chandigarh as no study was found in relation to the present predicted problem in this area.

OBJECTIVES OF THE STUDY

1. To compare the study habits of the adolescents using internet for academic and non academic purposes.

2. To study the relationship between the study habits and the internet usage by the students for academic purposes.

3. To study the relationship between the study habits and the internet usage by the students for non-academic purposes.

HYPOTHESIS OF THE STUDY

1. There exists significant difference in the study habits of the adolescents using internet for academic and non academic purposes.

2. There exists significant relationship between the study habits and internet usage by the students for academic purposes.

3. There exists significant relationship between the study habits and internet usage by the students for non-academic purposes.

METHODOLOGY

In the present study researcher used the descriptive survey method to collect the data. Investigator had used stratified random sampling for selecting the sample. The sample of the present study consisted of 200 adolescents from five different schools of Chandigarh. From each school 40 adolescents were selected. To assess the study habits of the adolescents study habits inventory by Mukhopadhyaya and Sansanwal (2005) was used. Five point Likert scale was developed by the investigator. Relevant items for the scale were selected with the help of experts. The scale consisted of 30 items (15 items for academic usage of internet and 15 items for non-academic usage of internet).

ANALYSIS AND INTERPRETATION OF RESULTS

Table 1: Descriptive statistics for study habits of adolescents using internet for academic and non academic purposes

Statistics	Usage of Internet for Academic Purposes (n=100)	Usage of Internet for Non-Academic Purposes (n=100)	Total (n=200)
Mean	126.31	122.27	124.54
S.D.	10.28	10.02	10.28
Skewness	0.07	0.05	0.07
Kurtosis	-1.0	-.60	-.76

The values of mean study habits scores are 126.31 and 122.27 for adolescents using internet for academic and non academic purposes respectively whereas it is 124.54 for the total sample. Standard deviation value for adolescents using internet for academic purposes is 10.28 and for adolescents using internet for non-academic purposes is 10.02. The value of S.D for the total sample is 10.28. Skewness is positive for both the groups (0.07 for adolescents using internet for academic purposes and 0.05 for adolescents using internet for non-academic purposes), total sample is also positively skewed (0.07). Kurtosis value for adolescents using internet for academic purposes, adolescents using internet for non-academic purposes and total sample is -1.0, -.60 and -.76 respectively. The value of skewness is lower in case of adolescents using internet for non-academic purposes as compared to adolescents using internet for academic purposes. The value kurtosis is negative for both the groups, so the distribution of scores is leptokurtic.

Table 2: Comparison of the study habits of the adolescents using internet for academic and non academic purposes

Statistics	Academic Purposes N=100	Non-Academic Purposes N=100	t-ratio

Mean	126.31	122.27	2.84**
S.D.	10.28	10.02	

**Significant at .01 level (t= 2.60)   *Significant at .05 level (t= 1.97)

The data in table 2 indicates the significant difference in the study habits of the adolescents using internet for academic and non academic purposes (t_{199} = 2.84**; p<.01). From the results it can be inferred that the study habits of the adolescents using internet for academic purposes is significantly better as compared to the adolescents using internet for non academic purposes. Hence, the hypothesis, there exists significant difference in the study habits of the adolescents using internet for academic and non academic purposes got accepted.

Table 3: Relationship between the study habits and internet usage by the students' for academic purposes

Correlation	
Variable	**Study Habits**
Internet Usage for Academic-Purposes	-.03

**Significant at .01 level (r= 0.254)   *Significant at .05 level (r= 0.195)

Table no. 3 represents the relationship the study habits and internet usage by the students' for academic purposes. The value of Pearson correlation is -.03, which is negative and revealed non-significant relationship between study habits and internet usage by the students' for academic purposes. Hence, the hypothesis that significant relationship exists between study habits and internet usage by the students' for academic purposes got rejected.

Table 4: Relationship between the study habits and internet usage by the students' for non-academic purposes

Correlation	
Variable	**Study Habits**
Internet Usage for Non-Academic Purposes	.09

Table no. 4 represents the relationship the study habits and internet usage by the students' for academic purposes. The value of Pearson correlation is .09, which is positive and revealed non-significant relationship between study habits and internet usage by the students' for non-academic purposes. Hence, the hypothesis that significant relationship exists between study habits and internet usage by the students' for non-academic purposes got rejected.

FINDINGS OF THE STUDY

1. Adolescents using internet for academic purposes are significantly better in study habits as compared to the adolescents using internet for non academic purposes.
2. Non-Significant negative relationship was found between study habits and internet usage by the students' for academic purposes.
3. Non-Significant positive relationship was found between study habits and internet usage by the students' for non-academic purposes.

CONCLUSIONS OF THE STUDY

Adolescents using internet for academic showed significantly better study habits as compared to their counter parts, which shows that if the internet used for academic purpose it can help in improvement of the study habits of the students. Results of the study assessed relationship between the study habits of adolescents using internet for academic and using internet non academic purposes. Non-Significant negative relationship was found between study habits and internet usage by the students' for academic purposes. Non-Significant positive relationship was found between study habits and internet usage by the students' for non-academic purposes.

REFERENCES

Belak, M. J. (2005). *The impact of internet usage and organizational policy upon managerial decision-making effectiveness in the public sector.* Retrieved from http://search.proquest.com/docview on October 2, 2016.

Chawla, R., & Seth, S. (2014). Impact of academic anxiety, study habits and attitudes on high and low achievers. *International Journal of Education and Management Studies, 4*(1), 12-17.

Christian, J., (1983). Study Habits as a function of need achievements (N-Ach). *Asian Journal of Psychology Education, 11*(1), 6-1.

Goel, U. (2014). Comparative study of study habits in relation to academic achievement of senior secondry school students. *Gyanodaya, 7*(2), 18-25.

Kim, J., LaRose, R., & Peng, W. (2009). Loneliness as the cause and the effect of problematic internet use:The trelationship between internet use and psychological well being. *CyberPsychology and Behavior , 12* (4), 451-455.

Kumar, M., & Dixit, R. (2011). An investigation into study Habits and Personality related to Achievement in English And Hindi medium Students. *International Referred Research Journal, 3,* (27).

Padmavathi, M. (2016). A study of student-teachers' readiness to use computers in teaching: An empirical study. *I-Manager's Journal on School Educational Technology, 11*(3), 29-39.

Priya, M., & Dkhar, C. D. (2015). Study habits and attitudes of school children. *Indian Journal of Health and Wellbeing, 6*(6), 553-557.

Singh, H., (1990). An Investigation Into The study habits of scheduled caste adolescents in relation to their sex and achievement motivation. *Journal of Educational Psychology, 47*(1-2).

Sujata & Sud, A. (2006). Academic Performance in relation to Self-Handicapping, Test Anxiety and Study Habits of High School Children. *National Psychological Acadamy*, *51*(4), 304-309.