



# INTERNET ADDICTION IN RELATION TO LEARNING ACHIEVEMENT OF POST-GRADUATE LEVEL STUDENTS

Jaydev Das\*

*Research Scholar, DR.P.M. IASE, Sambalpur University, Sambalpur, Odisha, India, 768019*

Prasanta Mallik\*\*

*RGNF, Doctoral Fellow, Department of Education, Ravenshaw University, Cuttack, Odisha, India, 753001*

**Abstract:** *In the present study, the investigator intended to examine and explore Internet addiction in relation to the learning achievement of post-graduate level students. The investigator adopted a descriptive survey method and selected 110 P.G. level students from four social science courses of Kurukshetra University using stratified random sampling. Further, the investigator adopted the Internet Addiction Test (IAT) designed by Dr. Kimberly Young for the data collection regarding student's Internet Addiction. The researcher used t-test and product moment coefficient of correlation of Pearson for analysis of data. The results showed that there actually is negative and negligible correlation between addiction to the internet and achievement of learning of P.G. level students. There exists no significant variation in internet addiction between male and female P.G. level learners, but the difference in learning achievement between male and female P.G. level students was significant. Again there exists a significant difference in Internet addiction between Urban and Rural P.G. level students, and there exists no significant difference in Learning achievement between Urban and Rural P.G. level students. Finally, it was found that the difference in Internet Addiction and learning achievement of P.G. level students was significant.*

**Keywords:** *Internet Addiction, Learning Achievement*

## INTRODUCTION

Internet as an important asset of the present-day life and its vital function is really not deniable. The internet got into the daily life of humankind in the twentieth century. That it took all of us no more than 10 years to handle the reality of its expansion throughout the world, it has actually become not just the hugest providers of information and facts on the planet but also the essential ways of communication. Individuals from various countries have even got the opportunity to interact with each other within a remarkably limited period of time.

On the other hand, people from different nations able to get education in famous universities. Differently-abled students and normal students can learn at schools, colleges, and universities by distance. All of these are possible due to the blessings of the internet. Now-a-days, the internet is an important resource to help pupils do their tasks, assignments, research, and even as a way to minimize their stress and anxiety. The helpful elements of internet assisting the trainees in enhancing their interaction abilities, boosting their relations with others, helping in increase their Cumulative Grade Point Average (CGPA), and much more than in a favorable way. It can help learners ruin their career and life if they do not actually possess awareness about the drawback of the internet, for instance, accessing pornography in various internet sites, betting, and scholastic cheat etc. Research study results have actually presented that using the internet at extreme level and addiction to the internet negatively impacts individuals' health conditions, home life, and learning achievement. So, an important research study should focus on an internet addiction which is caused by problematic use of the internet and its impact on our learning accomplishment.

## REVIEW OF RELATED LITERATURE

Outcomes showed that statistically, there is actually a notable variation in between addictions of the internet regarding demographic attributes (Ghulami et al.,2018). There was a substantial impact of addiction on the internet on the learner's scholastic achievement and psychological health (Singh & Barmola,2015). A statistically positive relationship was identified in scholastic achievement between EFL performance and internet usage, while GPA scores were discovered to be adversely associated with it (Iyitoglu & Çelikoz,2017). It was actually discovered that average to high utilization of the internet positively affected the scholastic success while no usage and excessively uses high use had an unfavorable effect on the scholastic accomplishment of the learners (Anwar,2014). Internet addiction possesses more in boys than in girls, and this may be because boys are more techno-friendly and like to explore things than girls. Students have spent a long time on the internet having learning difficulties, and it won't hamper their academic achievement. As Internet Addiction is not a permanent problem, if found addicted, it has to be solved before it starts hampering the academic. (Deepika,2014). There was actually no notable variation in between girls and boys with respect to Internet Addiction. For that reason, the outcomes suggest that endless use of internet can adversely impact on both social abilities, communications and academic success. (Mami and Zad,2014) The degree of internet addiction is actually significantly connected to scholastic efficiency decrements, and males revealed a greater degree of internet connectedness and online video game user than women. (Jiang,2014). Web Addiction was considerably adversely associated with the scholastic efficiency of university undergraduates. Outcomes likewise recommended gender distinction in the addiction of the internet. Male learners were greater addicted to the internet than female ones. (Akhter,2013). Zainudin, Din, and Othman (2013) carried out a research study on the effects of internet addiction amongst Malaysian college students. The findings reveal that Internet Addiction issues related with participant's scholastic efficiency, having a bad character, and exercising an undesirable lifestyle. There were noticeable differences in scholastic efficiency, character, and way of life in-between "Average user" and "Excessive user." The research study outcomes revealed that there was certainly no considerable variation in the addiction of the internet regarding country of origin and gender. Outcomes likewise showed that there really were no considerable distinctions in I.A. in regards to CGPA. This recommends that future research study be required to deal with massive utilizing multiple-campus technology assessments. (Usman et.al, 2014).

## RATIONALE OF THE STUDY

The internet has actually brought a terrific transformation around the world, and the world remains in its banquet. It has actually delimited the entire world and made a learner able to gain access to anywhere, whenever and in any field of life. Facilities are offered at one's door point. If learners are going through university level they can discover that the Internet and computer systems are much more needed for them. Internet and computer systems assist learners to do their research study, searching jobs and completing their tasks. Suppose they do not have a computer system, in that case, they will not get any support from it, even trainees in lower grades will need a computer system to browse their projects, however, all of the causes one-thing-computer dependence. Internet addiction is a basic term used to explain and fixate with the online world. A user invests an extreme quantity of time taken part in Internet-related activities. These activities might consist of web browsing, using social networking, online shopping, watching pornography, and playing computer game. It is a condition where a person compulsively and generally on efficiency utilizes the web and discovers any effort to restrict its usage upsetting. Research study findings have revealed that excessive internet use or dependency on the internet were negatively impacted individual health, domesticity, and accomplishment. No age is Defense to Internet addiction. Young children, teenagers, and even adults can establish Internet addiction; for young people, i.e., University pupils, internet addiction might be troublesome. These people are not entirely aware of the proper way of utilizing the internet. Young internet users between nineteen to twenty-four years of age were much more at danger of ending up being internet addicts than older users. (Soule et al., 2003). Young and Rogers (1988) recommended that college students are at high-risk of addiction to the internet. The possible factors could be readily available leisure time and no tracking because of being far away from guardians for long times. The crucial result that requires to be examined in this research study is whether Internet addiction will impact learners' learning achievement. Numerous research studies have actually indicated that use of internet has a negative impact on learners' learning accomplishment. It was assumed in which Internet Addiction might negatively influence learning achievement in regard to university learners. Internet addiction will definitely end up being major and really severe if this unfavorable effect continues without any service. So, to examine the severity of Internet dependency is the main point to begin. So that this issue can be fixed. This research study likewise to clarify the unfavorable effects of internet addiction. Through this research study, instructors and parents or guardians might begin to familiar with this issue to manage their learners or youngsters. This research study can offer many details regarding Internet Addiction. The essential result required to be examined in this research study is whether Internet Addiction will certainly impact the learning achievement connection with university students. The existing research study is an effort to develop awareness about the hazardous impacts of Internet addiction. The researcher wishes to identify the degree or degree to which Internet addiction prevails amongst P.G. level learners. So, it can be managed to make sure great learning achievement concerning the learners and preserve them from dangers of Internet Addiction Problem.

## OBJECTIVES OF THE STUDY

- To investigate the relationship between Internet Addiction and learning Achievement of P.G. level students.
- To find out the significant difference between Internet Addiction and learning Achievement with respect to gender.
- To investigate the significant difference between Internet Addiction and learning Achievement with respect to Locality.
- To study the significant difference between Internet Addiction and learning Achievement.

## HYPOTHESES OF THE STUDY

- There exists no significant relationship between Internet Addiction and learning Achievement of P.G. level students.
- There exists no significant difference in Internet Addiction between Male and Female P.G. level students.
- There exists no significant difference in learning Achievement between Male and Female P.G. level students.
- There exists no significant difference in Internet Addiction between Urban and Rural P.G. level students.
- There exists no significant difference in learning Achievement between Urban and Rural P.G. level students.
- There exists no significant difference between Internet Addiction and learning Achievement of P.G. level students.

## METHODOLOGY OF THE STUDY

This piece of study aimed to investigate the Internet addiction and learning achievement of P.G. level students. For that purpose, a descriptive survey method was employed. All the male and female P.G. level students of four different courses, i.e., Education, Sociology, Political Science and History constituted the population. A sample of 110 P.G. level students was drawn using a stratified random sampling technique from four social science courses of Kurukshetra University. Internet Addiction Test (IAT) was used, which was standardized by Dr. Kimberly Young (It was the first standardized instrument to measure addiction to the internet). The IAT consisted of twenty items that were measured the severe, moderate, mild addiction of internet levels. It is scored on a rating scale of 6 points from the point of not applicable to the always. All the scores range was from twenty to a hundred. The reliability of these tools is 0.859, drawn by a split-half method. In the scoring procedure, the students are asked to respond the twenty-items questionnaire based upon the 6-point Likert scale, i.e., not applicable, rarely, occasionally, frequently, often, always, and weightage of 0, 1, 2, 3, 4, 5 are given in that order for each statement. Just after all the items have actually been responded to, include the numbers for every answer to acquire a final score. The greater scores range, the higher level addiction: Normal Range = zero to thirty points, Mild =thirty-one to forty-nine points and Moderate =fifty to seventy-nine points, Severe = eight to hundred points. The investigator visited the four departments of Kurukshetra University. Learners were informed about the nature and the objective of the existing research study. Learners were guaranteed about the privacy of the information. Guidelines were provided concerning the questionnaires. Students were given sufficient time for filling up statements and give appropriate responses against each item. Descriptive statistics like mean, standard deviation were used to study the nature of the distribution. 't' - test was used to identify the significant difference between Internet Addiction and learning achievement of P.G. level students. Pearson's product-moment coefficient of correlation (r) was used to ascertain the significance of the relationship between Internet Addiction and learning achievement of P.G. level students.

**ANALYSIS AND INTERPRETATION OF DATA****RELATIONSHIP BETWEEN INTERNET ADDICTION AND LEARNING ACHIEVEMENT OF P.G. LEVEL STUDENTS.****TABLE -1(N=110)**

Variable	Coefficient of correlation	Level of significance
Internet Addiction	-0.052	Not Significant at 0.05 level
learning Achievement		

**INTERPRETATION**

Table-1 reveals that the coefficient of correlation between Internet Addiction and learning Achievement of P.G. level students is -0.052 which is not significant at 0.05 level of significance. Thus, it can be Interpreted that Internet addiction scores indicate a weak negative association with the learning Achievement of P.G. level students. Thus, the earlier stated null hypothesis is accepted.

**SIGNIFICANCE OF DIFFERENCE IN INTERNET ADDICTION BETWEEN MALE AND FEMALE P.G. LEVEL STUDENTS.****TABLE-2**

Variable	Gender	N	Mean	S.D.	't' ratio	Level of Significance
Internet Addiction	Male	60	41.6	14.78	0.43	Not Significant at 0.05 level
	Female	50	40.52	11.69		

**INTERPRETATION**

It is observed from table -2 that the mean scores of male and female P.G. level students are 41.6 and 40.52 respectively, where as the standard deviation are standard deviations are 14.78 and 11.69, the calculated 't' value is 0.43, which is lesser than the table value at 0.05 level of significance i.e., 1.96. So, the 't' value is not significant at 0.05 level. Thus, the earlier stated null hypothesis is accepted.

**SIGNIFICANCE OF DIFFERENCE IN ACADEMIC ACHIEVEMENT BETWEEN MALE AND FEMALE P.G. LEVEL STUDENTS.****TABLE-3**

Variable	Gender	N	Mean	S.D.	't' ratio	Level of Significance
Learning Achievement	Male	60	61.3	8.86	3.14	Significant at 0.01 level
	Female	50	66.76	9.31		

**INTERPRETATION**

It is observed from table-3 that the mean scores of male and female P.G. level students are 61.3 and 66.76 respectively, where as the standard deviations are 8.86 and 9.31, the calculated 't' value is 3.14, which is greater than the table value at 0.01 level of significance i.e., 2.58. So, the 't' value is significant at .01 level. Thus, the earlier stated null hypothesis is rejected.



### SIGNIFICANCE OF DIFFERENCE IN INTERNET ADDICTION BETWEEN URBAN AND RURAL P.G. LEVEL STUDENTS.

TABLE-4

Variable	Locality	N	Mean	S.D.	't' ratio	Level of Significance
Internet Addiction	Urban	35	39.2	13.27	14.65	Significant at 0.01 level
	Rural	75	42	13.47		

#### INTERPRETATION

Table-4 reveals that the mean scores of urban and rural P.G. level students are 39.2 and 42 respectively, where as the standard deviations are 13.27 and 13.47, the calculated 't' value is 14.65, which is greater than the table value at 0.01 level of significance i.e., 2.58. So, the 't' value is significant at 0.01 level. Thus, the earlier stated null hypothesis is rejected.

### SIGNIFICANCE OF DIFFERENCE IN LEARNING ACHIEVEMENT BETWEEN URBAN AND RURAL P.G. LEVEL STUDENTS.

TABLE-5

Variable	Locality	N	Mean	S.D.	't' ratio	Level of Significance
Learning Achievement	Urban	35	64.2	9.62	0.31	Not Significant at 0.05 level
	Rural	75	63.59	9.39		

#### INTERPRETATION

It is observed from table -5 that the mean scores of urban and rural P.G. level students are 64.2 and 63.59 respectively, where as the standard deviations are 9.62 and 9.39, the calculated value is 0.31, which is lesser than the table value at 0.05level of significance i.e., 1.96. So, the 't' value is not significant at 0.05 level. Thus, the earlier stated null hypothesis is accepted.

### SIGNIFICANCE OF DIFFERENCE IN INTERNET ADDICTION AND LEARNING ACHIEVEMENT OF P.G. LEVEL STUDENTS.

TABLE-6

Variable	N	Mean	S.D.	't' ratio	Level of Significance
Internet Addiction	110	41.11	13.47	14.44	Significant at 0.01 level
Learning Achievement	110	63.78	9.47		

#### INTERPRETATION

It is observed from table-6 that the Mean scores of P.G. level students Internet addiction and Learning Achievement are 41.11 and 63.78 respectively, where as the standard deviations are 13.47 and 9.47, the calculated 't' value is 14.44, which is greater than the table value at 0.01 level of significance i.e., 2.58. So, the 't' value is significant at .01 level. Thus, the earlier stated null hypothesis is rejected.

## MAIN FINDINGS

In the present study negative and negligible relationship was revealed between Internet addiction and learning Achievement of P.G. level students and there exists no significant difference in Internet Addiction between Male and Female P.G. level students. The difference in Learning Achievement between male and female P.G level students was significant. And there exists significant difference in Internet addiction between Urban and Rural P.G. level students. And there exists no significant difference in Learning Achievement between Urban and Rural P.G. level students. It was found in the present study that the difference in Internet Addiction and learning Achievement of P.G. level students was significant.

## DISCUSSION OF RESULTS

The outcomes of current study showed that there exists no significant relationship between Internet Addiction and Learning Achievement of P.G. level students. This result is in favor with the findings of Mami and Zad (2014) and are not favor with the finding of Jiang (2014); Akhter (2013). Another finding showed that there exists no significant difference in Internet Addiction between male and female P.G. level students. This result is similar with the findings of Mami and Zad (2014), is not similar with the findings of Deepika (2014); Ghulami et.al. (2018). Another result of this research study showed there exists significant difference in Learning Achievement between male and female P.G. level students. In Addition, the findings revealed that there exists significant difference between Internet Addiction and Learning Achievement of P.G. level students. This result is in similar with the findings of Zainudin et.al (2013).

## EDUCATIONAL IMPLICATIONS

The current study focused on investigating the variables i.e. Internet Addiction and Learning Achievement and their relationship. The findings of this study have its implications for parents, teachers, students and counsellors. Internet addiction and learning difficulty are not permanent problem, as it can be treated if diagnosed. Even the parents, teachers and counsellors have to take this problem seriously as it might have a long-term effect. So, if they observe the student is suffering from it, they should be able to try to solve it by themselves and they do not hesitate to take the child to counsellor or to any respected family member whom you think he/she might listen. Use of Internet is not the issue; use of internet hampering other activities is an issue. The main and foremost role of parents is to keep an eye on their children regarding how much time they spend on internet. Teachers role is to make students understand the importance of internet and not to neglect their other activities like co-curricular and extra-curricular activity. Time spends on internet and facilities provided to the students has also impact on the students. Hence parents, teachers and even counsellor have to be aware about child activities and if any unnatural activity is taking place then they have to consider it seriously. In future study, the investigator will come forward with a guideline of proper use of the internet for students with the purpose is to help the students to control their Internet usage and consequently all the issues related to Internet addiction as above could be resolve and assist students to maintain balance in their life and achieved succeed in their study and future life.

## REFERENCES

- Akhter, N. (2013). Relationship between Internet Addiction and Academic performance among university Undergraduates. *Educational Research and Reviews*, 8(9), 1793-1796. doi: 10.5897 / err 2013-1539
- Anwar, E. (2014). Internet Addiction among Secondary School children and its Relation with their Academic Achievements. *Paripex Indian Journal of Research*, 3(12), 72-74.
- Deepika, K. (2014). Internet Addiction and Academic Achievement among 11<sup>th</sup> grade students in Chennai, Tamilnadu, India. *Conflux Journal of Education*, 2(2), 59-62.
- Ghulami, H.R., Hamid, M.R.A., Ibrahim, M. R., Hikmatand, A., &Aziz, H. (2018). Relationship between Internet addictions and academic performance among Afghan universities students. *International Journal of Innovative Research and Scientific Studies*, 1 (4), 63-72.
- Jiang, Q. (2014). Internet addiction among young people in China: Internet connectedness, online gaming, and academic performance decrement. *Internet Research*, 24(1), 2-20.doi: 10.1108 / Intr-01-2013-0004
- Lytoglu, O., &Celikoz, N. (2017). Exploring the Impact of Internet Addiction on Academic Achievement. *European Journal of Education Studies*,3(5), 38-59. doi: 10.5281/zenodo.439138
- Mami, S., & Zad, A.H. (2014). Investigating the effect of Internet Addiction on social skills and in High School Students Achievement. *International Journal of social science and Education*, 4, 56-61.
- Singh, N., &Barmola, K.C. (2015). Internet Addiction, Mental Health and Academic Performance of School Students/Adolescents. *The International Journal of Indian Psychology*,2(3),98-108.
- Soule, L.C., Shell, L.W., & Kleen, B.A. (2003). Exploring Internet Addiction: Demographic characteristics and stereotypes of heavy Internet users. *Journal of Computer Information Systems*, 44(1), 64-73.
- Usman, N.H., Alavi, M., & Shafeq, S.M. (2014). Relationship between Internet Addiction and Academic Performance among Foreign Undergraduate Students. *Procedia - Social and Behavioral Sciences* 114 .845 – 851
- Young, K.S., & Rogers, R.C. (1998). The Relationship between Depression and Internet addiction. *Cyber psychology & Behavior Journal*, 1(1), 25-28.
- Zainudin, A., Din, M.M., & Othman, M. (2013). Impacts due to Internet Addiction among Malaysian university students. *International Journal of Asian Social Science*, 3(9), 1922-1928.