

Internet Use and Study Habits among Undergraduate students in Co-educational Colleges of Ullunda Block, Odisha

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Abstract

The increasing use of the internet among undergraduate students has significantly influenced their academic life and study behavior. The present study examines the pattern of internet use and its relationship with study habits among undergraduate students in co-educational colleges of Ullunda Block, Odisha. The study was conducted on a sample of undergraduate students selected from four colleges of the block. A structured internet use questionnaire and a standardized study habits inventory covering dimensions such as comprehension, concentration, task orientation, interaction, drilling, writing and recording and academic support were used for data collection. Students were categorized into high and low internet users based on their usage scores. Statistical techniques such as mean, standard deviation and appropriate comparative analysis were applied to analyze the data. The findings indicate differences in study habit dimensions between high and low internet users, suggesting that internet usage patterns may influence certain aspects of student study behavior. The study highlights the need for balanced and purposeful internet use to promote better academic outcomes among undergraduate students.

Keywords: Internet Use, Study Habits, Undergraduate Students, Co-educational Colleges, Academic performance

1. Introduction

The 21st century often called the digital era has seen the internet become an essential part of students academic, personal and professional lives. Undergraduate students now rely heavily on online resources for information, communication and learning. So that the smartphones becoming increasingly accessible and affordable so that the students can easily engage with digital content. The internet offers a vast array of educational materials and students regularly use it to manage their time and shape their study habits. Like most things, the internet has both positive and negative side and it can be beneficial for learning but also distracting and potentially harmful to academic performance. Rapid advances in science and technology have transformed every aspect of human life, including education. Strong study habits are crucial for academic success and intellectual growth. Study “habit” refers to the individual’s tendency to act in customary or automatic ways acquire by practice or experience (Agrawal, M. Kumar, A. 2014). While some students use the internet to support their studies, other use it primarily for entertainment. Because of this any external factor that influences the habits deserves careful investigation. Although several studies have examined internet use among the students but vey limited research has been conducted at the undergraduate level in rural and semi urban areas of Odisha. It is particularly the Block

of Ullunda in Subarnapur District. Therefore, the present study attempts to examine the relationship between internet use and study habits among the undergraduate students in co-educational colleges of this region.

2. Review of related literature

There are several studies of examined the relationship between internet users and academic performance among the students. Kumar (2019) conducted a study on internet addiction among college students and found the excessive use was associated with reduced academic engagement. Similarly Das and Mishra (2021) investigated the impact of digital media on study habits and reported that moderate internet use supported academic learning, where as uncontrolled usage affected concentration levels.

Patel (2020) examined study habits among undergraduate students and observed that students with structured learning patterns demonstrated better academic outcomes.

Sing (2022) reported a significant relationship between internet use patterns and students time management skills. These studies indicate that internet use plays a crucial role in shaping students study habits and academic behavior and performance.

3. Research Gap

Here the several studies have examined internet use and its influence on student's academic life. Most of them are conducted in urban institutions and focus mainly on academic performance. Very few studies have explored how internet usage is related to different dimensions of study habits especially among undergraduate students in rural and semi urban areas of Odisha. In particular no study detailed study has been conducted in the co-educational colleges of Ullunda Block. Therefore, there is a need to examine how internet use is associated with study habits in this specific context.

4. Statement of the problem

From the above research gap the problem may be stated as the **“Internet use and study habits among undergraduate students in co-educational colleges of Ullunda Block, Odisha.”**

5. Objective of the Study

- To identify the different levels of internet use among the undergraduate students in co-educational colleges of Ullunda Block, Odisha
- To identify the different levels of internet use among the undergraduate students on the basis of their gender in co-educational colleges of Ullunda Block, Odisha
- To study the study habits of undergraduate students with respect of different dimensions.
- To compare the study habits of high internet users and low internet users among undergraduate students.
- To find out the academic performance of undergraduate students.

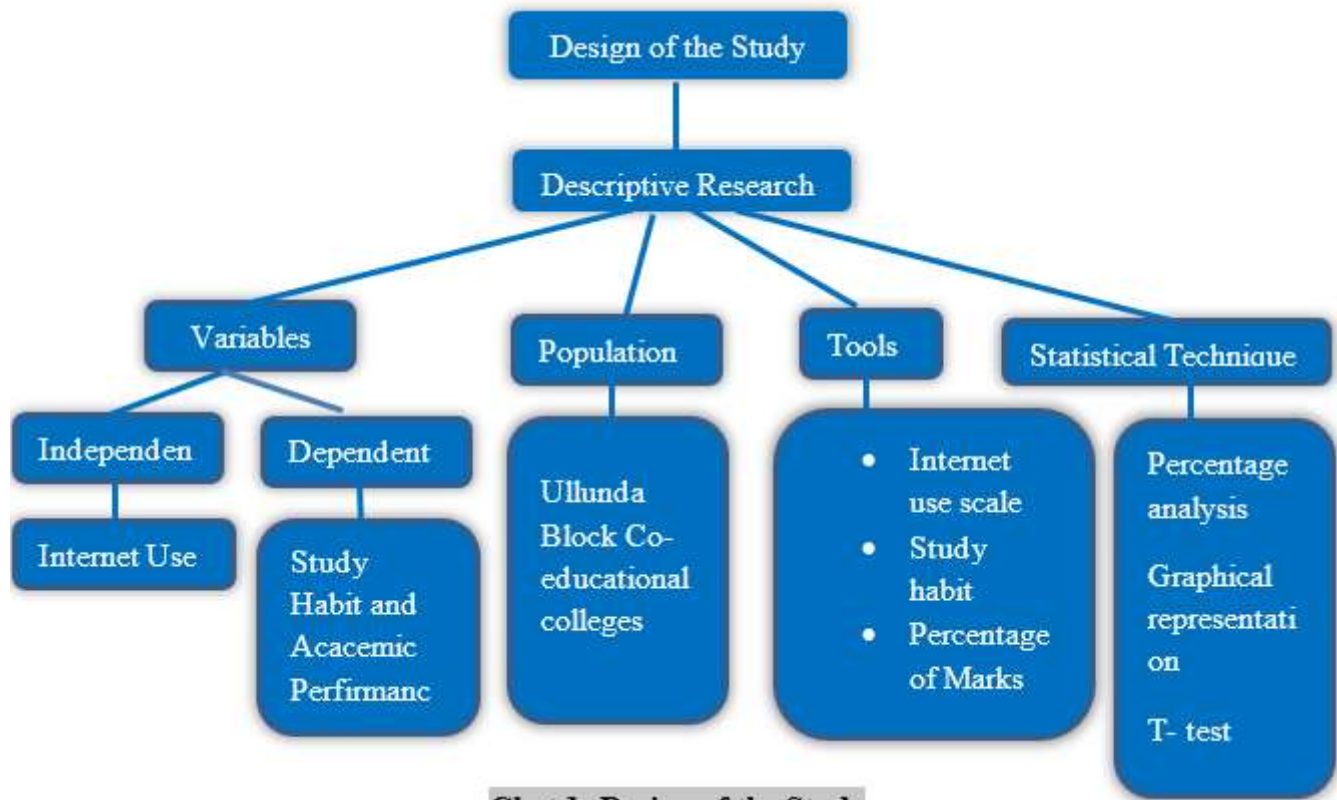
6. Hypothesis of the study

- There is no significance difference in study habits between the undergraduate students.
- There is no significance difference between the academic performance of undergraduate students.
- There is no significance difference in study habits between the high internet and low internet users among the undergraduate students.

7. Design of the study

Design of the study or the research design is the conceptual work within the research will be the conducted. It is the systematic arrangement of conditions for collection and analysis of data in such a manner that aim to combine relevance to research purpose. It contributed to the blueprint for collection, measurement of the research that covers all the activities and work done by the investigator. It is starting from the hypothesis to their operational implications to the final analysis of the data.

Chat 1: Design of the Study



7.1 Method

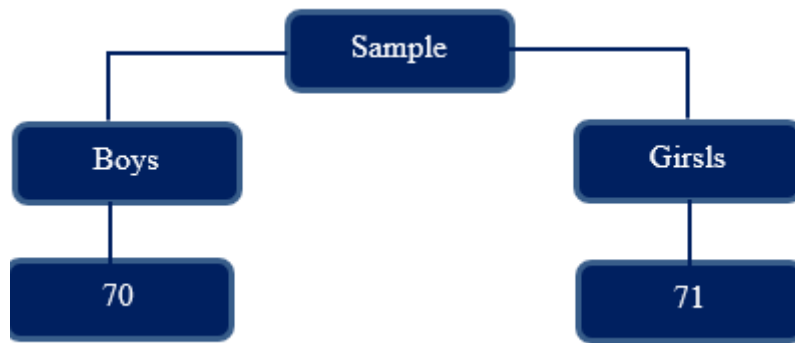
This study researcher used the “Descriptive Research”. Descriptive research studies are aimed at obtaining information about the present status of any event or phenomenon. It is concerned with conditions or relationship that exist, opinions that are held, processes that are going on effects that are evident or trends that are developing. It deals with the relationship between or among variables, testing hypotheses and generalizing the findings that have universal validity.

7.2 Population

The population of the study comprised all undergraduate students enrolled in co-educational colleges of Ullunda Block, Subarnapur Dist, Odisha.

7.3 Sample

In this study the investigator selected 141 student from four co-educational colleges of Ullunda Block using stratified random sampling.



Chat 2: Distribution of Sample

Name of the college	Boys	Girls
Panchayat Samiti Degree Collage, Ullunda	19	19
Anchalik Degree Mahavidyalaya, Sindhol	21	22
Jaloe Degree college, Jaloe	19	19
Maa Umadevi Degree College, Kadodar	11	11

Table 1: Sampling

7.4 Tools and Techniques

This present study the investigator has used for data collection internet use questioner. It was originally developed and standardized by the Shaloo Saini and Parminder Kaur (2017). This is a five point scale and consisted of 20 items, each items having 7 responses ranging from extremely high to extremely low levels of internet use. An individuals score is the sum of the scores of all the 20 items of the scale. The score ranges from 20 to 100. The response is to score the given manner.

Sl.No	Rarely	Occasionally Frequently	Frequently	Often	Always
1	1	2	3	4	5

Table 2: Scoring System

Sl.No	Range of the Score	Level of internet use
1	74 and Above	Extremely High Use
2	65 to 73	High Use
3	55 to 64	Above Average Use
4	41 to 54	Moderate Use / Average Use
5	31 to 40	Below Average Use
6	21 to 30	Low Use
7	20 and Below	Extremely Low use

Table 3: Level of internet use

The study habits scale was developed by the Lajawanti, N.P.S Chandel and Ashish Paliwal (2013). It aims at screening of the study habits of the students. It consists of 40 items related to different dimensions and Positive and Negative items also available. The dimensions are Comprehension, Concentration, Task Orientation and Seats, Interaction, Drilling, Writing and Recording and Supports.

Types of items	Always	Frequently	Sometimes	Rarely	Never
Positive	5	4	3	2	1
Negative	1	2	3	4	5

Table 4: Scoring System

In the present study to find out the academic performance of students, percentage or marks obtained by the previous examination. Like 60 % and above it is considered High academic performance, 45-59 consider average and 30 to 44 consider below average academic performance.

7.5 Procedure of Data Collection

The data collection process was done through online mode via using of google forms. The original data collection tool as converted into soft copy mode and distributed to selected students to collect their responses. Before data collection a proper instruction was given to them that how to respond in this tool and gave them assure that their data will be confidential and only be use for research purposes only.

7.9 Statistical techniques used

In this study for the analysis and interpretation of the data, the investigator used descriptive statistical techniques like percentage, mean and standard deviation and the inferential statistics here used t’-test. All the statistical analysis was carried out using MS Excel 2019 and IBM SPSS statistic 20.

8 Analysis and Interpretation of Data

8.1 Objective 1: To identify the different levels of internet use among the undergraduate students in co-educational colleges of Ullunda Block, Odisha

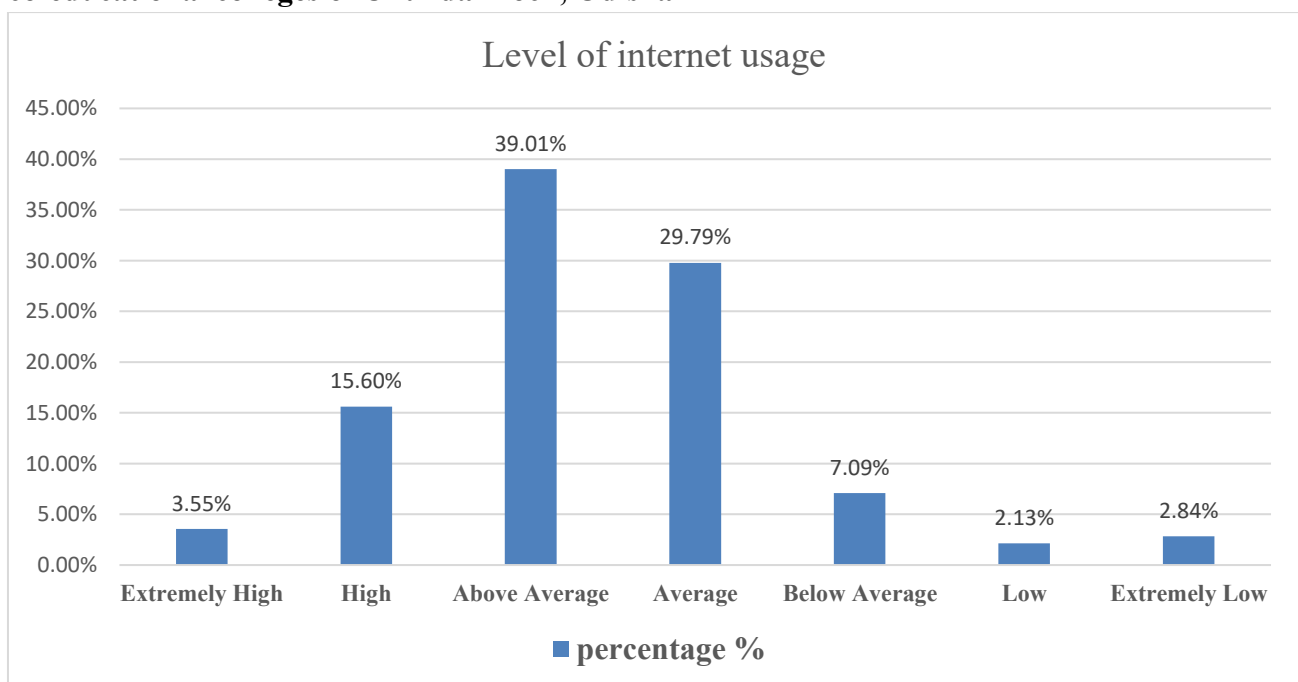


Fig: 01 Level of Internet Use

Interpretation: The study reveals that the majority of the students, that is 39.01% students fall under the category of Above average level of internet usage whereas 15.60% students fall under the category of high, 29.79% the students fall under the average category 7.09% of students under the below average and 2.13% students fall under the category of low level internet usage. In comparison to other levels, students having extremely high level of internet usage 3.55% have been found to have less whereas, students having 2.84% extremely low-level internet usage find out of this study.

8.2 Objective 2: To identify the different levels of internet use among the undergraduate students on the basis of their gender in co-educational colleges of Ullunda Block, Odisha.

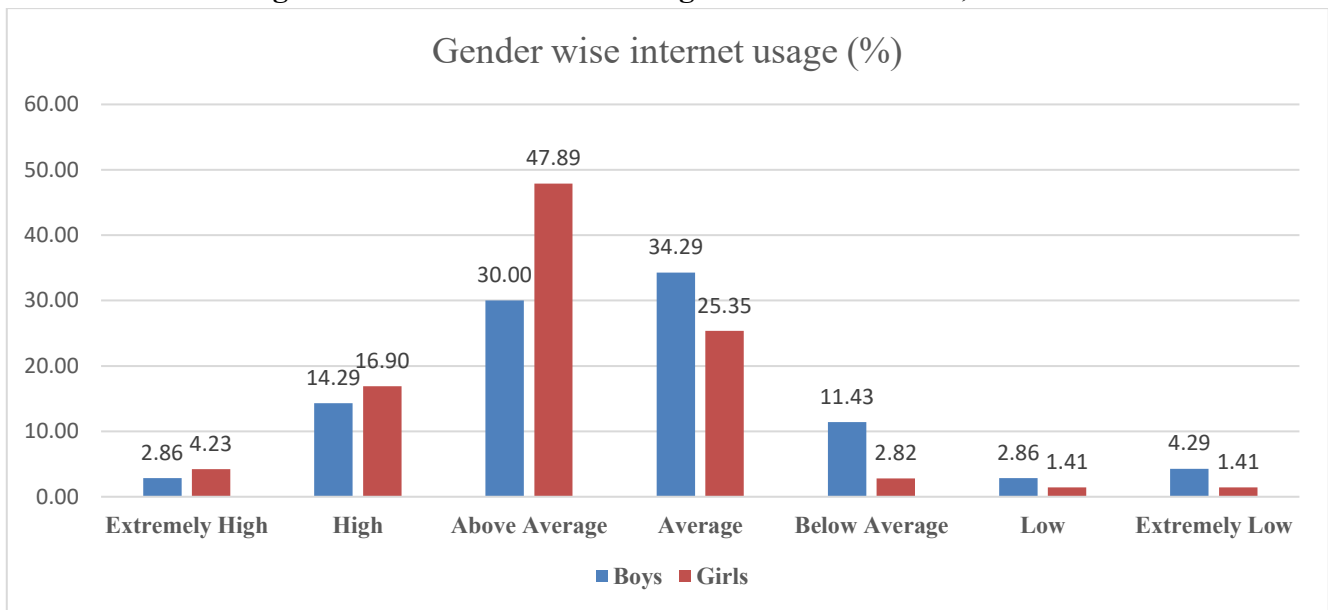


Fig: 02 Gender wise level of internet use

Interpretation: Here a higher percentage of girls fall in the above average category compared to the boys, indicating relatively greater engagement with the internet. On the other hand boys are more represented in the average and below average categories. Only a small proportion of both boys and girls fall under the extreme categories such as extremely high and extremely low. Overall the figure show both are use internet but the level and pattern of usage vary slightly between the boys and the girls.

8.3 Objective 3: To study the study habits of undergraduate students with respect of different dimensions.

(H₀) There is no significance difference in study habits between the undergraduate students.

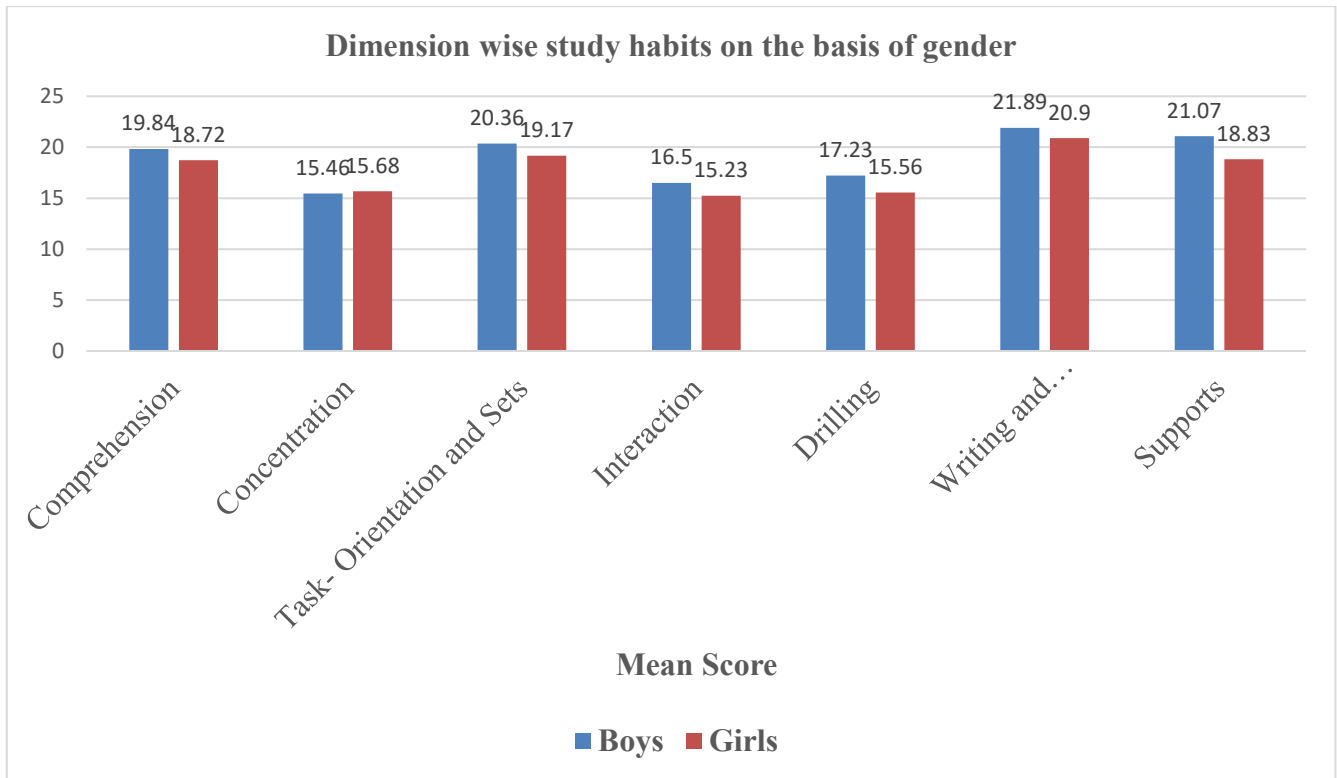


Fig: 03 Dimention Wise Study habits

Interpretation: The above graphical representation illustrates the dimension-wise study habits of undergraduate students based on gender. It shows that boys scored higher than girls in most dimensions, particularly in Comprehension, Task-Orientation, Interaction, Drilling, Writing and Recording, and Supports. However, in the Concentration dimension, girls slightly outperformed boys. This suggests that while both genders exhibit varying strengths in different areas, boys generally show stronger study habits across more dimensions.

Dimensions	Gender					
	Boys			Girls		
	Mean	SD	SEM	Mean	SD	SEM
Comprehension	19.84	3.77	0.45	18.72	3.50	0.42
Concentration	15.46	3.21	0.38	15.68	2.67	0.32
Task-Orientation and Sets	20.36	4.82	0.58	19.17	4.08	0.48
Interaction	16.50	3.59	0.43	15.23	2.88	0.34
Drilling	17.23	4.40	0.53	15.56	3.63	0.43
Writing and recording	21.89	4.57	0.55	20.90	4.37	0.52

Supports	21.07	4.54	0.54	18.83	3.69	0.44
Total	132.35	28.9	3.46	124.09	24.82	2.95

Table: 05 Dimension wise Mean, SD and SEM

8.4 Objective: 4 To compare the study habits of high internet users and low internet users among undergraduate students.

(H₀) There is no significance difference in study habits between the high internet and low internet users among the undergraduate students.

Gender	N	Internet user group		Total
		High	Low	
Boys	30	2 (6.67%)	28 (93.33%)	100%
Girls	14	4 (28.57%)	10 (71.43%)	100%
Total	44	6 (13.64%)	38 (86.36%)	100%

Table: 06 High internet users and low internet users

Interpretation: The undergraduation students of high internet users and the low internet user are total 44. The boys (6.67%) high internet users and the (93.33%) low internet users, like that the (28.57%) girls high internet users and the (71.43%) low internet users. Basically the (28.57%) girls their study use the internet, note making, browsing, searching and watching educational contents.

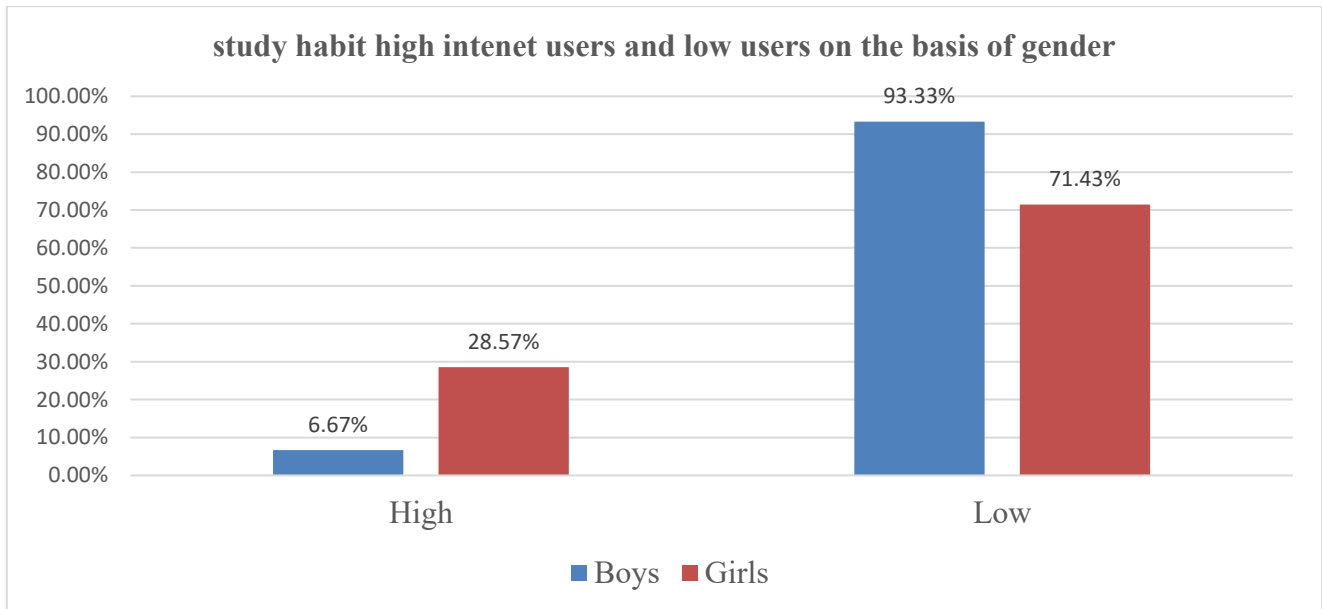


Fig: 04 High internet users and low internet users

Gender		N	Mean	SD	t	df	p
Boys	High	2	176.5	2.12	33.01	28	0.00
	Low	28	113.07	6.35			
Girls	High	4	97.25	3.30	-17.66	12	0.00
	Low	10	155.8	9.09			

Table :07 Mean, SD, t, df and p

Table: 4.13 Mean, SD, t, df on the the basis of high and low internet users

Interpretation: The above table shows the analysis of compare the study habits of high and low internet users on the basis of gender. In this test independent sample t test was used. Among boys, high internet users had significantly higher study habit scores (Mean = 176.5) compared to low internet users (Mean = 113.07). This difference was statistically significant ($t = 33.01, p < 0.001$), indicating that boys who used the internet more tended to have better study habits. Among girls, high internet users had significantly lower study habit scores (Mean = 97.25) compared to low internet users (Mean = 155.8). This difference was also statistically significant ($t = -17.66, p < 0.001$), suggesting that girls with high internet usage tended to have poorer study habits After the comparison find out the results, high internet boys users support and enhance their study habits. And the high internet girl user’s distraction and reduce their study habit and academic focus. Therefore, the null hypothesis is rejected. There is a significant difference in the study habits of high and low internet users among both boys and girls.

8.5 Objective:05 To find out the academic performance of undergraduate students.

(H₀) There is no significance difference between the academic performance of undergraduate students.

Levels of academic performance	Students	Percentage (%)
High (60% and above)	61	43.26 %
Average (45-59%)	52	36.88 %
Below Average (30-44%)	28	19.86 %
Total	141	100 %

Table: 08 Academic Performance

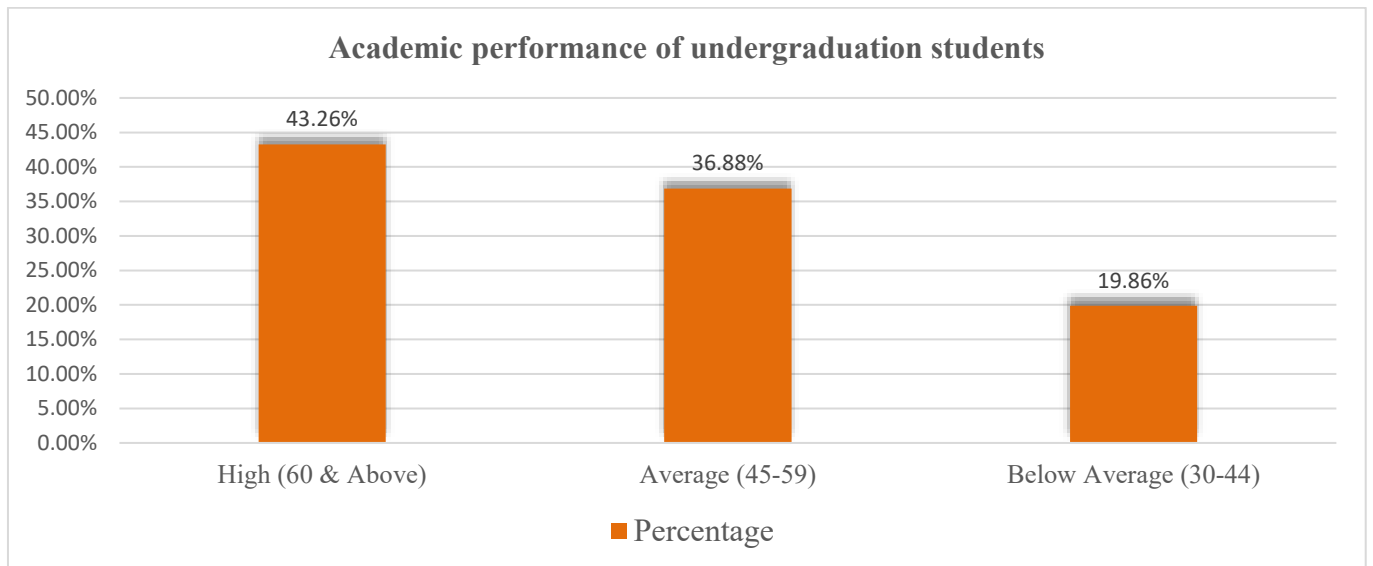


Fig: 05 Academic performance

Interpretation: The above table and graph are representing the academic performance of under graduate students. Here, 43.26% students are high academic performance, 36.88% student’s academic performance average and the 19.86% student’s academic performance below average.

Gender	Levels of academic Performance of under graduation students			
	High	Average	Below Average	Total
Boys	25 (35.71%)	29 (41.43%)	16 (22.86%)	70 (100%)
Girls	32 (45.07%)	27 (38.03%)	12 (16.90%)	71 (100%)
Total	57 (40.43%)	56 (39.72%)	28 (19.86%)	141 (100%)

Table: 09 Level of academic performance on the basis of gender

Interpretation: The above table presents the academic performance levels of undergraduate students based on gender (boys and girls). Among the boys, 25 students (35.71%) exhibit high academic performance, 29 students (41.43%) fall in the average category, and 16 students (22.86%) show below average performance. On the other hand, among the girls, 32 students (45.07%) demonstrate high academic performance, 27 students (38.03%) are in the average range, and 12 students (16.90%) are below average. From the total of 141 students, 57 students (40.43%) are in the high-performance group, 56 students (39.72%) are in the average category, and 28 students (19.86%) fall into the below average category. The data suggests that a higher percentage of girls (45.07%) perform at a high level compared to boys (35.71%). Meanwhile, a slightly larger proportion of boys fall into the below average category compared to girls. This may indicate that gender does have some influence on academic performance; however, further statistical analysis is required to determine whether the observed differences are statistically significant. This will be tested through hypothesis testing in the following section.

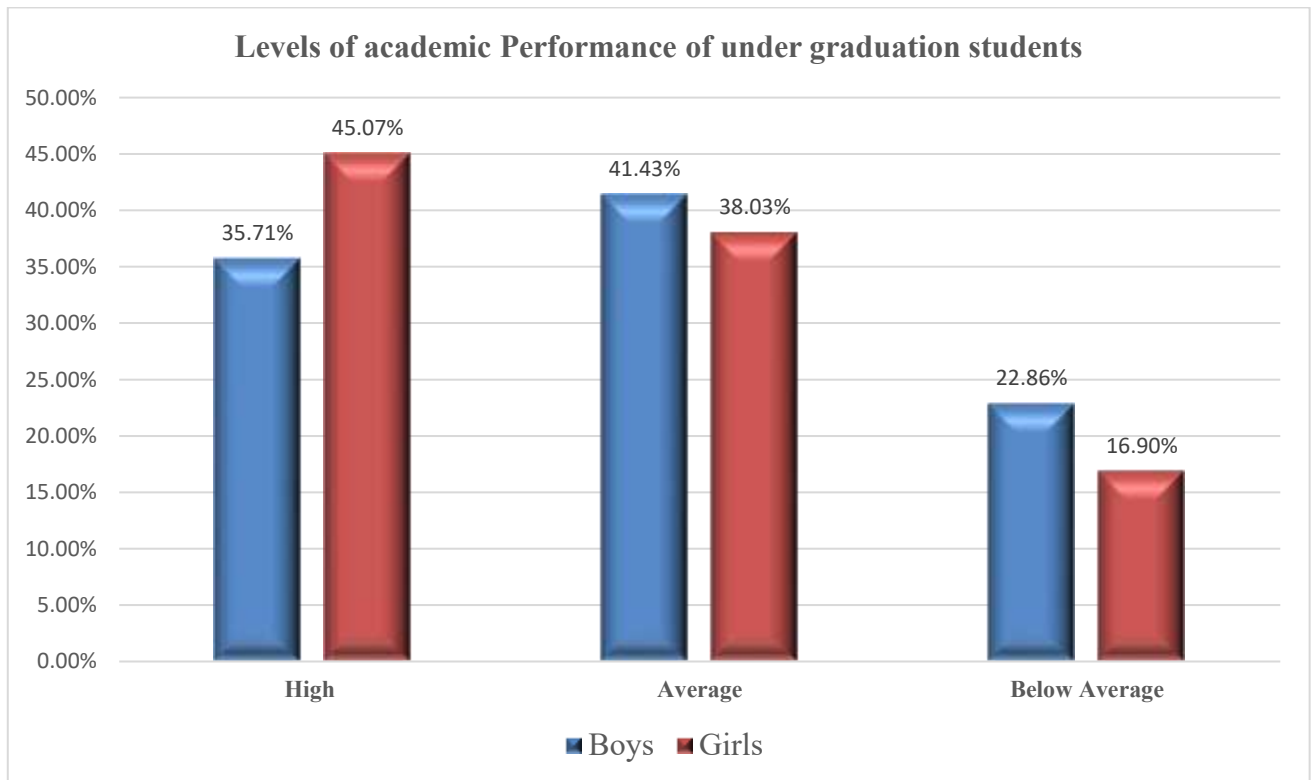


Fig: 06 Level of academic performance on the basis of gender

9. Major findings

9.1 Objective: 01

- Majority (39.01%) of students have above average internet usage.

- Only 3.55% are extremely high users, while 2.13% fall under the low category.

9.2 Objective: 02

- Girls have higher representation in the above-average category (47.89%).
- Boys have higher representation in the average and below-average categories.

9.3 Objective: 03

- Girls mostly show average to above-average habits.
- Boys are more concentrated in the low and below-average range.

9.4 Objective: 04

- Among boys, high internet users have significantly better study habits.
- Among girls, high internet users have significantly poorer study habits.

9.5 Objective: 05

- Girls have slightly better academic performance (mean = 340.41) than boys (mean = 329.13), though the difference is not statistically significant.

10. Discussion

The findings of this study align with and extend previous research explored in the review of literature. Studies by Akhter (2013), Singh & Barmola (2015), and Asokan et al. (2019) emphasized a negative correlation between excessive internet use and academic performance. Similarly, in the present study, high internet usage among girls was associated with poorer study habits, reinforcing the conclusion that overuse can disrupt academic focus. On the other hand, high internet usage among boys was found to positively influence study habits, suggesting gender-based differences in the way internet is used boys possibly engaging with more academic content like tutorials, coding, or research-based platforms.

11. Recommendation for students and future researcher

Maintain a balance between study and internet use, limiting time spent on non-academic content and Use educational platforms, digital libraries, and academic videos to enhance learning. I am also recommended future researcher to they include their study women college also and find a good experience.

12. Conclusion

This study aimed to explore the relationship between internet use, study habits, and academic performance among undergraduate students in the semi urban or rural co-educational colleges of Ullunda Block, Subarnapur District, Odisha. The findings indicate that the majority of students fall within the average to above-average levels of internet usage and study habits. However, significant differences emerged based on gender. Boys with high internet usage exhibited better study habits, while girls with high usage displayed comparatively weaker study patterns. Academic performance was generally higher among girls, but no statistically significant gender difference was found. The study further concludes that balanced and purposeful internet use can enhance academic outcomes, especially when integrated into structured study practices. This emphasizes the need for awareness and digital discipline among students to ensure that technology acts as a tool for empowerment rather than a source of distraction. The research fills an important gap by shedding light on digital behaviour and academic patterns in a rural setting often overlooked in mainstream studies.

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