



RESEARCH PAPER

**Effect of Using Internet on Academic Achievement: A Case Study
of Undergraduate Students in Women University of AJ&K Bagh
Pakistan**

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ABSTRACT

The aim of the research is to determine how internet utilization affected undergraduate students' academic performance in District Bagh, AJ&K, Pakistan. Students all across the world are substantially impacted by the internet. Internet usage and academic success are directly related in a positive way. For this investigation, a descriptive survey design was chosen. The Women University of Azad Jammu and Kashmir, Bagh, undergraduate students from all 13 departments made up the study's population. A sample of 300 undergraduate students from various departments was chosen using a simple random sampling procedure. All female students made up the sample because it was a women's university. An independently created questionnaire was used as a research tool to gather crucial information for the objective of the study. The results of the research data were examined using the statistical Package for Social Science. Based on the findings, recommendations have been given. The study's primary conclusions were that excessive internet use has a negative influence on students' academic performance, but that if students use the internet for academic purposes for 2 to 4 hours per day, it benefits them and has a good effect on their academic progress. It is also beneficial for other classes. It has been established that the fastest route accessing foreign libraries is via the internet. To assist students, the university administration may provide rapid and easy access to internet connections which makes productive and purposeful research.

Keywords

Academic Achievement, Internet, Students, Undergraduate

Introduction

A collection of linked computers that are dispersed across many networks is referred to as "interconnected networking" system or the "internet." The Internet is a relatively new form of expression that houses a vast amount of material, yet the content, goals, target audiences, and reliability of scientific resources on it vary greatly. The end users get knowledge of in very huge quantity of news and information's which is easy to get to on Internet so that they learn how to evaluate information content. Our homes and classrooms now have access to online services, specialized electronic networks, WebPages' E-mail, software, and global information sources thanks to the phenomenal development of telecommunications (Soegoto & Tjokroadiponto, 2018). Because the internet offers such a wide variety of material,

students can learn more and acquire current knowledge. Online education increases student satisfaction (Hsieh et al., 2011). There are many different global informational uses for the internet, it seems. According to rumours, the internet will eventually offer podium for performing different actions for people of every field and age (Akin Adaeamola, 2014).

The invention of the internet was one of the most significant information and technological advances. The globe is becoming a small, interconnected village thanks in large part to the internet. Al-Rahmi & Othman (2013) assert that the internet has had a significant influence on students' social and academic lives. For instance, Habes et al. (2018) examined how students' internet use affects their academic achievement. They discovered that college students who utilize the internet perform better academically. Eguavoen (2016) asserts that there is a connection between students' internet use and their academic success. In addition to using social networking sites for knowledge sharing, students can do academic content searches on the internet.

A lot of students said that they enjoy using social networking sites to gather information or data for their academic tasks (Harrath & Alobaidy, 2016). According to Desmal (2017), there are advantages and opportunities for increasing academic accomplishment when using the internet and social networking sites to support students' learning. It was observed that some university students' frequent usage of social media, which focused their attention on platforms like Facebook, had a negative impact on their academic performance.

As a result of globalization, undergraduates who are studying in universities focuses on information and communication technologies (ICTs), that is internet etc, have opportunities as well as obstacles (Macharia & Nyakwende, 2011). Students can quickly find the information they require on the internet and get assistance with their assignments by using a search engine. They might exchange ideas and knowledge in real time while they are in separate locations. The internet, a vital information and communication tool, has sparked a worldwide information revolution. Children can develop a variety of viewpoints on a subject by interacting with other pupils and using their problem-solving skills (Siraj, 2015).

According to Ngoumandjoka (2012) the internet has a significant impact on many people's daily lives. Due to its adaptability as a support medium, the internet was introduced to educational institutions in the middle of the 1990s as a tool to enhance students' academic experiences. Internet users can be divided into two groups: heavy and light. According to him, academic use of the internet dominates on campus. It was found that students who used the internet heavily utilized it for leisure activities more often than those who used it sparingly. His research indicates that academic attainment is believed to be better the more the internet is used for educational purposes. Internet use unquestionably improves academic performance. Students who use online resources for their studies are less likely to fail an exam. Therefore, having no internet connection has more disadvantages than advantages. When students interact with their teachers and peers, as well as when they use the internet to supplement their course work, they often perform better academically (Torres-Diaz, 2016).

Academic researchers and instructors have reportedly been using the internet to enhance their quantitative studies teaching and research, according to Kumar & Manjunath (2013). Because it allows for more study and learning, the internet has

enhanced their academic performance, particularly when it comes to producing research papers. The Internet is one of humanity's most significant and intricate achievements. It is a capable, specialized instrument for data storage and retrieval. More and more people are distributing educational materials online (Sinha & Kumar, 2004). The continual rise in internet usage has had a substantial impact on both research and the teaching-learning process. The importance of the Internet as a significant change agent in higher education has been demonstrated in numerous studies (Al-Ansari, 2006). It could be used to enhance conventional teaching methods or to take the place of conventional study methods. Online, students can interact with one another and share ideas, information, tales, and social cues. It enhances students' abilities, skills, and lifestyles both in and outside of the classroom (Khan, Khan & Bhatti, 2011).

Given how prevalent internet use is expanding, particularly in the field of education, it is appropriate to investigate how students perceive and interpret the availability and use of electronic hotspots for academic performance. Both good and negative effects of Internet use on students' academic performance might be observed. The literature review established a connection between web use and academic achievement. The purpose of this study is to better understand how students perceive how using the Internet affects their academic performance. Although there are many benefits to using the Internet, concerns about potential risks are mounting. A growing amount of research suggests that students might become dependent on the Internet. The researcher then suggested conducting research on how undergraduate students in District Bagh Azad Jammu and Kashmir, Pakistan, use the internet in relation to their academic performance.

Material and Methods

The design of this study had a focus on descriptive research and collected data using the cross-sectional survey approach. Information in this research was numerical. The researcher employed a quantitative approach because the study's core variables could be measured and evaluated using statistical methods. The researcher used a straightforward random selection technique to select respondents (students) at randomly from several departments within the premises of this University. The sample size was 300 undergraduate students. The researcher developed a five-point Likert scale questionnaire for students after reviewing related literature. There were 34 questions on the questionnaire. Each item was evaluated based on how well it affected academic achievement. Due to the nature of the study, every question had a closed-ended answer. Seven components were discovered after the questionnaire underwent a factor reduction analysis. The researcher employed quantitative strategies and statistical data to determine the extent to which the factors affected the students' academic advancement. The current semester's grade point average (GPA) for undergraduate students was used as academic performance. To gather data, the researcher went in-person to each of the thirteen departments at the Women University Azad Jammu and Kashmir, Bagh. The study's goals had been explained to the students, who were instructed to carefully read each item on the questionnaire and respond in a sincere and accurate manner. They were informed that the research findings would benefit from their pertinent and thoughtful replies. After the required amount of response time, the questionnaires were collected from the respondents' students. Chi-Square and regression analysis were used by the researcher as statistical techniques to analyze the data acquired. The researcher added up and evaluated the data.

Data Analysis and Discussion

Part-1 Linear Regression

Table 1 Model Summary

Regression Analysis				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.44 ^a	.19	.17	.51

- a. Predictors: (Constant Academic Activities, Professional skills, General Information, Social Activities, Health, Studies, Entertainment)
 b. Dependant Variable: CGPA

Table 1 shows that the Adjusted R² for the model is 0.17, indicating that our regression can be held responsible for 17% of the variance in GPA and that the independent variables may be responsible for 17% of the variance in the dependent variable. This variations between the dependent and independent variables are shown by the model's corrected R², according to this analysis. Regression research shows that seven Internet usage factors collectively account for around 17% of the variation in academic achievement. In other words, students can use the Internet to help them with their academic goals. This illustrates how using the internet can improve students' academic performance.

**Table 2
Analysis of Variance**

Model	Sum of Square	Df	M Square	F	Sig.	
1	Regression	18.05	7	2.58	9.87	.00 ^b
	Residual	76.28	292	.26		
	Total	94.32	299			

a. Dependant Variable: CGPA

b. Predictors: (Constant), Studies General Information, Academic Activities, Health, Professional skills, Entertainment, Social Activities,

Table 2 shows how the model explains these factors greatly increased the academic performance of undergraduate students at Women University Bagh in Pakistan. The researchers used seven internet usage indicators as independent variables. The ANOVA in this table is highly significant ($p=.000$). The entire regression model is significant and has $F=9.87$ value that is well defined, demonstrating that it fits the data well. The variables that are part of the model significantly affect CGPA

**Table 3
Coefficient of Regression Model of Factors of Usage of Internet**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.90	.39		7.50	.00
Entertainment	.20	.15	.14	1.28	.20
Academics Activities	.71	.13	.72	5.32	.00

General Information	.33	.06	-.41	5.31	.00
Professional skills	.49	.10	-.54	4.80	.00
Health	-.10	.08	-.07	-1.24	.22
Social Activities	.20	.12	.11	1.74	.08
Studies	.029	.09	.02	.31	.75

a. Dependant Variable: CGPA

Table 3 demonstrates how the GPA explanation is impacted by entertainment. When controlling for other factors, entertainment increases GPA by 0.20 points, but this effect is not statistically significant ($P=0.20$) because it exceeds the 0.05 significance threshold. People who use the internet for pleasure have been discovered to be able to learn more about a variety of topics, including global politics, doing math problems online, and theatre.

Since the estimated value of p is less than the significant value = 0.05, for academic activities are relevant at the 5% level of significance in explaining GPA. GPA rises by 0.71 points as a result of academic accomplishment while the influence of other factors stays constant. The internet makes it easy to gain information from reliable sources, increase one's knowledge, and get quick feedback from classmates and teachers in order to raise grades.

Because the estimated value of p is smaller than the significant value = 0.05, for General-Information significantly ($P=0.00$) adds to the explanation of GPA at the 5% level of significance. General-Information improves GPA by 0.33 points while reducing the impact of other factors. Because it provides a plethora of information and a less expensive way to get quick information, the internet aids students' general understanding. It helps students improve their GPA by giving them the quickest access to international libraries.

Because the determined value of p is less than the significant value = 0.05, for professional skills have a significant ($P=0.00$) impact on explaining GPA. Its significance is assessed at the 5% level of significance. The GPA of a professional skills increases by .49 points. The Internet encourages the growth of social skills, improves academic achievement, and aids students in succeeding in their jobs despite the influence of other circumstances.

Despite contributing to the explanation of GPA, health does not meet the 0.05 threshold necessary for statistical significance ($P=0.20$) at the 5% level of significance. When the impact of other factors remains constant, health has a negative impact on GPA of -.10 points. Internet-using students frequently lament their headaches and difficulty falling asleep at night. In students, back discomfort occurs. Students' health is negatively impacted by the consequences of excessive Internet use on their eyesight.

Social Activities are a factor in explaining GPA, however at the 5% level of significance, they are not significant ($P=0.08$) because they surpass the significant value of .05. Despite this, when other factors are taken into account, Social Activities have a positive effect on GPA by .20 points. Students spend less time with their families, pass the time on social media, and keep themselves occupied online. They're not required to harbour sympathy for the family.

Studies assist in illuminating the GPA calculation process. Although it is statistically not significant ($P=0.75$) at the 5% level of significance despite exceeding the threshold of 0.05, after accounting for other factors, it has a positive impact on GPA by .03 points. Regular internet users do not give their academic work the time or attention it deserves. Internet use among students extends beyond academic research. Internet use contributes to sleep problems. As a result, students spend more time socializing than learning.

Part-2 Chi Square Analysis

Table 4
Internet's Assistance in Studies

Usage time of internet	Internet assists you in your studies			Total	χ^2	df	sig
	DA	UD	A				
1-2 Hour	0	0	60	60	13.54	3	.004
2-4 Hour	12	0	132	144			
4-6 Hour	0	0	48	48			
Above 6 Hour	0	0	48	48			
Total	12	0	288	300			

Table 4 displays how the Internet assists students in their academic endeavours. The significance of our claim is demonstrated by the fact that it outweighs the table value (7.85) at $df = 3$ and sig 0.004 – indicating that accessing the Internet improves your professional lives. Between two and four hours a day are spent online by the majority of undergraduate students. At $p=0.05$, the chi-square $\chi^2(3) = 13.54$ result is significant. This shows that the internet enables students to pursue successful careers. The majority of undergraduate students, according to study, believe that the internet aids students in achieving their academic objectives.

Discussion

The study found that using the internet helped undergraduate university students succeed academically. It was found that the internet might provide knowledge, entertainment, and information. It supports students' community integration. The conclusions of the study were supported by studies by Sinha & Kumar (2004) and (Khan, Khan, & Bhatti, 2011). These examinations also have shown how trustworthy a source of knowledge and information the internet is. Education experts claim that technology is changing how we collaborate in higher education, where instruction needs to be much improved. A common misconception is that the Internet is a vast computer network to which millions of smaller computers connected in various parts of the world engaged in various trades, management, research, education, and many other groups can be connected. In the modern, globalized educational system, the Internet is crucial. Internet users are a tremendously active group of people worldwide, claim (Kumar & Kaur, 2006). In the current global system, the Internet is essential for training, research, and learning. So, a new kind of awareness and broadcasting also emerged at the same time as the Internet. This new kind of information source's main advantage is that it offers a seemingly endless supply of information that is easy to obtain and accessible to millions of individuals concurrently in various regions of the world. It was rightly noted by Horrigan (2006) that undergraduate students' are gradually more turning

to the use of internet for research purpose and that it has become a key source of knowledge for them.

Recommendations

The researcher suggested the following in light of the results and study findings:

1. Administrators and counsellors at the university must educate students on appropriate Internet usage.

2. The student should be motivated to search the Internet for knowledge that will help them do better in class.

3. To improve the productivity of all user groups when utilizing the Internet, thorough training programs are required and must be continuously updated.

4. Lecturers should try to give assignments that motivate students to use the Internet for educational enjoyment.

5. The institution's management must launch awareness-building campaigns to give students the confidence they need to use the Internet for academic purposes.

6. It has been observed that undergraduate students at the Women University Bagh in Pakistan suffer health and behavioural consequences from excessive internet use. In light of this, University Administration may hold lectures on the risks associated with excessive internet use.

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