



Internet Usage among College Students of Hoshiarpur in Relation to Gender

Manju Bala*

**Assistant professor, Guru Nanak college of Education Dalewal, Hoshiarpur Punjab
University Chandigarh, Punjab, India*

*Corresponding Email: *7manjuthakur@gmail.com*

Received: 26 July 2021

Accepted: 10 October 2021

Published: 12 November 2021

Abstract: *The study examined internet usage among college students of Hoshiarpur in relation to gender. Descriptive method of research was followed. Total sample consisted of 200 students (100 male and 100 female), selected from three faculties i.e. professional, science and social science from Hoshiarpur district of Punjab state. Self designed internet usage scale with 15 items was used to gauge the purpose of internet usage, its effect on well-being of college students and self-regulation in internet usage. Collected data was analyzed in terms of percentage. The results revealed that almost all college students use internet for different purposes such as educational purpose, career planning and global affairs. Further, one third college students reported ill effects on their well being. They forget day specific assignments and household chores due to internet use. There were only one tenth male and female college students who attributed insomnia due to internet usage. It was also found that majority of college students use internet for purposeful activities and a few reporting need to regulate internet usage for better well-being.*

Keywords: *Internet Usage (Purpose of Internet Usage, Its Effect on Well-Being, Self-Regulation), College Students, Gender.*

1. INTRODUCTION

In this present scenario internet has become an indispensable part of human life. It plays pivotal role in every field of life including education. In the earlier stage education took place simply through oral lectures, dialogues, reading books, and use of chalks etcetera. Furthermore, traditional system of education was teacher-centered but in this digital era, technology has brought a sea change in the education system. It has provided many facilities to all the learners according to their capabilities and interest. Students involve more actively in the learning process with the help of technological gadgets. Apart from this, students can easily access to resource persons, experts, researchers, mentors and professionals at their



convenience and when required. The use of technology, especially internet has been very much helpful for both teachers and students in teaching learning process, and provides new orientation to teaching strategies for the teachers, to satisfy the need of each and every student, in pursuit of excellence.

On one side internet provides more affirmative impacts on learners' lives but on the other hand it can get through some users particularly students, to the point that interferes with normal living, enforcing them into internet overuse. Therefore, it becomes important for us to be aware of the impact of internet usage on students' behaviour. Internet usage in younger generation has become a buzz word all over the world of learning. It has been linked particularly in higher education for students academic and research/career pursuits. Institutions of higher education encourage learners to use Internet through several means. Many students are using the internet not only for their academic purposes but also for chatting, e-mail, music, career guidance, for world information, online shopping, e-banking etc. Access to the campus's network is often provided free of charge or for a nominal fee. This makes it is a reasonable and convenient choice. The fear resulting from the COVID-19, the 'lockdown' situation, high levels of uncertainty regarding the future raise the level of anxiety experienced by people all around the world. Furthermore, the importance of information and communications technology (ICT) is even higher in the present crisis than usual. ICT has been important in allowing large groups of people to work and study from home, enhancing social connectedness, providing greatly needed entertainment, etc. (Kiraly et al. 2020). In the context of the COVID-19 crisis interest in mobile learning technologies has grown exponentially (International Commission on the Futures of Education, 2020). Given the explosive pace of technological development allied with the sheer creativity of tech-savvy teachers and entrepreneurs (including student entrepreneurs), it is certain that technology will impact education in multiple ways involving artificial intelligence, machine learning, block chains, smart boards, handheld computing devices, adaptive computer testing for student development, and other forms of educational software and hardware (National Education Policy 2020). In many higher institutions, the move to distance learning has been an opportunity to expand flexible learning modalities, setting the stage for a sustained shift towards more online learning in this sub-sector in the future (IAU Global Survey Report 2020).

Literature Review

Gender differences were found in the severity of online gaming addiction and motives for playing along with its relationship with daily life, lower self-esteem, and lower satisfaction with daily life among university males, but not among university females (Ko et al. 2005). Internet access via the school environment was a significant deterrent among low internet users, while access via internet cafés was a significant predictor for high internet users among Greek adolescents. Accessing the internet for the purposes of game playing was the most significant predictor for excessive internet use. Which was predicted solely by the location of internet access (own home portal) and the scope of internet use (i.e., sites relating to socialization and game playing) and may lead to internet addiction, mainly among male adolescents (Tistika et al. 2008). The majority of high school students were classified as normal users of the internet 89.2%, with 10.2% moderately and 0.6% severely addicted to the



internet in Guangzhou city. Finding revealed 50% increased odds for males to be addicted to the internet when compared to females. Stress-related variables were associated with internet addiction among adolescents (Lam et al. 2009). Boys indulged more into computer and internet use for various purposes. As children grew old, their internet use purposes got change as well as their every day computer use amounts increased. 6th graders were more into online gaming and used internet for studying whereas 8th graders primarily used internet for chatting. Majority of the 8th graders spent more than 5 hours on internet each day (Sipal & Bayhan 2010). Male students were more addicted to internet as compared to their female counterparts (Serin 2011). Gender differences in usage perceptions of the internet could be detected among college students. Particularly, the differences were found in that male college students had a higher level of perceptions of internet self-efficacy, experience, and information overload than females (Hu et al. 2012). Majority of the male and female respondents had less than 2 hours of access to internet. Significant difference between male and female respondents was found with respect to their place of using internet. (Thanuskodi 2013). Male students were more addicted to Internet for making new friendships and getting into relationships online, and having permanently logged-in status increased risk for Internet addiction, whereas using the Internet more for assignments was favored as a protective factor for addiction (Krishnamurthy & Chetlapalli 2015). Most students access internet before they attended university; there is a positive attitude towards Internet; and they used it mainly for social websites, chatting and information gathering (Tamara et al. 2016). There was no gender difference in relation to problematic internet use and no differences in psychological wellbeing in relation to “Average internet users” and “Risk internet users” among high school students (Pal 2017). Internet usage was positively and significantly related with depression, anxiety and stress among college students whereas; internet usage had no significant correlation with self efficacy (Bodhi 2018). There was no significant difference between male and female college students. Female counterparts had higher depression than male ones (Dey & Chatterjee 2018). In continuity with researches being undertaken by researchers in this emerging area of technology driven teaching learning process the present study was undertaken to investigate the frequency of internet usage and gender difference in frequency of internet usage among college students.

2. METHOD

Participants

The sample consisted of 200 college students (both boys and girls) from college students Hoshiarpur. Sample was selected randomly from social science, science and professional streams shows in table-1

Table-1 Gender and Stream wise Sample Distribution of college Students

Sr. No.	Stream	Gender		Total number of students
		Male	Female	
1.	Social science	35	35	70
2.	Science	30	25	55



3.	Professional	35	40	75
Total		100	100	200

Research tool

Scale designed by Ramandeep Kaur related internet usage was used to seek the information of internet usage for different purposes namely education, career and worldly affairs, effect of internet usage on mental health and wellbeing and regulation of internet usage. Internet usage tool consisted of 14 items. Response was sought in yes/no options. Distribution of items given in table-2.

Table-2 Distribution of items in internet usage scale for college students

Sr. No.	Aspects	Sr. no. number of items
1.	Purpose of internet usage	1-10
2.	Effects of internet usage	11-13
3.	Regulation of internet usage	14
Total		14

3. RESULTS

The percentage response to all items for total as well as male and female college students may be shown in table-3

Table-3 College student’s response to internet usage scale (in percentage)

Sr. No.	Statements	Response in percentage		
		Male	Female	Total
	Purposes			
1.	I make a search on internet for different government jobs.	97	88	92.50
2.	I use internet to know about different events happening in the world.	93	98	95.50
3.	I use internet to see the latest news of different countries.	99	89	94.50
4.	I use internet for getting information about career planning.	85	96	90.50
5.	I use internet for searching different jobs in corporate sector.	93	86	89.50
6.	I use internet for getting the information about best institutions for career development.	83	94	88.50
7.	I use internet for helping in preparing for tests and	85	91	88.00



	competitive examinations.			
8.	I use internet for getting guidance to choose different streams and subjects.	79	86	82.50
9.	I use internet for getting guidance to choose suitable jobs.	78	86	82.00
10.	I use video conferencing instead of formal education.	79	84	81.50
	Effects on well-being			
11.	I forget day specific assignments while surfing internet.	31	37	34.00
12.	I neglect household chores (routine jobs) to spend more time on internet.	32	19	25.50
13.	After using internet daily I have become the victim of insomnia.	9	14	11.50
	Self-regulation in internet usage			
14.	I repeatedly make efforts to control habit of use of internet.	28	33	30.50

Results of the study show internet usage among college students in terms of different purposes of internet usage, effects of internet and regulation of internet usage. Majority of students use internet for different purposes specifically educational, career and worldly affairs. Almost all university students use internet for latest news and searching for jobs in both sectors government and private i.e. 94%, 92.5% and 89.5% respectively. Usage of internet to know about different organism present in the world has been revealed 95.5% university students. A large number of students use internet for career planning 90.5%, for the preparation of competitive examination 88% and career development 88.5%. Almost same percentage of the students use internet to choose different streams and subjects, for video conferencing and to choose suitable jobs that i.e. 82.5%, 81.5% and 82% respectively.

One fourth college students' neglect routine jobs and one third respondents ignored specific assignments due to internet usage. Only a few (11.5%) college students have attributed insomnia due to internet usage. It also shows that nearly one third (30.5%) respondents make efforts to control habit of internet usage.

There are gender wise variations in internet usage for different purposes of internet usage. In terms of internet usage for different purposes male students use more internet for searching jobs in government sectors (97%) and private sectors (93%) as compared to their female counterparts (88%, 86% respectively). On the other hand, female students had more internet usage to get information for career planning (96%) and for best institutions for career development (94%) as compared to male students they used internet for these purposes (85% and 83% respectively). Female college students use internet to know about different organism 98% whenever male students use internet for this purpose 93%.

In case of internet usage effects, almost one third college students forget day specific assignments (37% female & 31% male). On the other hand household chores are effected



more in case of male college students as compared to female college students due to internet usage i.e. 32% & 19%. There was only one tenth male and female college students attributed insomnia due to internet usage i.e. 14% and 9% respectively.

In relation to internet regulation only one third female and one fourth male students make efforts to control habit of internet usage.

Educational Implications

The present study was an effort to investigate internet usage among college students. Results of the study revealed that almost all college students use internet for different purposes such as educational, career and global affairs. Male college students use more internets to get information about career but female college students are less interested so they should be encouraged to use internet for seeking information about job opportunities. On the other hand male college students should be involved in education through video conferencing. One third students have reported to be negatively affected by internet for them Hence lectures and seminars about worth use of internet and time management should be arranged at college to make them aware and university students should also be aware by experts about impact of excessive internet usage on well-being and male college students should be encouraged more to use internet for preparation of competitive examinations.

It nutshell it may be stated that large majority of college students use internet for purposeful activities related to education, career and global affairs and majority of them did not have any problem in daily life due to internet usage. Apart from this, only one tenth students attributed insomnia due to internet usage. It may be safe to say that college students are internet savvy and it is a good sign in this period where COVID-19 pandemic has necessitated the use of online mode in learning.

4. REFERENCES

1. Bodhi, V. (2018). Psycho-social correlates of internet usage among university students (Ph.D Thesis). Department of Education and Community Service, Punjabi University, Patiala.
2. Dey, R., & Chatterjee, S. (2018). Comparative psycho-social profile of internet addicted male and female students of Kolkata. *Journal of Indian Health Psychology*, 12(2), 91-104.
3. Government of India Economic Survey (2020-21). Ministry of Finance, Department of Economic Affairs, Vol (1), Available at (<https://www.abpeducation.com/news/economic-survey-2020-21-key-highlights-for-education-sector/cid/1206627>)
4. Hu, T., Zhang, X., Dai, H., & Zhang, P. (2012). An examination of gender differences among college students in their usage perceptions of the internet. *Educational Information Technology*, 17, 315–330.
5. International Commission on the Futures of Education. 2020. Education in a post-COVID world: Nine ideas for public actions. Paris: UNESCO.
6. Policy Brief: Education during COVID-19 and beyond. 2020. Available at https://www.un.org/development/desa/dspd/wp-covid19_and_education_august_



- 2020.pdf
7. International Association of Universities, IAU Global Survey Report: The Impact of COVID-19 on higher education around the world, 2020, available at https://www.lau-aiu.net/IMG/pdf/lau_covid19_and_he_survey_report_final_may_2020.pdf.
 8. Kiraly, O., Potenza, M. N., Stein, D. J., King, D. L., Hodgins, D. C., Saunders, J. B., & Demetrovics, Z. (2020). Prevention problematic internet use during the COVID-19 pandemic: Consensus guidance, *Comprehensive Psychiatry*, 100, 15-20. <https://doi.org/10.1016/j.comppsy.2020.152180>
 9. Ko, C. H., Yen, J. Y., Chen, C. C., Chen, S. H., & Yen, C. F., (2005). Gender differences and related factors affecting online gaming addiction among Taiwanese adolescents. *The Journal of Nervous and Mental Disease*, 193(1), 273-277.
 10. Krishnamurthy, S., & Chetlapalli, S.K. (2015). Internet addiction: Prevalence and risk factors: cross-sectional study among college students in Bengaluru, the Silicon Valley of India. *Indian Journal of Public Health*, 59(2), 115-121.
 11. Lam, L. T., Peng, Z. W., Mai, J. C., & Jing, J. (2009). Factors associated with internet addiction among adolescents. *Cyber Psychology and Behaviour*, 12(5), 551-555.
 12. Government of India (2020). *National Education Policy 2020*, New Delhi: Ministry of Human Resource Development.
 13. Razieh, J., Ali, G., Zaman, A., & Narjesskhatoun, S. (2012). The relationship between internet addiction and anxiety in the universities students. *Interdisciplinary Journal of Contemporary Research in Business*, 4(1), 942-949.
 14. Serin, B. N. (2011). An examination of predictor variables for problematic internet use. *The Turkish Online Journal of Educational Technology*, 10(3), 54.
 15. Shaheen, H. M., Farahat, T. M., & Gaber, H. M. (2016). Problematic internet use among medical school students in Menoufia University Egypt. *Journal of Child and Adolescent Behavior*, 4, 298.
 16. Sipal, R. F., & Bayhan, P. (2010). Preferred computer activities during school age: Indicators of internet addiction. *Procedia-Social and Behavioral Sciences*, 9, 1085–1089.
 17. Tamara, J., Majdalawi, Y & Mohammad, H. (2016). Internet usage, challenges, and attitudes among university students: Case study of the University of Jordan, *Journal of Software Engineering and Applications*, 9(1), 577-587.
 18. Thanuskodi, S. (2013). Gender differences in internet usage among college students: A comparative study. *Library Philosophy and Practice (e-journal)*, 1052.
 19. Tsitsika, A., Critselis, E., Kormas, G., Filippopoulou, A., Tounissidou, D., Freskou, A., Spiliopoulou, T., Louizou, A., Konstantoulaki, E., & Kafetzis, E. (2008). Internet use and misuse: A multivariate regression analysis of the predictive factors of internet use among Greek adolescents. *European Journal of Pediatrics*, 168(6), 655–665.