Quantitative Study About the Impact of Internet on Students Academic Performance in UAF

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Abstract

The rapid proliferation of internet access among university students has significantly influenced their academic behaviors. This study examines the impact of internet usage on the academic performance of students at the University of Agriculture Faisalabad (UAF). Utilizing a simple random sampling technique, data were collected from 140 students through a structured questionnaire. The analysis, conducted using SPSS, revealed that 53.6% of the respondents were male and 46.4% were female, with the majority spending an average of 3 hours daily on internet activities. A substantial proportion of students (70.9%) acknowledged that excessive internet use, particularly for non-academic purposes, has a detrimental effect on their cumulative grade point average (CGPA). Meanwhile, 22.1% remained neutral, and 10% disagreed with this assertion. These findings underscore the need for balanced internet usage among students to enhance academic outcomes.

Keywords: Internet usage, academic performance, University of Agriculture Faisalabad, students, CGPA, non-academic activities, SPSS analysis

Chapter 1: Introduction:

This study examines the impact of internet usage on university students, focusing on those at the University of Agriculture Faisalabad. Researchers debate whether the internet alleviates or exacerbates anxiety and social isolation (Mohseni et al., 2008). While the internet has revolutionized education, providing widespread access to resources, it also presents challenges, particularly for students in lower-income families who may lack home computers (Census

Bureau, 2011; NCES, 2012). Some studies suggest that access to home computers correlates with academic success, while the absence of such access may hinder learning (Clemente et al., 2012; Malamud et al., 2013).

The internet's influence on social interactions is double-edged; it can either enhance or diminish social engagement (Morahan-Martin, 2013). Overuse of the internet has been linked to both physical and psychological issues, including headaches and disrupted sleep patterns (Jeon, 2005; You, 2007). On the other hand, the internet serves as a critical tool for education and global communication, despite concerns about internet addiction (K.L. Young, 2011). This study also acknowledges the role of government initiatives in expanding internet access, which has transformed how information is shared and consumed (Basheer, 2002). As the internet continues to grow, it is vital to balance its benefits with the potential negative effects on academic performance and social behavior (Carswell et al., 2009; Chou et al., 2007).

1.1. Objectives:

1) To study the socio-economic characteristics of the respondents.

2) To investigate the social effects of internet usage on students.

3) To explore students' awareness of the internet's impacts.

4) To identify the positive effects of internet usage on academic performance.

5) To uncover the negative impacts of internet usage on academic performance.

6) To suggest ways to make the internet more beneficial for students.

Chapter 2: Review of Literature:

Numerous studies have explored the effects of internet usage on students, revealing both positive and negative impacts. Bao (1998) found that a significant percentage of university students use the internet regularly, primarily for academic purposes. De Rushia (2014) highlighted that non-academic internet use is associated with social anxiety and stress. Mckenna et al. (2006) and Valkenburg & Soeters (2011) noted that students frequently use the internet for entertainment and information gathering.

Goad and Rainie (2003) and Lenharte et al. (2005) emphasized the growing reliance of students on the internet for communication, education, and entertainment. Krcmar and Strizhakova (2007) observed the internet's role in socialization, while Bessiere et al. (2008) linked excessive internet use to depression. Lee (2009) found that problematic internet use is more prevalent among male students and those in their first year of university. Selfhout et al. (2015) investigated the relationship between internet use for communication and its effects on social anxiety and depression, finding that non-communicative internet use exacerbates these issues. Nie et al. (2002) and Mohseni et al. (2013) examined how internet use affects social interactions, with results showing that excessive use can reduce face-to-face communication.

Kraut et al. (2002) noted that internet use can increase social networks but also decrease family interaction. Farcie (2003) discussed the dual nature of the internet, providing both opportunities and challenges for students. Agarwal et al. (2002) and Fallows (2014) explored how the internet impacts academic performance, finding that it can enhance learning but also lead to distraction. Sanni et al. (2011) highlighted gender differences in internet use, with men generally using the

internet more extensively. Barker (2013) and Adegboji & Toyo (2006) examined how the internet is used by instructors and students for research, noting its significant role in modern education. Liu (2009) found that students who use the internet for academic purposes tend to perform better in exams.

Fatoki & O.C (2007) pointed out that the internet is becoming a primary resource for academic research, often replacing traditional libraries. Kim Jeong Hwan (2014) observed a negative correlation between excessive internet use and academic performance, while Adbogee & Tuyo (2008) emphasized the importance of the internet for accessing up-to-date academic materials. Orlean & Laney (2005) and Hendel & Harrold (2013) explored the social implications of internet use, noting that while it can enhance social interactions, it can also lead to negative emotional outcomes. Young (2003) and Brady (2006) warned of the potential for internet addiction, which can detract from academic focus and performance.

Chapter 3: Material and Methods:

This chapter outlines the methodology for collecting and analyzing data in the study. The research design ensures a systematic approach to addressing the research questions (Nachmias, 2011). The study was conducted in the University of Agriculture Faisalabad, with a sample of 140 students selected randomly from different departments. Data was collected using a structured interview schedule, which was pretested to identify and rectify any issues (Goode et al., 2003).

3.1. Universe and Sample: The study population included students from the University of Agriculture Faisalabad. A sample size of 140 students was selected using random sampling techniques, ensuring a representative sample (Chaudhary, 2005).

3.2. Data Collection and Analysis: Data was gathered through interviews and analyzed using SPSS, focusing on both univariate and bivariate analyses. Univariate analysis described individual variables using measures like frequency, mean, and standard deviation (Chaudhary, 1999). Bivariate analysis examined relationships between variables, employing methods such as Chi-square and Gamma statistics to determine associations (Fisher, 1994; Sheskin, 2011).

3.3. Conceptualization: Key concepts were clearly defined to ensure accurate interpretation of the study results. Socio-economic characteristics, age, and education were among the primary variables analyzed, with education levels categorized from illiterate to above metric (Khal et al., 2005; Francis, 1997).

3.4. SPSS Utilization: SPSS was crucial for managing and analyzing the collected data, facilitating the application of various statistical methods (Nie et al., 1999). The software allowed for efficient processing of large data sets and supported the quantitative analysis essential to this research (Wellman et al., 2005)

Chapter 4: Results and Discussion:

Results And Discussion

Table .01. According to the respondent distribution of age:

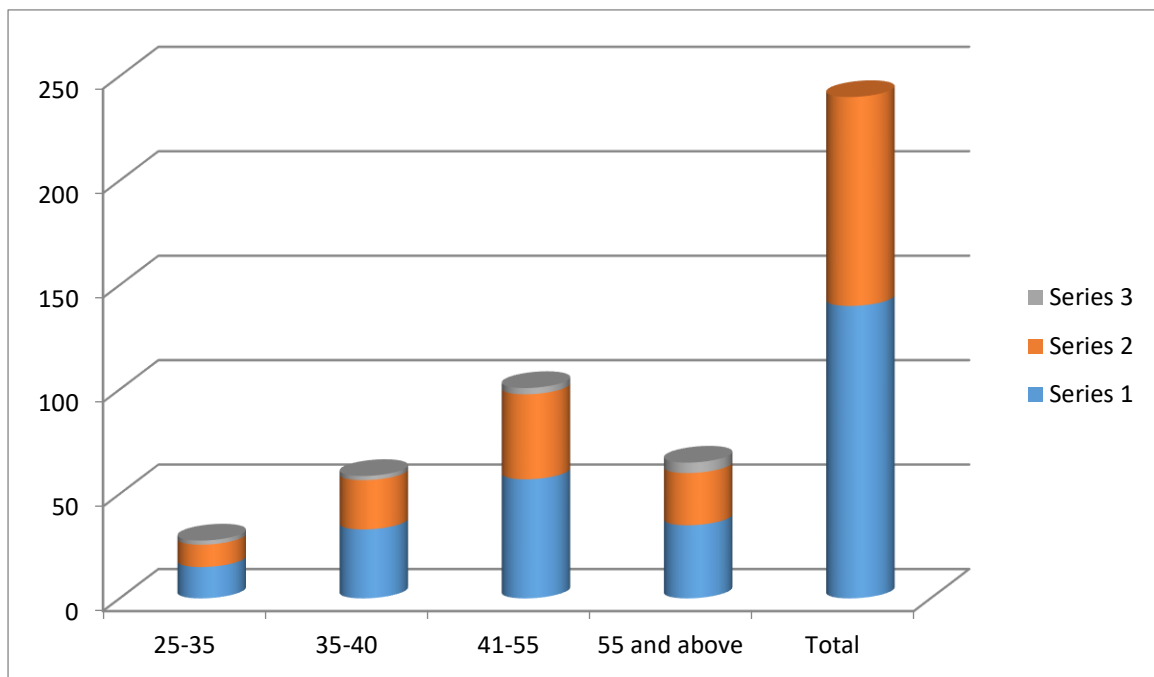| Age	Ratio	%
25-35	15	10.7
35-40	33	23.6
41-55	57	40.7
55 and above	35	25.0
Total	140	100.0

Table shows that 10.7 % were between 20-25 years category and 23.6% respondents in the age of 26-30, while Majority of the respondent 40.7% were fall in category of 31-35 years and 25.% respondents were 36 and above age

Table.2. According to respondent distribution of Male and Female:

Defendant	frequency	%

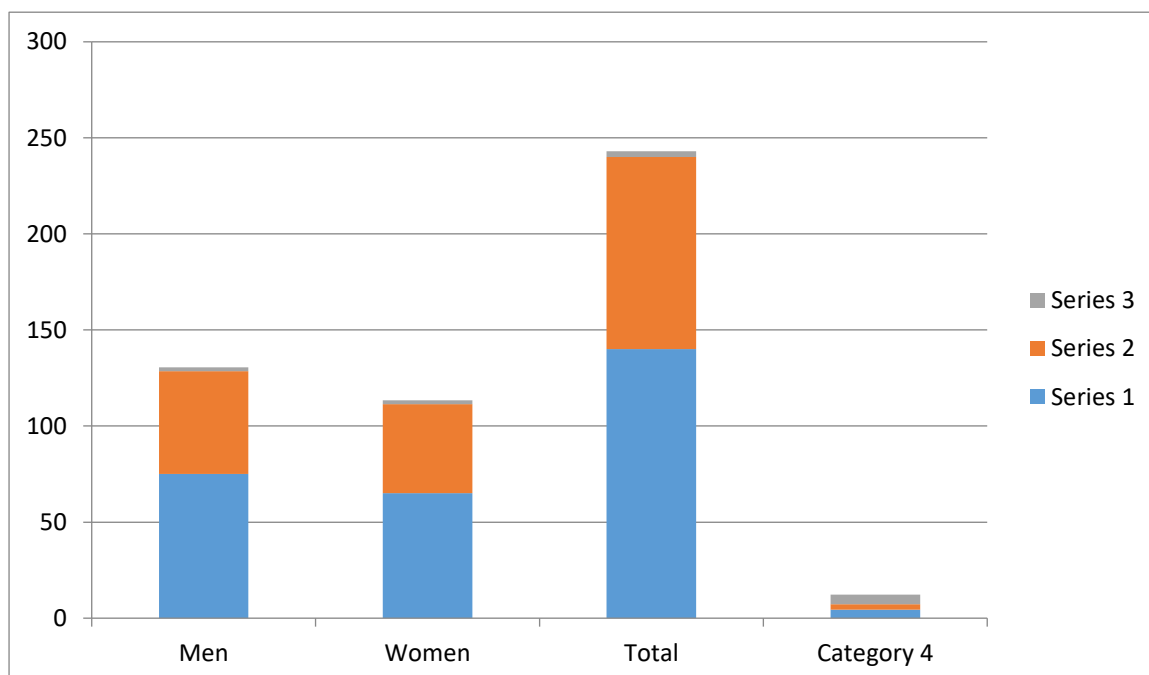| Men	75	53.6
Women	65	46.4
Total	140	100.0

Table show that 46.8 present of the respondent were male , while the 53.6 present of respondent were female.

Table.3. Distribution of respondents according to their Faculty:

Computer Science	1	.7
Agriculture	106	75.7
Social Science	19	13.6
Engineering	14	10.0
Total	140	100.0
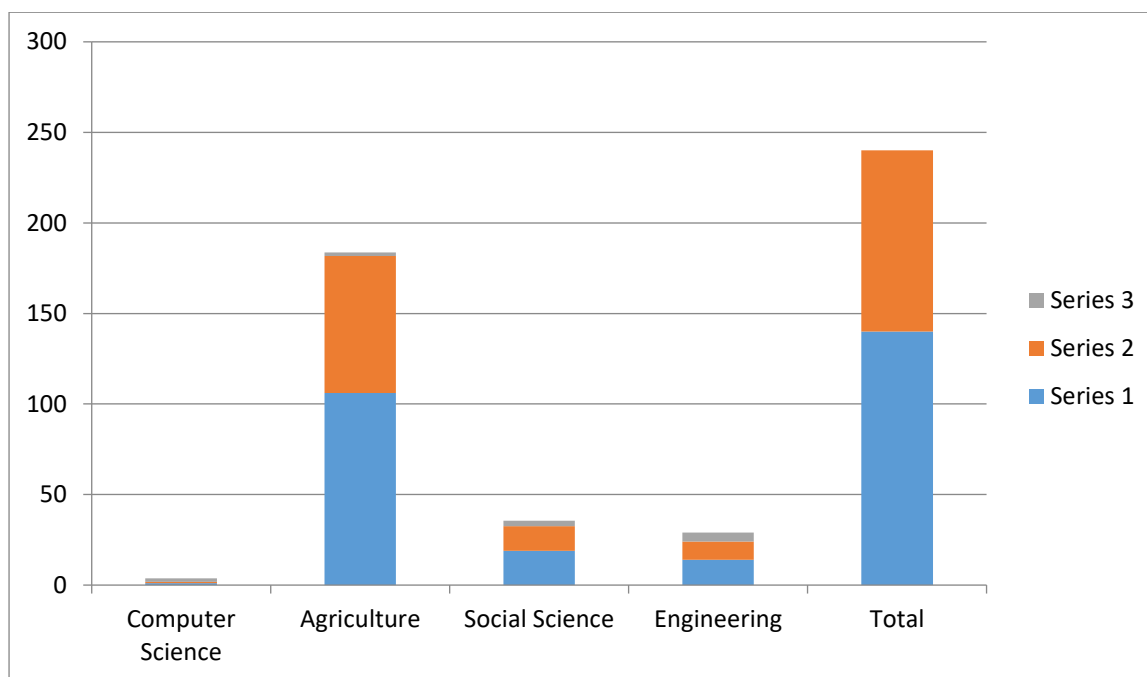
Table 3 the distribution of respondent according to their Faculty.0.7 present computer science respondent and 75.7 present respondent were Agriculture and 13.6 present were respondent were Social sciences and 10 present respondent were engineering.

Table. 4. The respondent's distribution according to their Department:

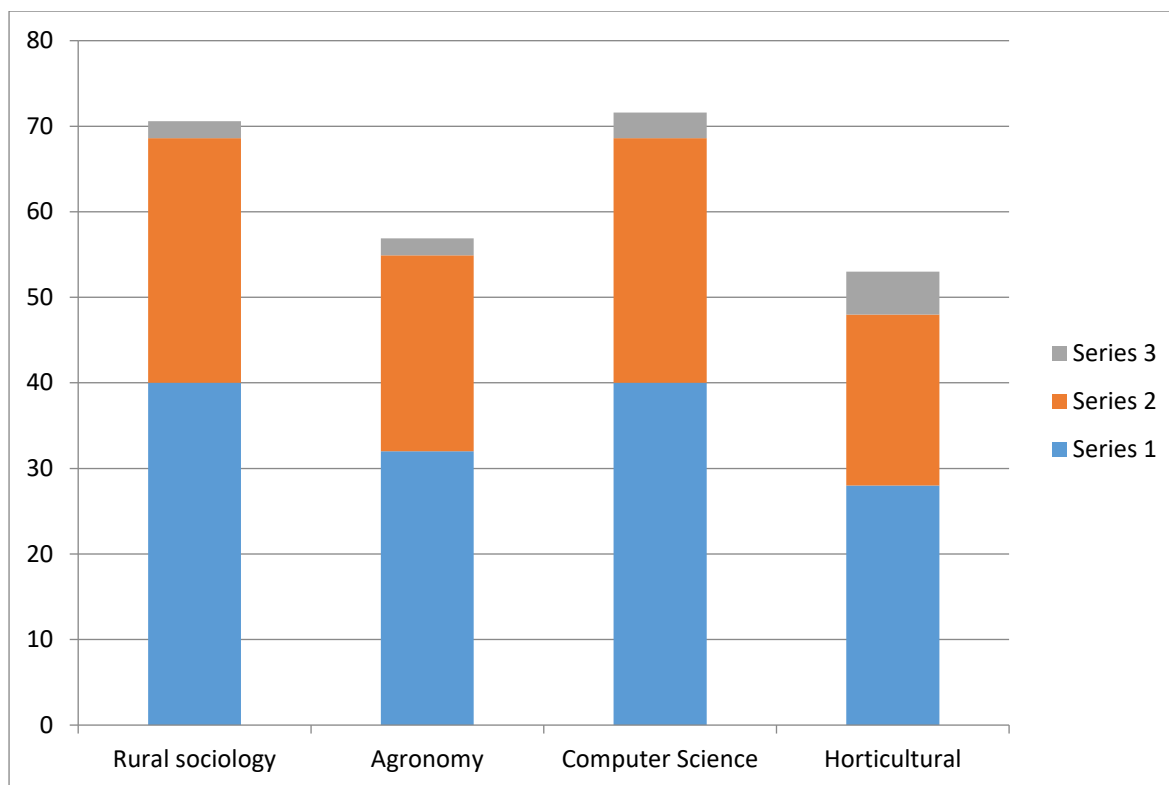| Departments	Rate	Percent
Rural sociology	40	28.6
Agronomy	32	22.9
Computer Science	40	28.6
Horticultural	28	20.0
Total	140	100.0

Table 4 shows the respondents distribution according to their department.28.6 present respondents were rural sociology and 22.9 present respondent belong to agronomy 28.6 present respondents were computer science and the 10 present respondents were horticulture department.

Table.5. Distribution of respondents according to their Degree:

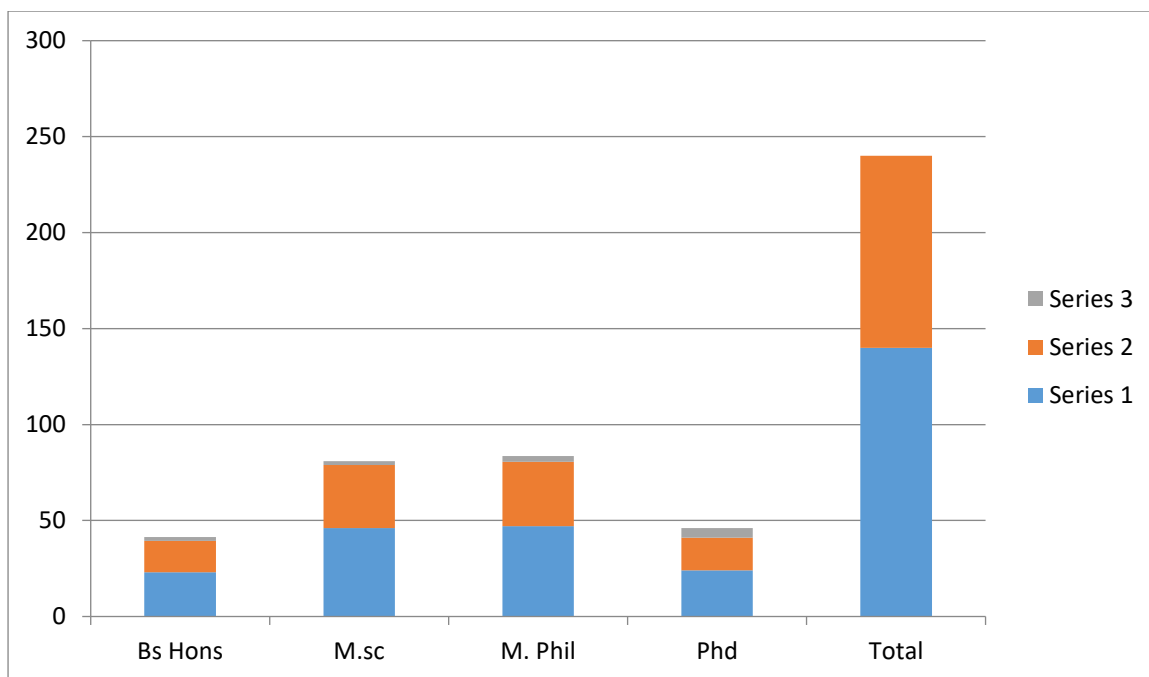|		
Bs Hons	23	16.4
M.sc	46	32.9
M. Phil	47	33.6
Phd	24	17.1
Total	140	100

Table 5 Present according to their Degree. 16.4 present students belong to BS(hons) and 32.9 present respondent were Msc and 33.6 present were M Phil and 17.1 present respondent were Phd Degrees.

Table.6. According respondent distribution to their Semester:

	Frequency	Percent
First	30	21.4
Second	30	21.4
Third	42	30.0
Fourth	38	27.1
Total	140	100
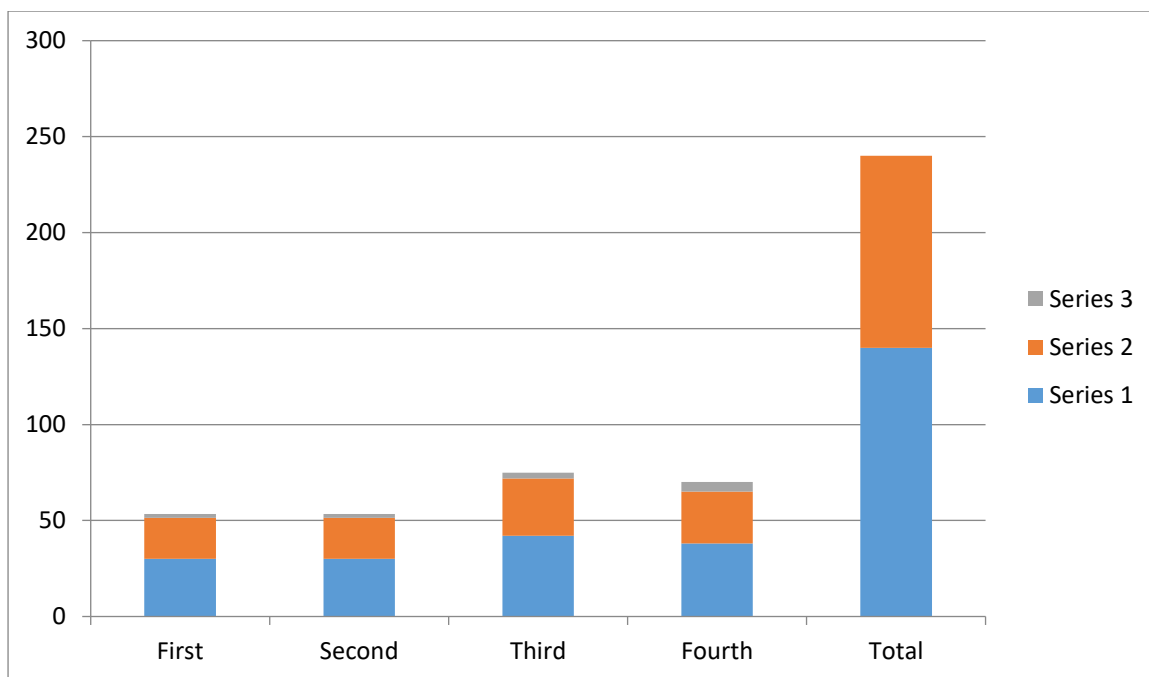
Table 6 Shows the result according to their Semester.21.4 present respondents were the First semester and 21.4 present were respondent belong to the Second semester and 30 present respondent were the students of Third semester and 27.1 present respondent were the Forth semester.

Table .7. According to respondent distribution their of internet usage.

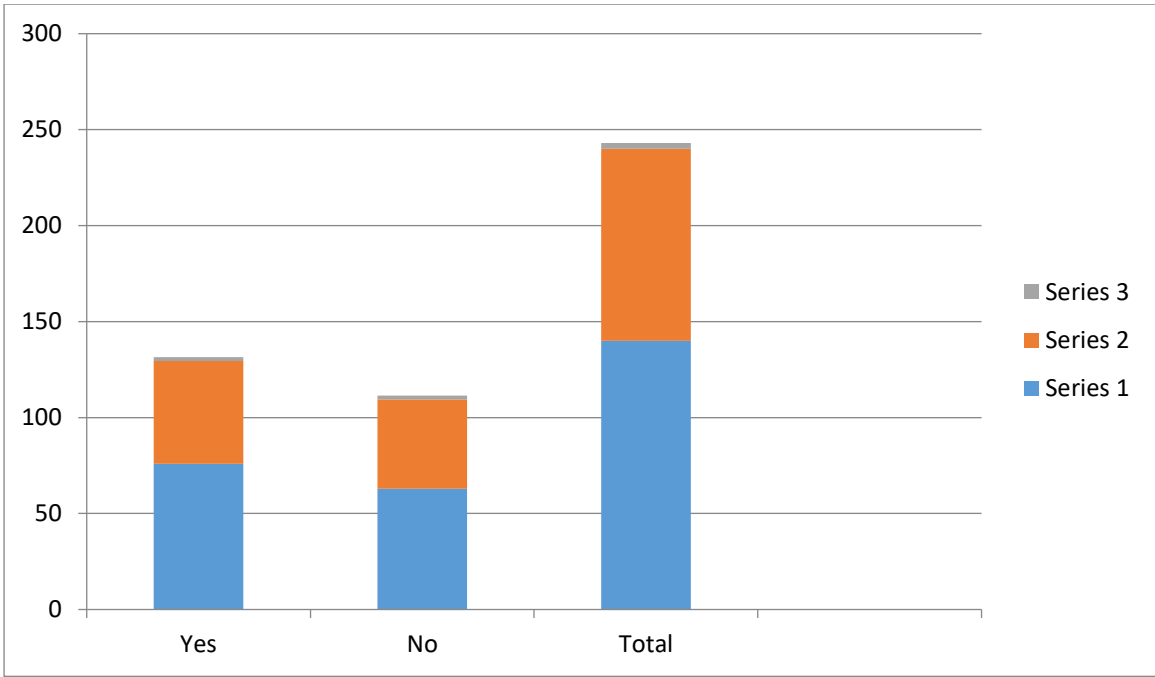| Internet usage	Rate	%
Yes	76	53.5
No	63	46.5
Total	140	100.0

Table. 7 Present the according to their use of internet. According to the research 53.5 present respondent use the internet and 46.5 present respondent were not use t internet the internet user more then the non users of internet.

Table.8. According respondent distribution the internet importance in today's life:

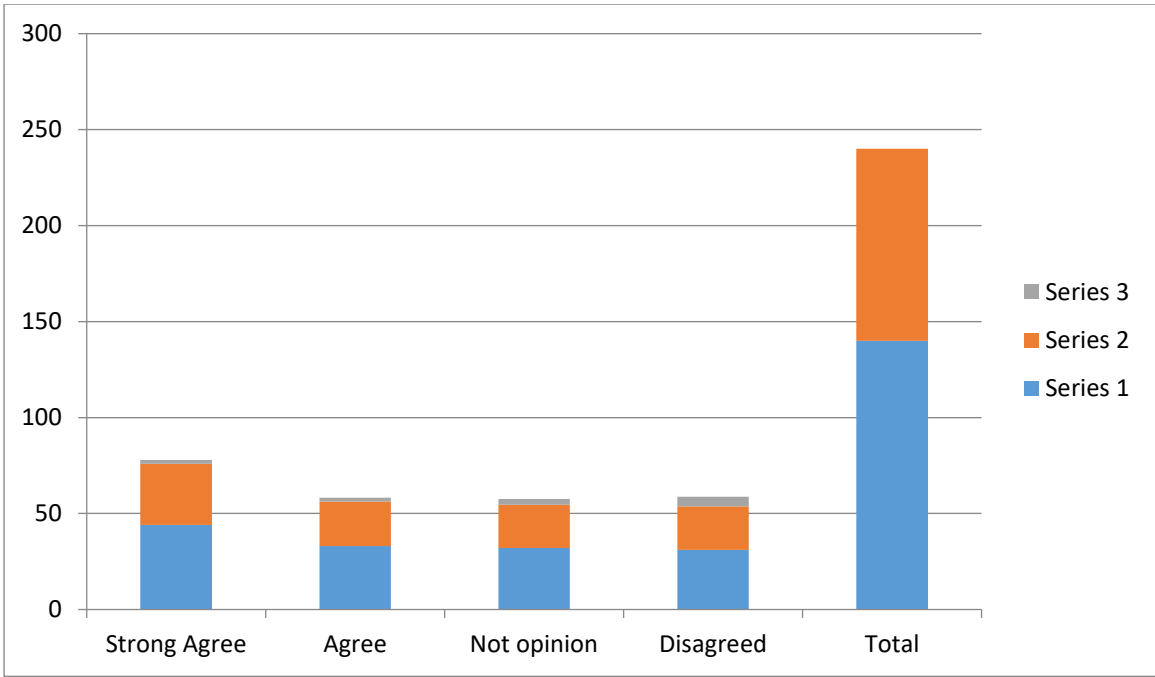| Importance	Frequency	%
Strong Agree	44	32.0
Agree	33	23.2
Not opinion	32	22.5
Disagreed	31	22.8
Total	140	100

Table 8 revile according to the internet importance the respondents are strongly agree 32.0 agree 23.2had no opinion and 22.5percent and 22.8 disagree.

Table.9. According to the respondent distribution importance foe university to has internet:

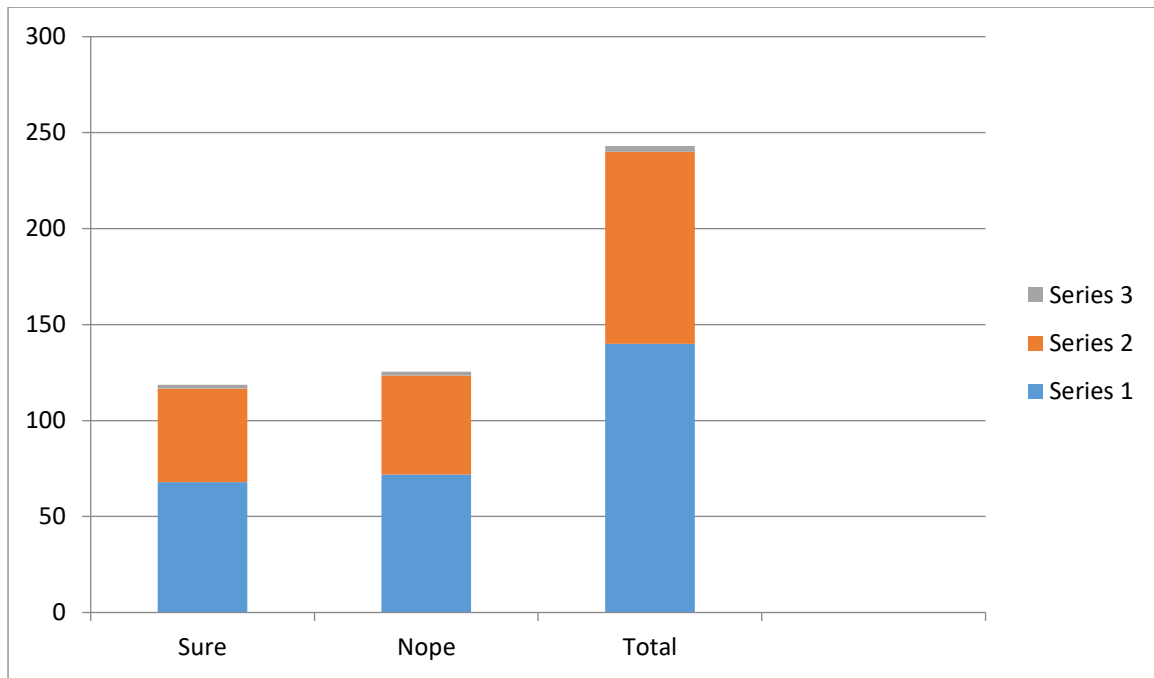| University internet	Rate	%
Sure	68	48.6
Nope	72	51.4
Total	140	100

Table 9 Analysis according to the importance 0f internet 48.6 percent yes and 51.4 percent were no.

Table .10. According to the respondent distribution advantage of internet for study purpose:

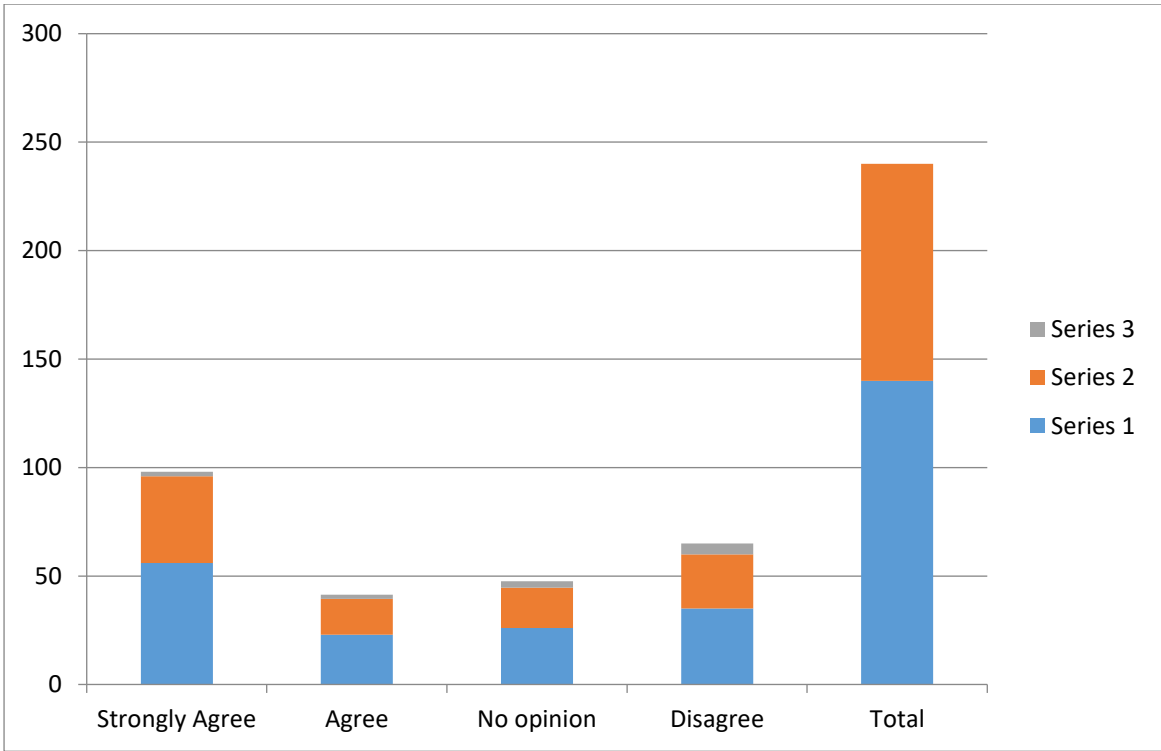|		
Strongly Agree	56	40.0
Agree	23	16.4
No opinion	26	18.6
Disagree	35	25
Total	140	100

Table 10 .present that according to the respondent the internet better for study 40 percent strongly agree 16.4 respondent agree and 18.6 present have no opinion and 25 present were disagreed.

Table.11.According to respondent the internet usage time:

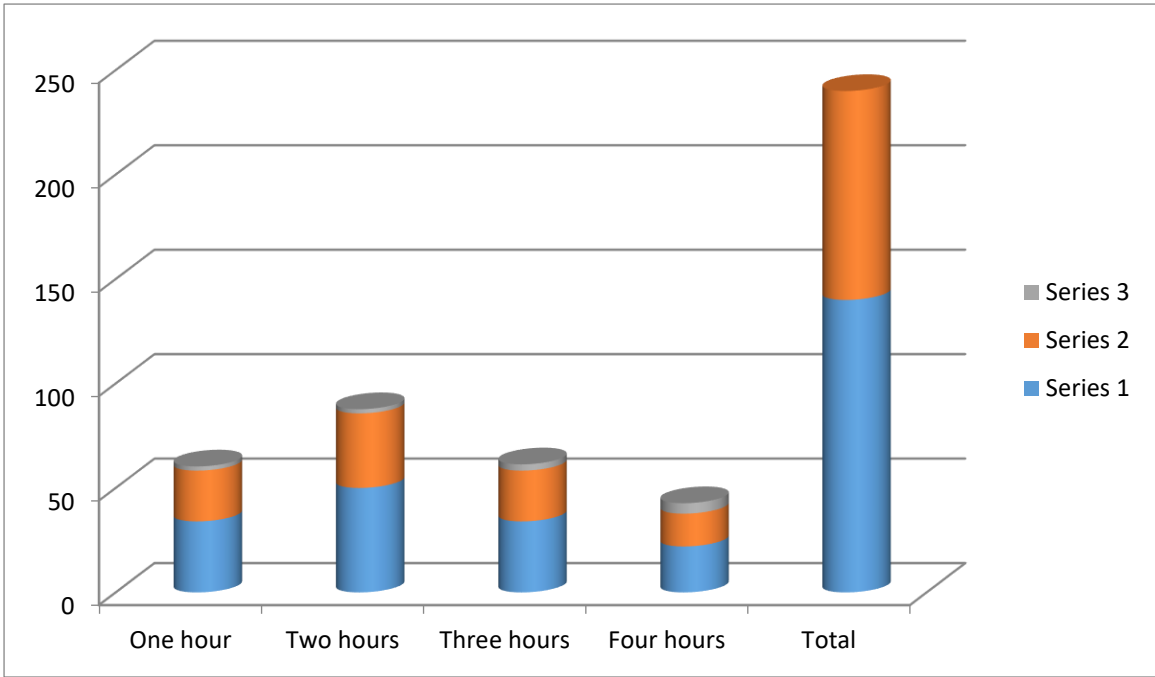| Time	Rate	%
One hour	34	24.3
Two hours	50	35.7
Three hours	34	24.3
Four hours	22	15.7
Total	140	100

Table 11 present that the distribution of respondents according to time of internet usage per day the 24.3 respondents were use the internet 1 hours in a day and 35.7 present were use 2 hour and 24.43 respondent were used 3 hour and 15.7 present used 4 hour par day.

Table.12. According to the respondent often internet usage:

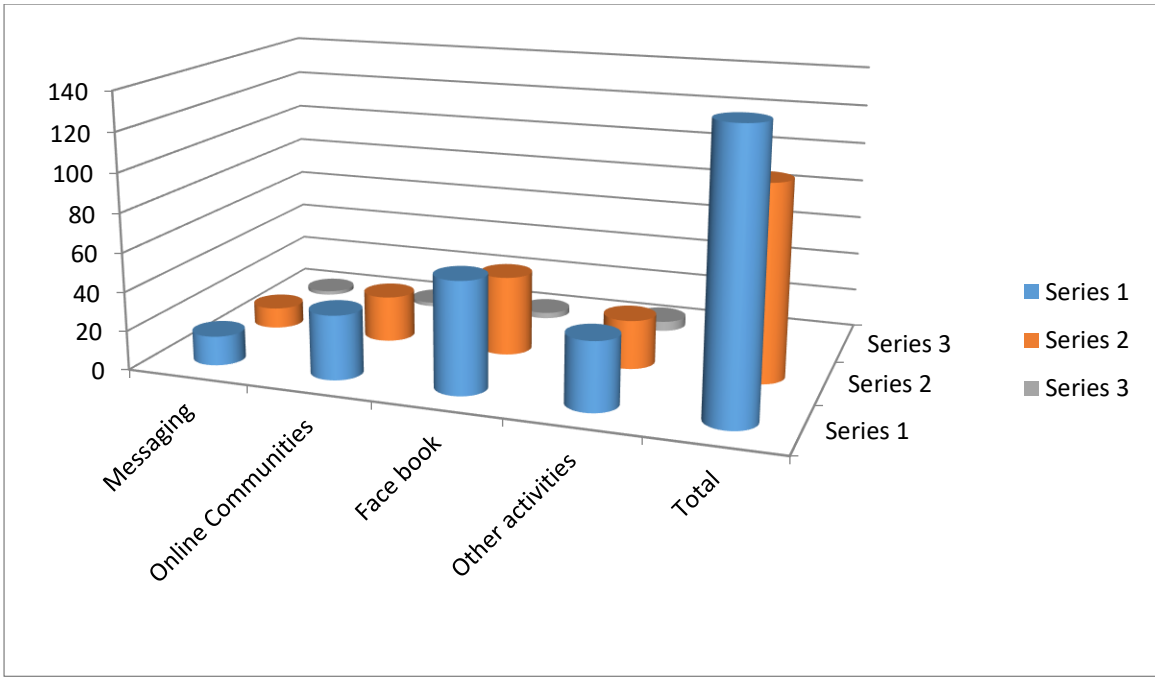| Often	Rate	%
Messaging	15	10.7
Internet Communities	33	23.6
Face book	57	40.7
Other activities	35	25.0
Total	140	100

Table 12 reviles according to student 10.7 % respondents chatting 23.6 % online communication 40.7 % face book and 25 % other activities.

Table.13: According to their consider that cell phone help in exams:

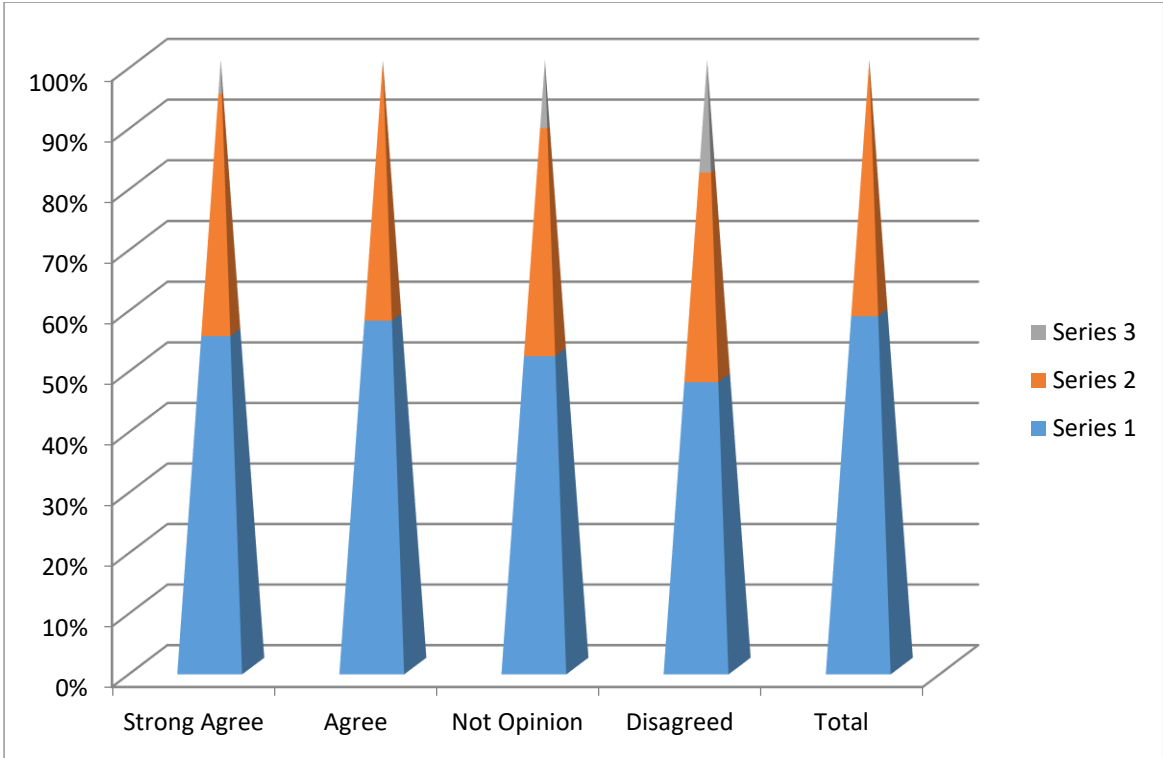| Cell Phone usage	Rate	%
Strong Agree	20	14.3
Agree	93	66.4
Not Opinion	14	10.0
Disagreed	13	9.3
Total	140	100

Table 13 analysis according to their cell phone help in prepares the exams. 14.3 percent respondents strong agree and 66.9 percent respondents were agree 10 percent had no opinion and 9.3 percent disagreed .

Table.14. According to the respondent circulation better basis of study purpose:

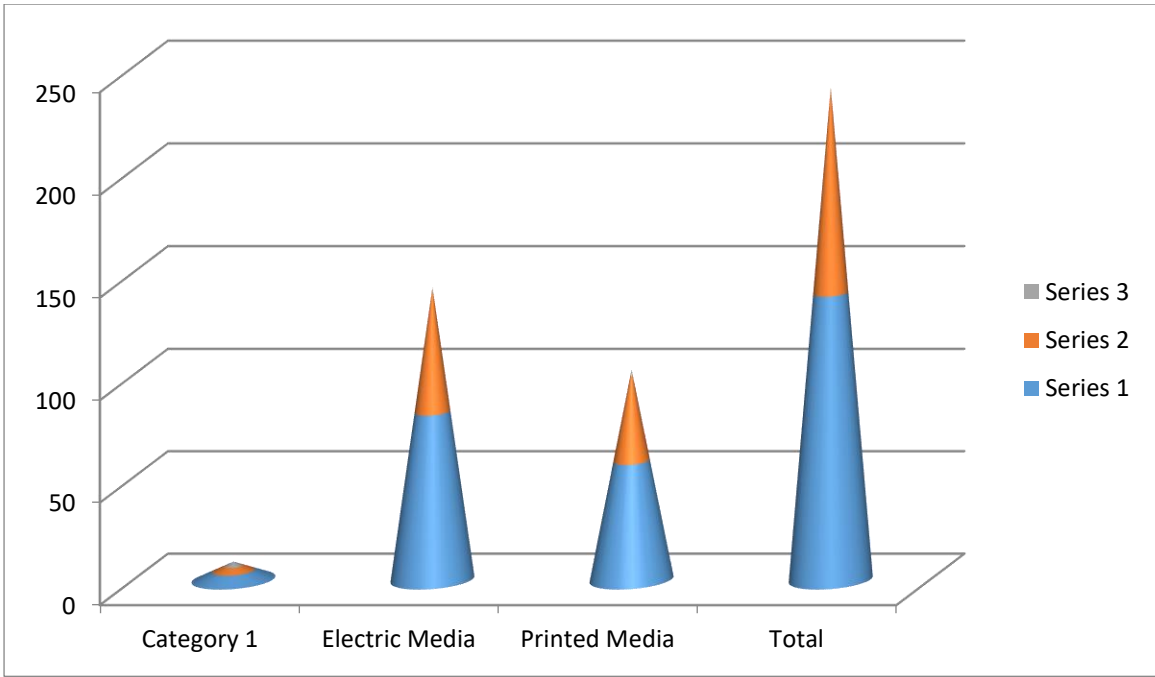| Source	Rate	%
Electric Media	82	58.6
Printed Media	58	41.4
Total	140	100

Table 14 present that the according to better for study. The 58.6 present respondents say that electronic media play the role for study purpose and 41.4 present respondents were says the print media perform by the study purpose.

Table.15. According to the respondent distribution internet usage improving their learning:

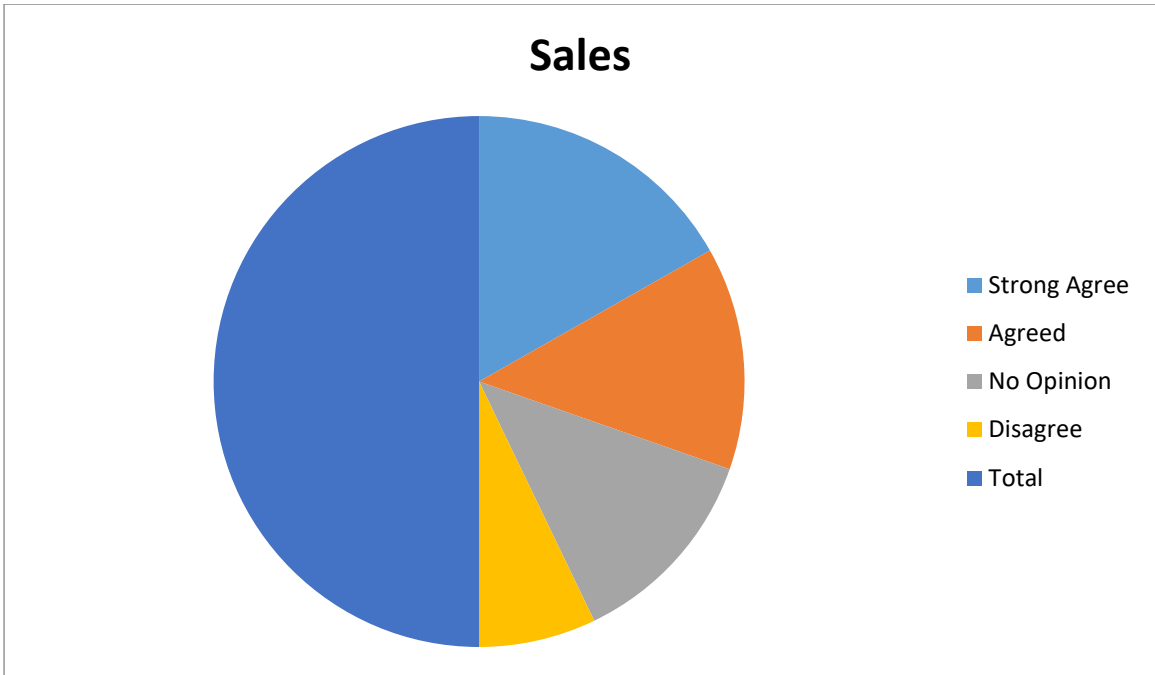| Better for learning	Frequency	%
Strong Agree	47	33.6
Agreed	38	27.1
No Opinion	35	25.0
Disagree	20	14.3
Total	140	100

Sales

Table 15 present that the respondents distribution according to the internet usage improving their learning process 33.6 present students were strongly agree and 27.1 present student were agree and 25 present respondent were no opinion and 14 present were disagreed.

Table.16.According to the distribution of respondent their instructor encourage to use internet:

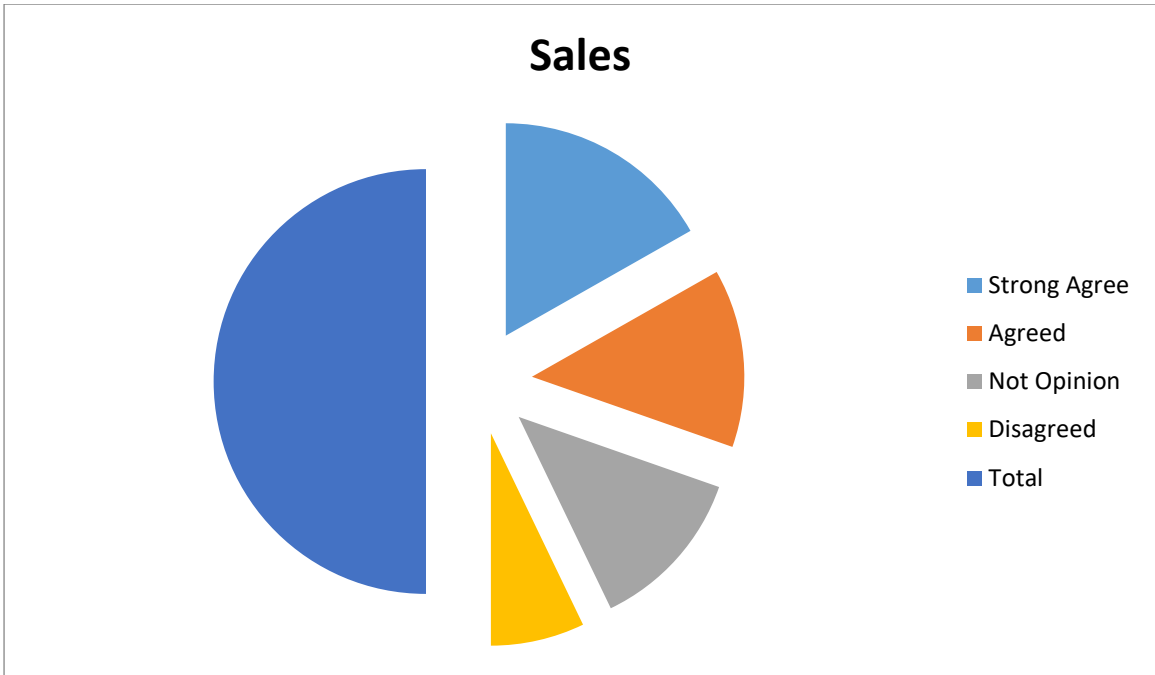| Encourage	Frequency	Percent
Strong Agree	47	33.6
Agreed	38	27.1
Not Opinion	35	25
Disagreed	20	14.3
Total	140	100

Sales

Table 16 shows that internet 33.6percent strong agree 27.1 % agree and 25 percent not opinion and 14 percent were disagree.

Table.17.According to the distribution of student's place of internet usage

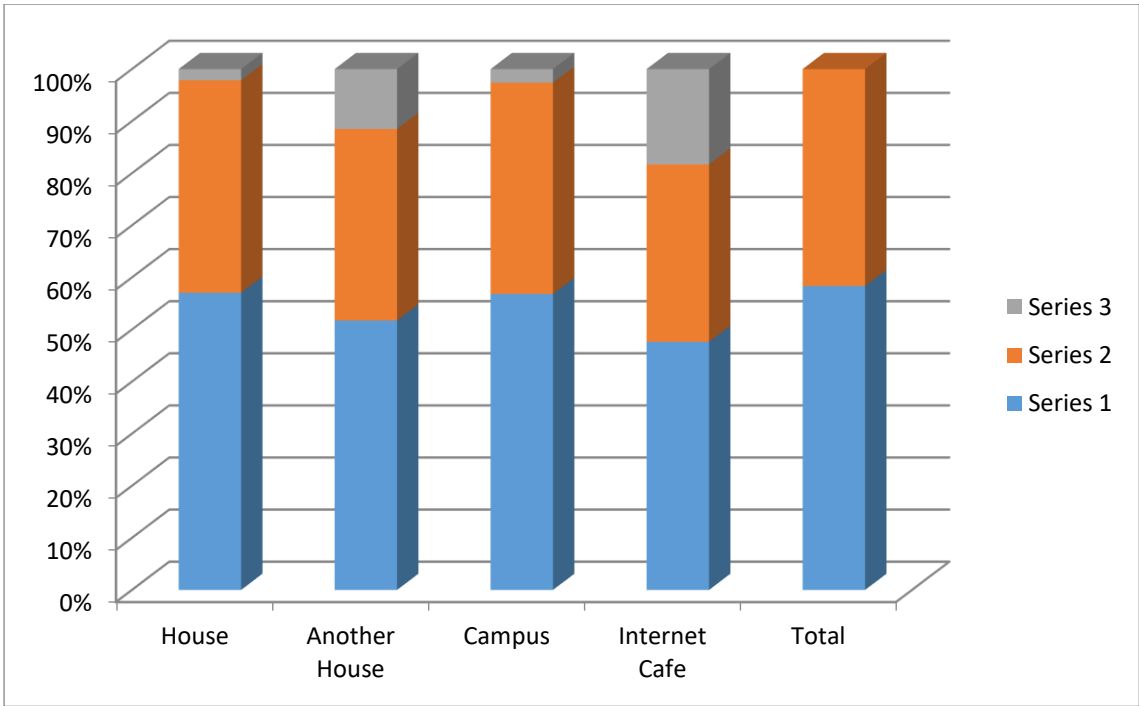| Place	Rate	%
House	53	37.9
Another House	9	6.4
Campus	65	46.4
Internet Café	13	9.3
Total	140	100.0

Table 17 revile that according to respondent use of internet often 37.9 percent house and 6.4 percent another person's home and 46 percent respondent use internet in university campus and 9.3 present were in the internet cafe.

Table.18. According to their monthly cost on internet:

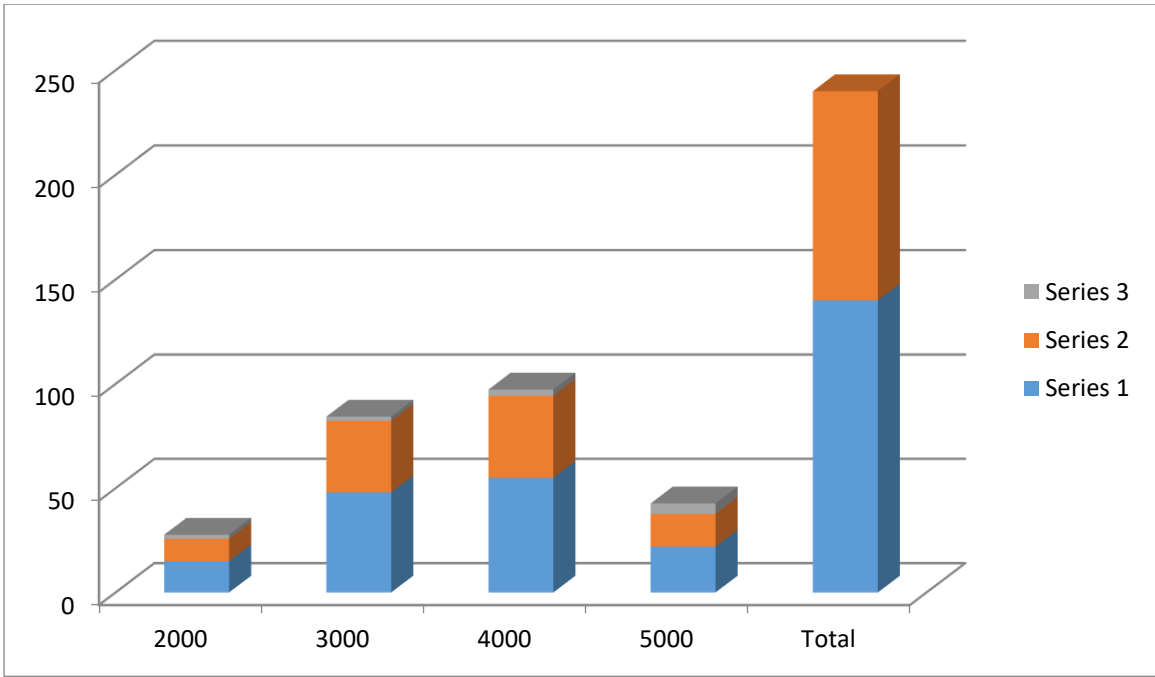| Monthly cost	Frequency	Percent
2000	15	10.7
3000	48	34.3
4000	55	39.3
5000	22	15.7
Total	140	100

Table 18 present that according to their monthly cost on internet expenditures 10.7 percent respondents were 2000 cost in month. 34.3 percent respondent were expand 3000 and 39.3 percent respondents were expand 4000 and 15.7 percent respondents were expand 5000 in each month.

Table.19. According to the students their internet has negative effects:

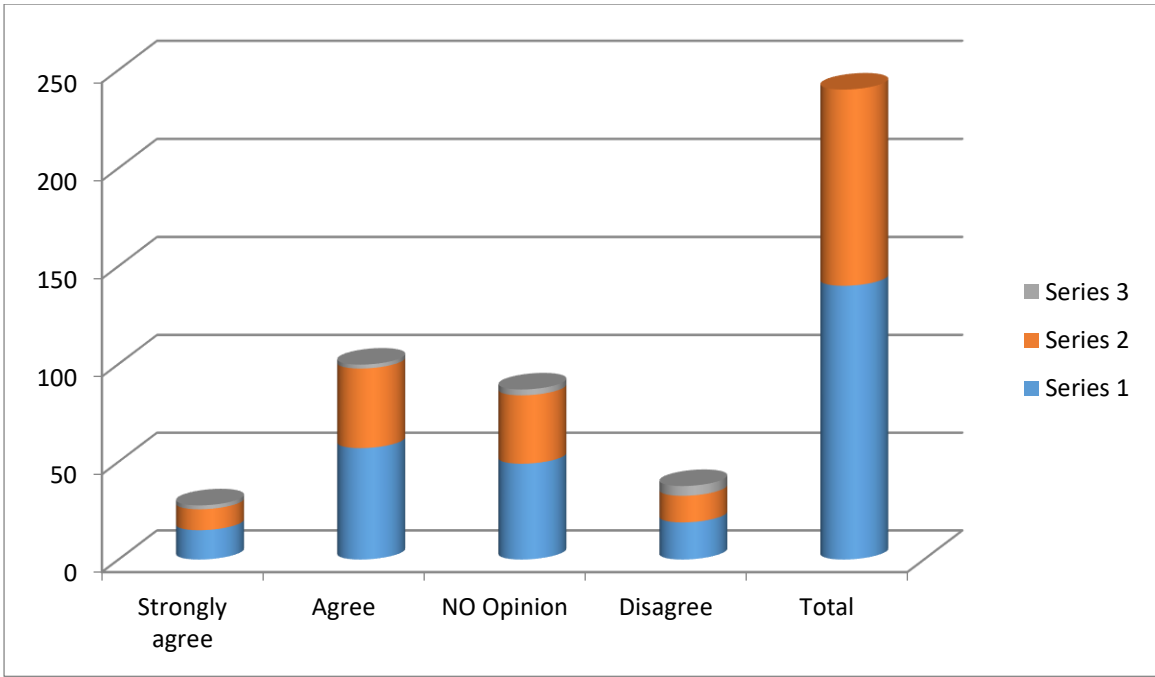| Negative effect	Frequency	Percent
Strongly agree	15	10.7
Agree	57	40.7
NO Opinion	49	35.0
Disagree	19	13.6
Total	140	100

Table 19 analysis the according to the students internet have negative effects on the students studies 10.7 present respondent were strongly agree and 40.7 present respondent were agree and 35 present had no opinion and 13 present respondent disagree.

Table .20. According to the distribution of students their internet has positive effects:

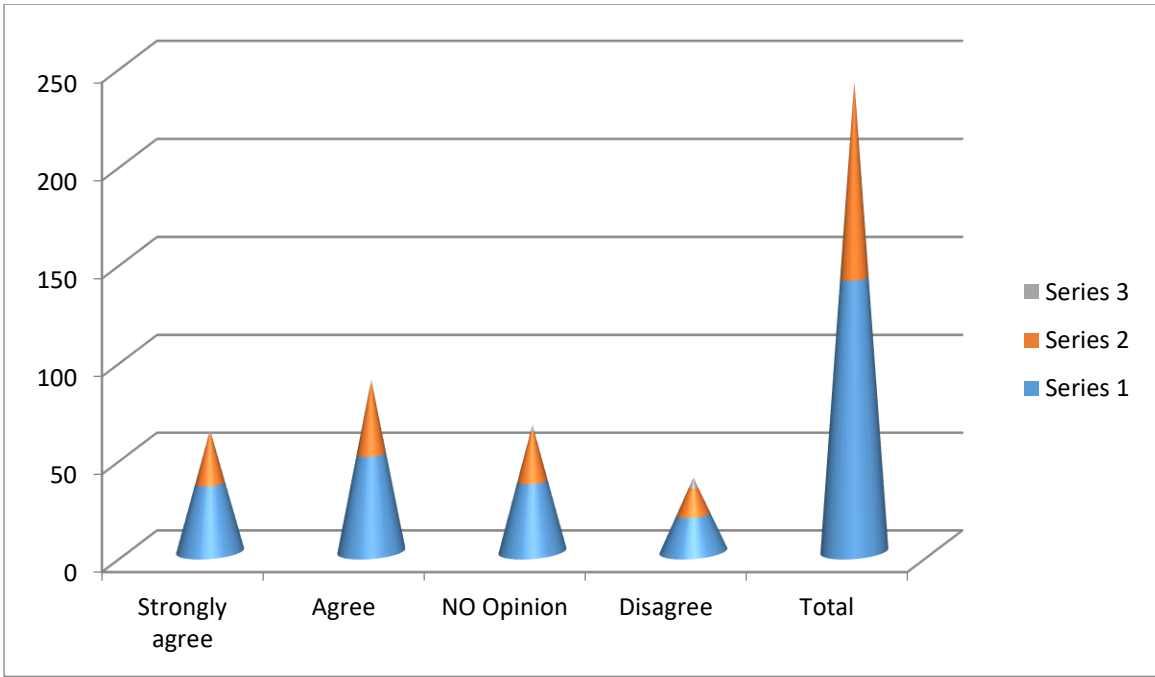| Positive effect	Frequency	Percent
Strongly agree	35	25.0
Agree	50	35.7
NO Opinion	36	25.7
Disagree	19	13.6
Total	140	100

Table 20 analysis that according to students internet has positive effects upon the study of the students 25 present students were strongly agree and 35.7 present respondent were agree and 25.7 present respondent were no opinion and the 13.6 present respondent were disagreed.

Table.21. Respondents distribution according to internet negative effects are more or positive effects:

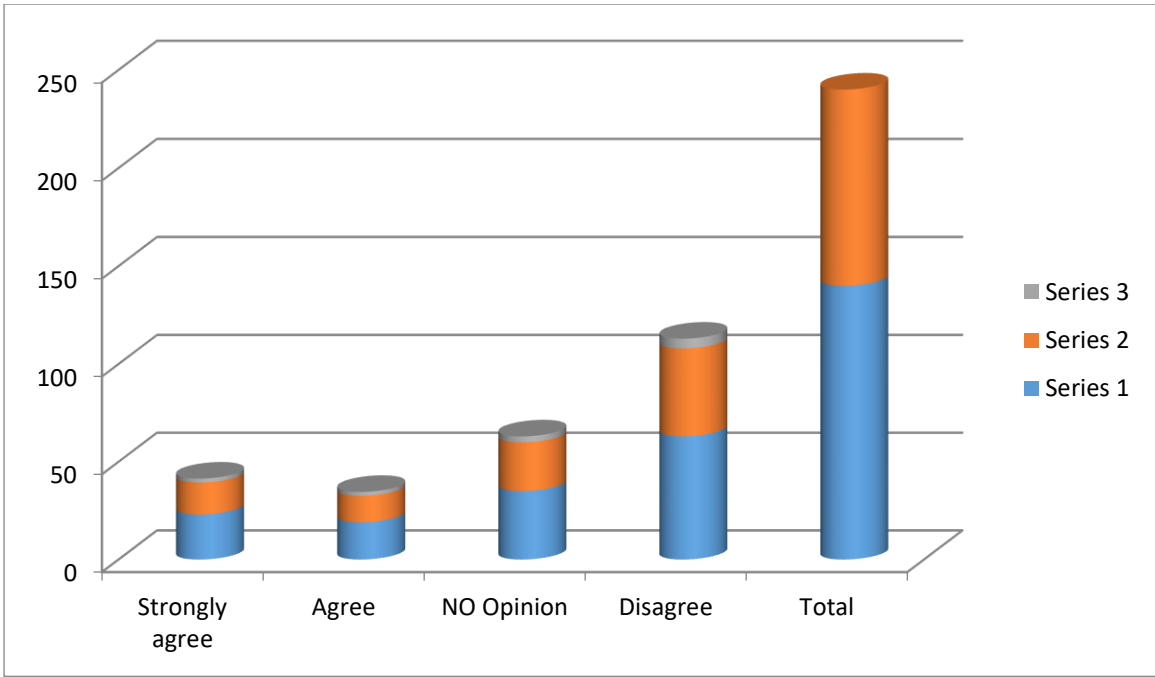| Defendants	rate	%
Strong agree	23	16.4
Agreed	19	13.6
Not Opinion	35	25.0
Disagreed	63	45.0
Total	140	100.0

Table 21shows the result that according to their internet have more positive effects rather than negative the 16.4 present students were strongly agree and the 13.6 present students were agree and 25.5 present respondent were no opinion and 45 present respondent were disagreed.

Table.22. Respondents distribution according to the internet usage decrease physical activities and sports:

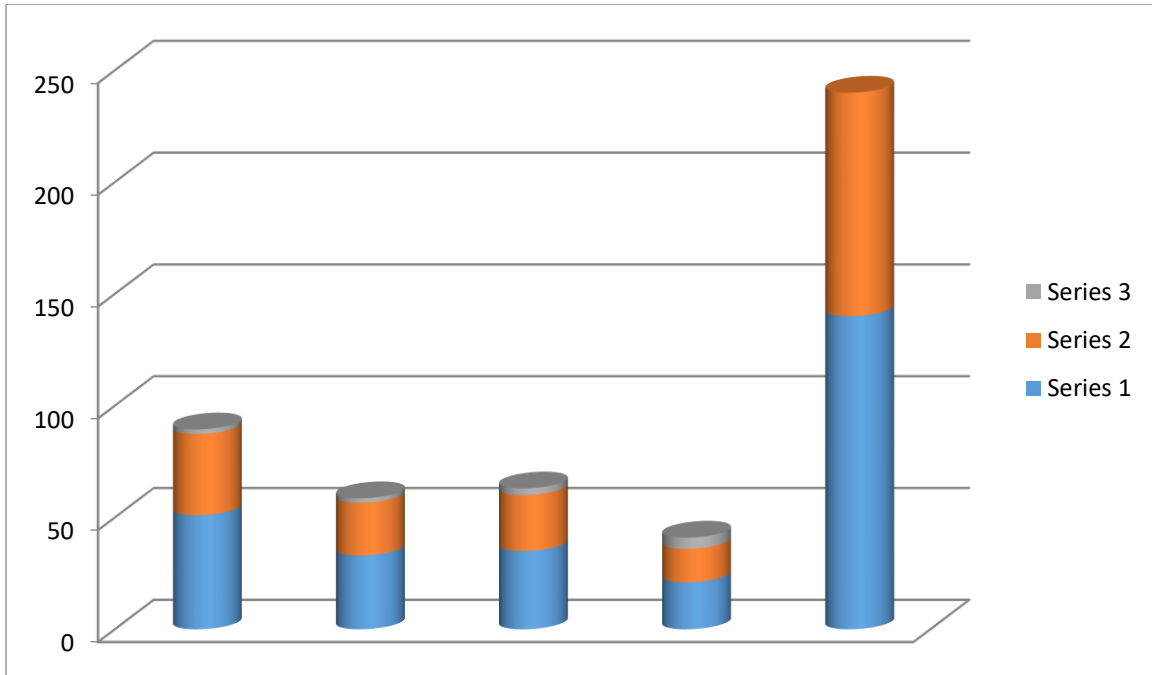| Respondent	Frequency	Percent
Strongly agree	51	36.4
Agree	33	23.6
NO Opinion	35	25.0
Disagree	21	15.0
Total	140	100.0

Table 22 analysis that the respondents according to the usage of internet decrease physical activities and sports the 36.4 present respondent were strongly agree and 23.6 present respondents were agree and the 25 present respondents were no opinion and 14 present were disagree.

Table.23. According to the respondent distribution internet give awareness about global issues:

Global awareness	Frequency	Percent
Strongly agree	42	30.0
Agree	54	38.6
NO Opinion	14	10
Disagree	30	21.4
Total	140	100

A stacked bar chart showing distribution across categories (Strongly agree, Agree, NO Opinion, Disagree, Total) with Series 1, Series 2, and Series 3. The y-axis ranges from 0 to 300.
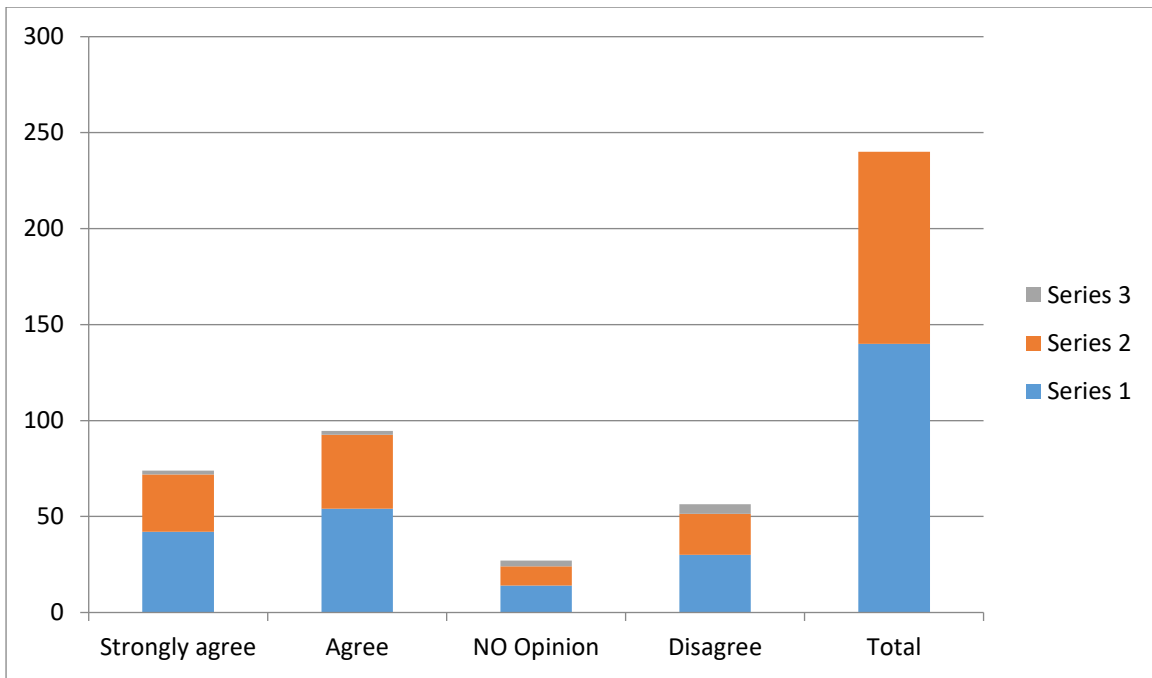
Table 23 show that the distribution according to the internet give awareness about global issues due to internet usage the 30 present respondent were strongly agree and the 38.6 present respondent were agree and 21.4 present students were no opinion and 10 present respondent were disagree from this statement.

Table. 24. Respondents distribution according to the internet usage increasing the contacts with family and friends:

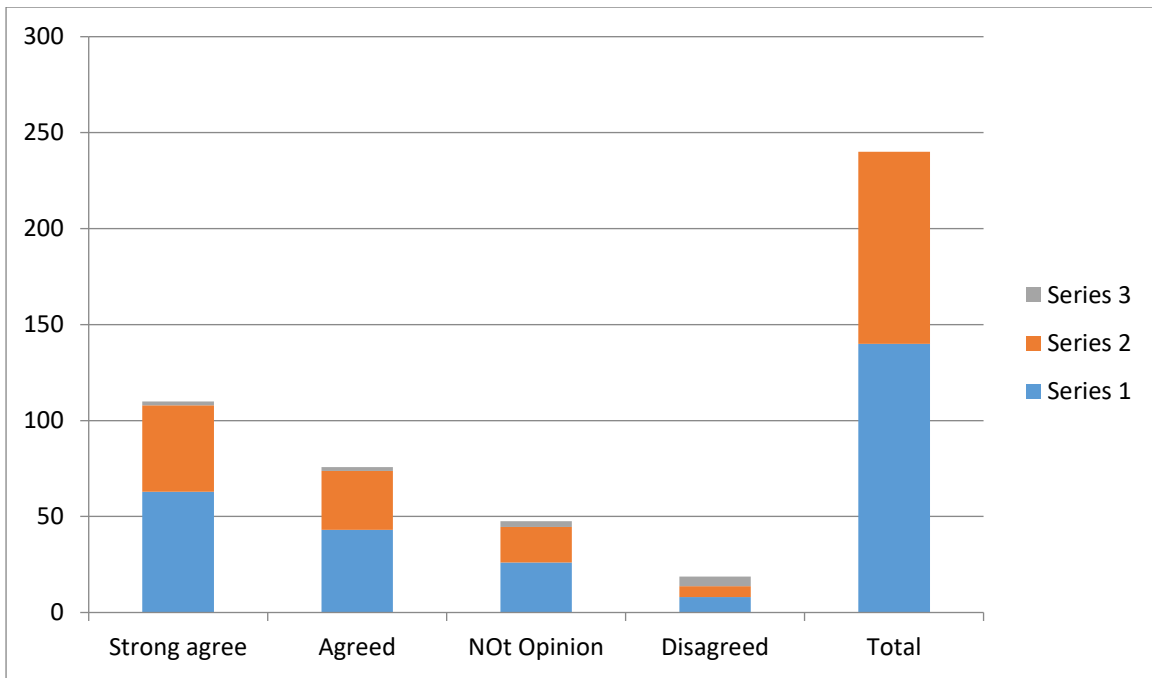|	Frequency	Percent
Strong agree	63	45.0
Agreed	43	30.7
NOt Opinion	26	18.6
Disagreed	8	5.7
Total	140	100

Table 24 analyses that according to the usage of internet increasing the contacts with family and friends 45 present strongly agree 30.7 present agree and 18.6 were no opinion and 5.7 present were disagreed.

Table .25. According to the respondent internet usage is helpful information and adopting culture:

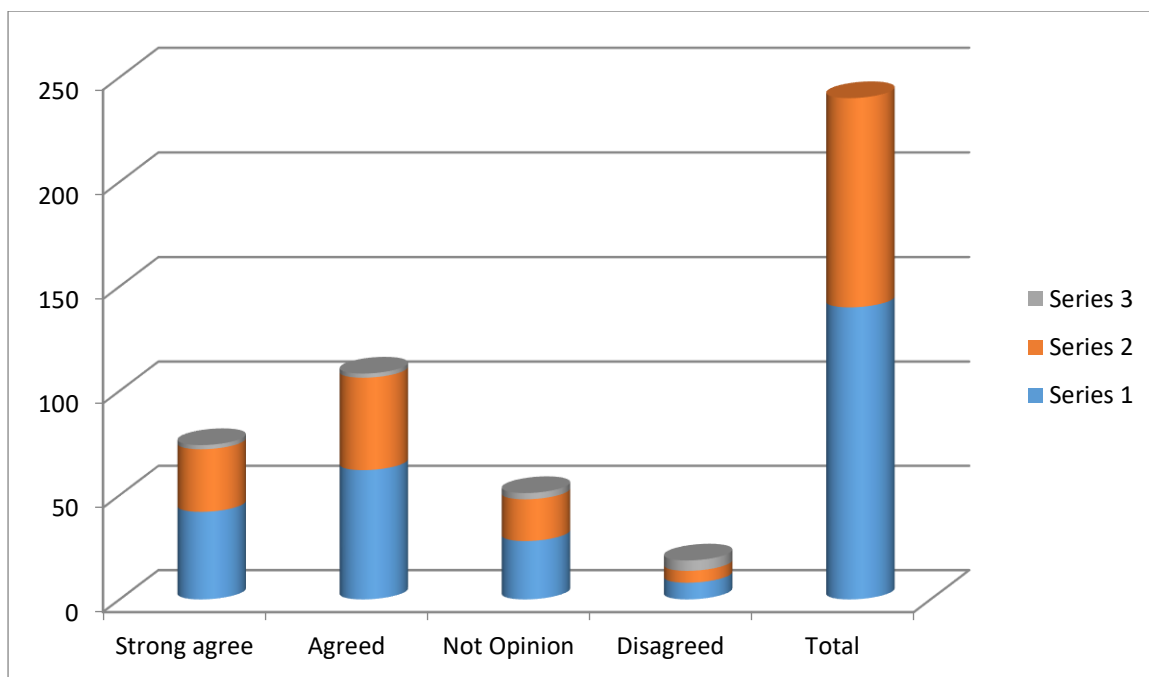| Respondents	Frequency	Percent
Strong agree	42	30.0
Agreed	62	44.3
Not Opinion	28	20
Disagreed	8	5.7
Total	140	100

Table 25 present that according to the internet usage is better information and adopting culture and the 30 present strongly agree and 44.3 present students were agree and 20 present were no opinion 5.4 present were disagree.

Table.26. According to the student's internet usage is better way for the information of nutrition and health:

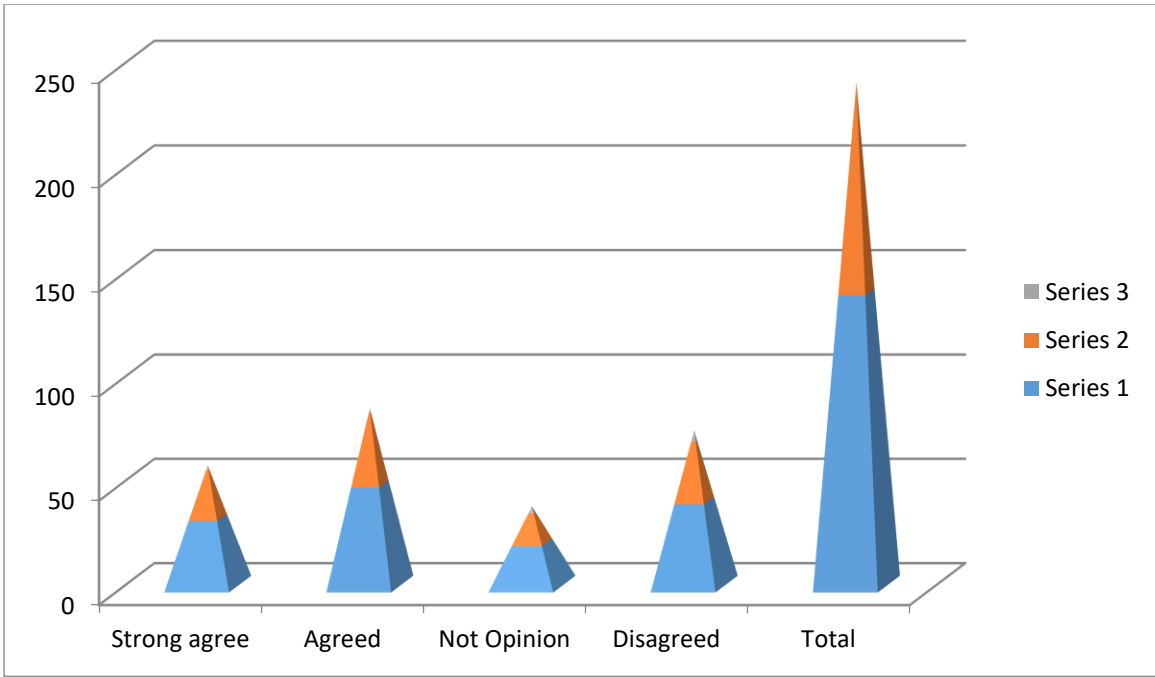| Respondent	Frequency	Percent
Strong agree	32	22.9
Agreed	48	34.3
Not Opinion	20	14.3
Disagreed	40	28.6
Total	140	100

Table 26 refer that according to the internet usage is better for information of nutrition and health 22.9 % students strong agree and 34.3 present respondent were agree 28.% students were no opinion and 14.3 present were disagree.

Table.27. According to distribution of respondent their internet reduction book reading habit:

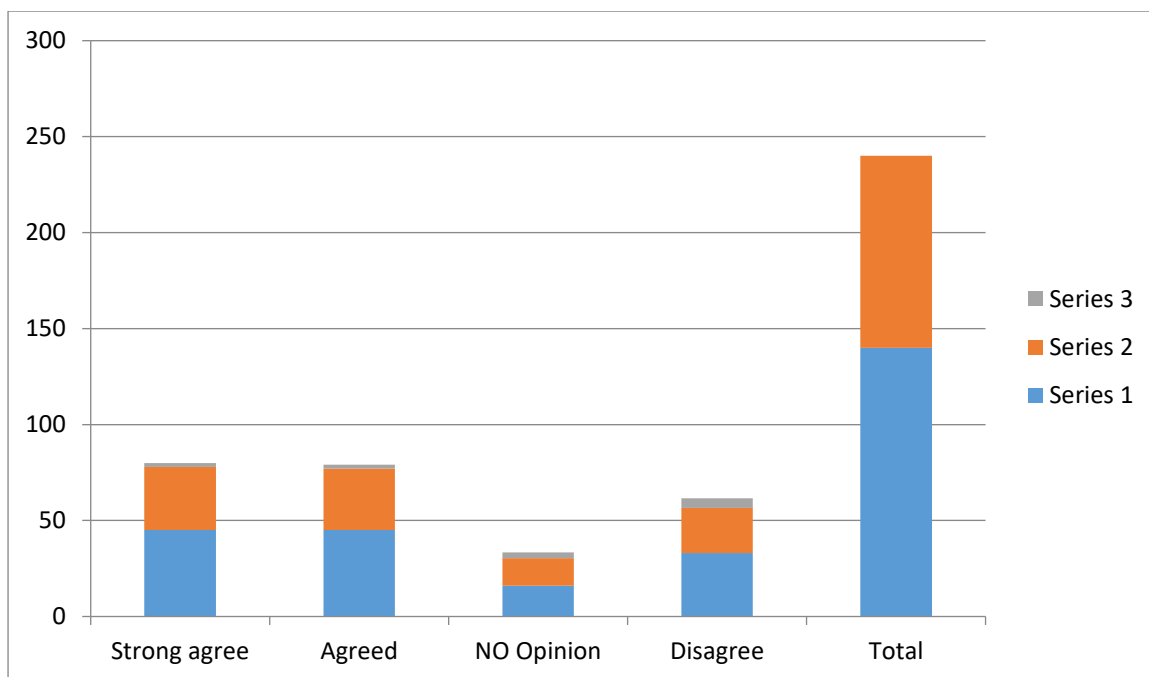|	Rate	%
Strong agree	45	32.9
Agreed	45	32.1
NO Opinion	16	14.4
Disagree	33	23.6
Total	140	100.0

Table 27 suggest that according to their think internet decrease book reading habit the 32.1 present students were strongly agree and 32.9 present students were agree and 23.6 % respondent were not opinion and 11.4 were disagreed.

Table.28. According to distribution of respondent their think internet usage effected on CGPA:

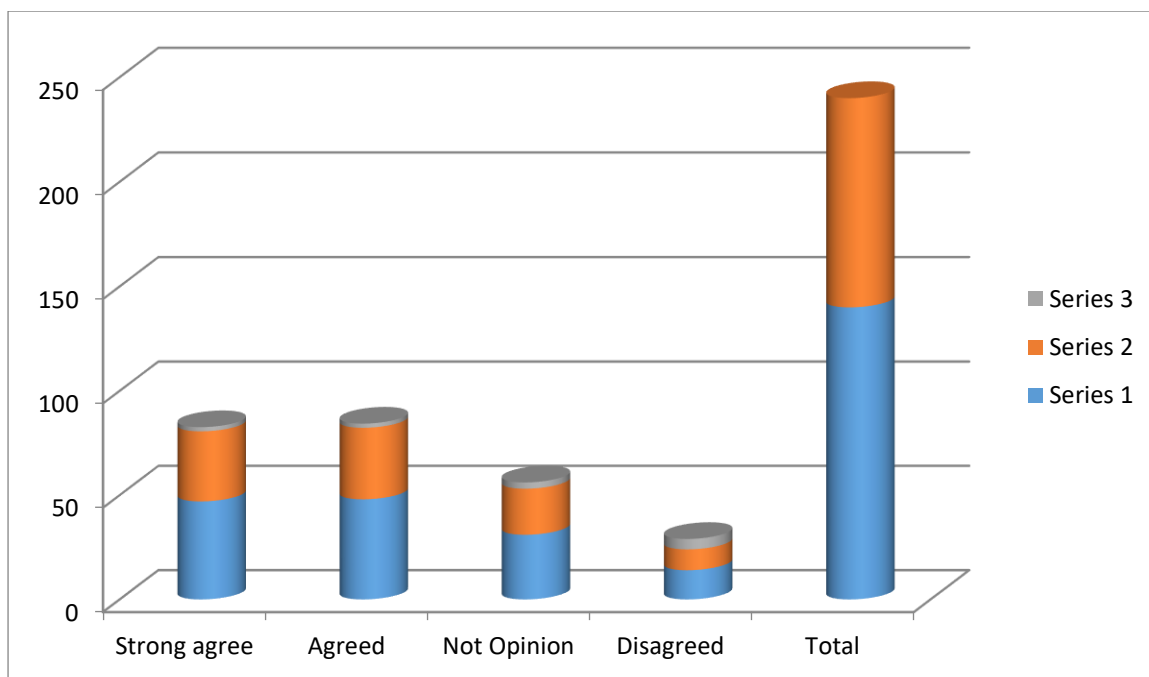| Students	Rate	%
Strong agree	47	33.6
Agreed	48	34.3
Not Opinion	31	22.1
Disagreed	14	10
Total	140	100.0

Table 28 analysis the result that according to their think the use of internet effect on CGPA the 33.6 present respondent were strongly agree and 34.3 respondent were agree and 22.1 present respondent were not opinion 10 present student were disagreed.

Table.29. According to the students their think internet usage effect on the behavior:

Respondents	Frequency	%
Strong agree	28	20
Agreed	33	23.6
NO Opinion	45	32.1
Disagree	34	24.3
Total	140	100.0

Sales
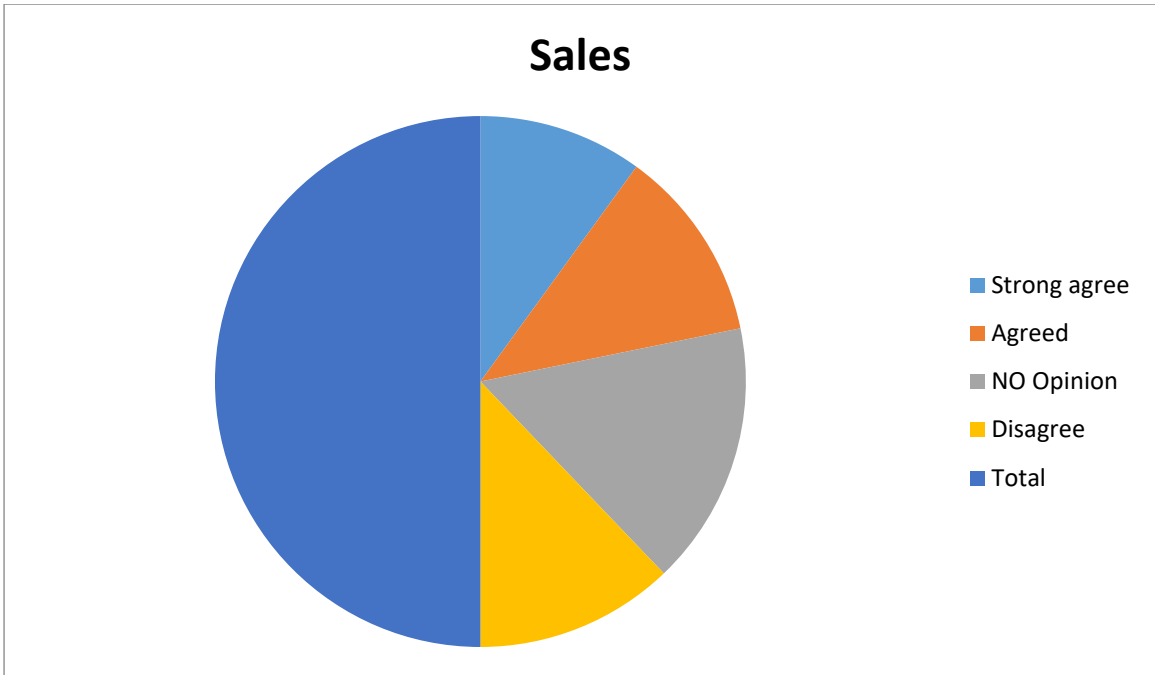
Table. 29 revile that the according to the respondents distribution to their internet usage effect on the behavior 20 present respondent were strongly agree and 23.6 % students were agree 32.1 % respondent were no opinion 24.3 % respondent were disagreed.

Table 30. According to the respondents' distribution of their internet usage allied with depression:

	Rate	%
Strong agree	21	15.0
Agreed	63	45.0
Not Opinion	39	27.9
Disagreed	17	12.1
Total	140	100.0

Sales

- Strong agree
- Agreed
- Not Opinion
- Disagreed
- Total
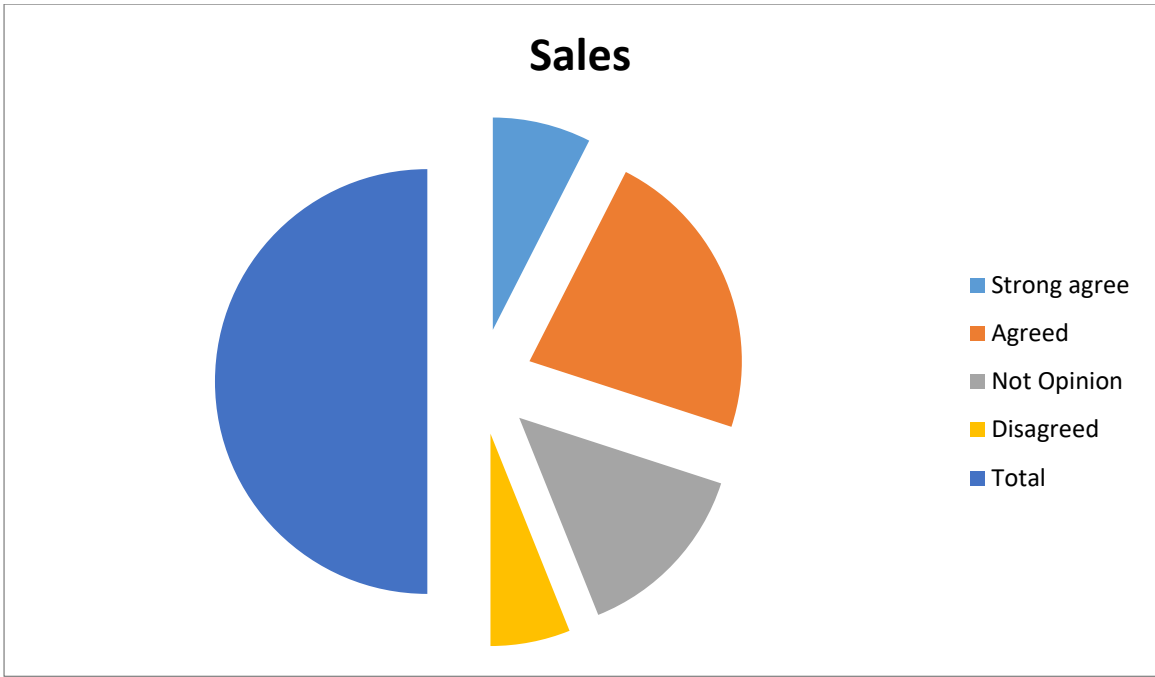
Table 30 show the job satisfaction according to their think 15% respondent were strongly agree 45% students were agree 27.9 percents respondent were not opinion and 12.1 were disagree.

Table.31. According to the respondent their think internet usage is associated with isolation:

Defendants	Rate	%
Strong agree	62	44.3
Agreed	42	30.0
Not Opinion	26	18.6
Disagreed	10	7.1
Total	140	100.0

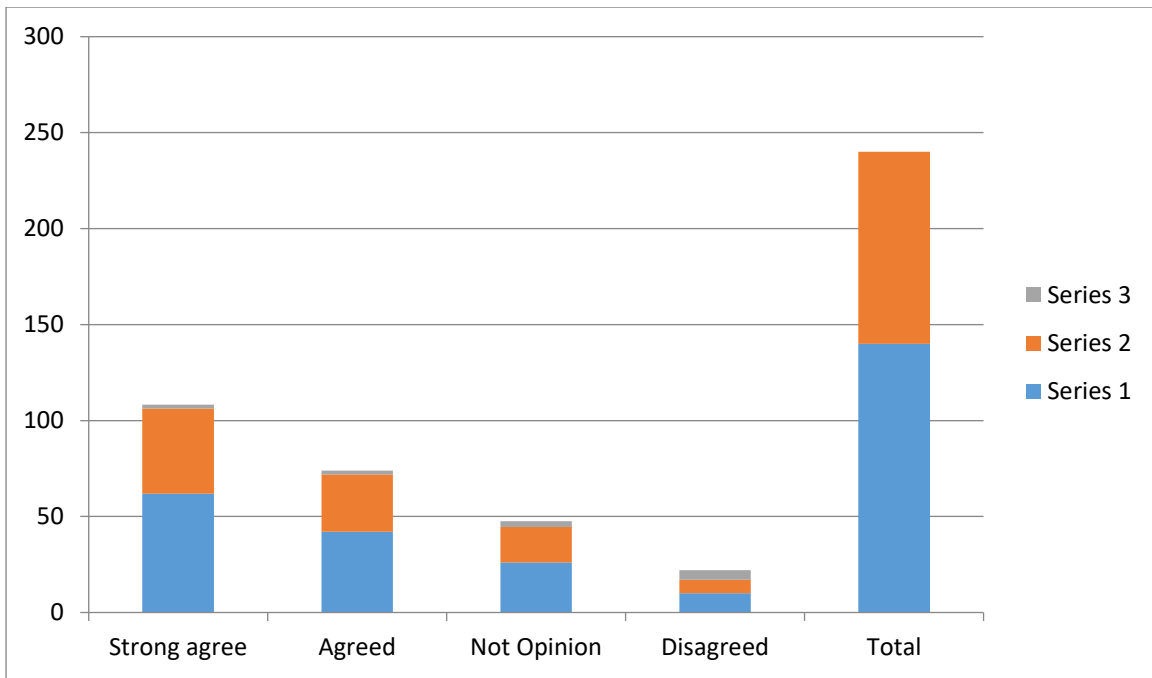Table 31 revile that according to their internet deal with isolation 44% strongly agree 30% were agree and 18.6 % were no opinion 7.1 % were disagree.

Table.32. According to the respondents' distribution to their usage of internet associate with aggression:

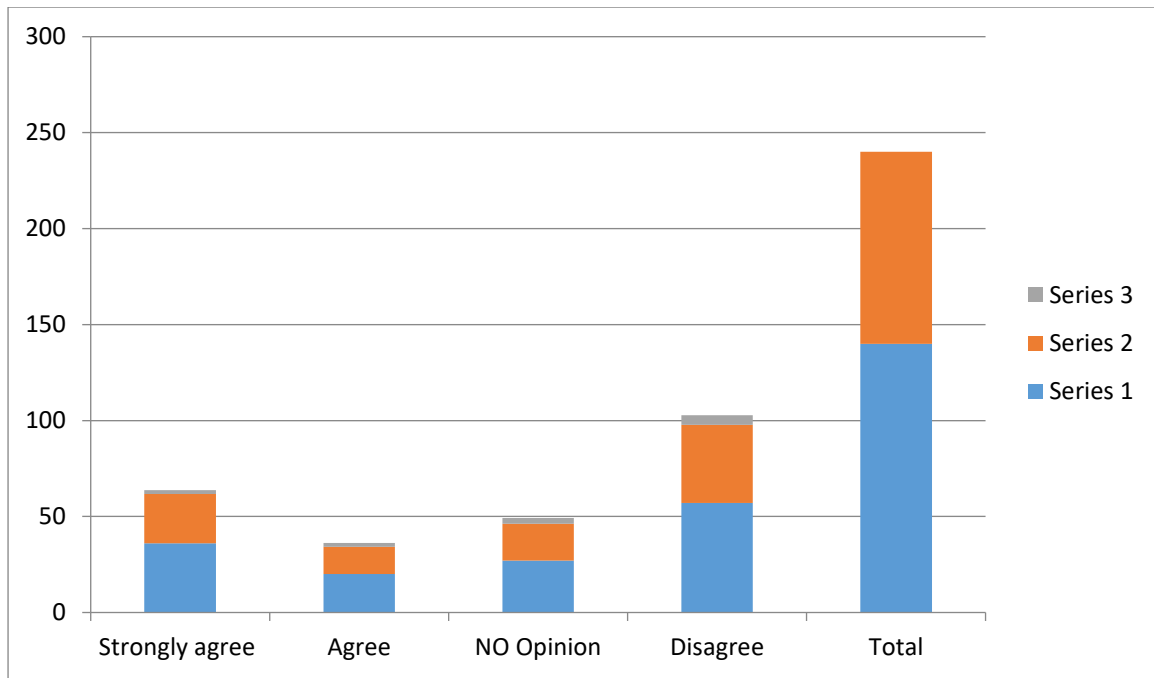| Defendant	rate	%
Strong agree	36	25.7
Agreed	20	14.3
Not Opinion	27	19.3
Disagreed	57	40.7
Total	140	100.0

Table 32 show job contentment according to their internet usage is cause of aggression the 25.7 % respondent were strongly agree 14.3% students were agree 19.3 % respondent were not opinion and 40.7 were disagreed.

Chapter 5: Conclusion and suggestions:

5.1. Conclusion: The internet has become an essential tool for modern communication and daily life, particularly among the younger generation. This study reveals that university students spend an average of 3-4 hours daily on various online activities, such as social networking, chatting, and web surfing. While these activities foster virtual connections, they also contribute to a partial social isolation. Although students are not fully detached from society, the findings suggest a growing dependence on the internet for communication.

5.2. Suggestions:

1) Clarify and standardize definitions for internet usage.

2) Develop tools to accurately measure internet use.

3) Validate benchmarks for interpreting internet usage measures.

4) Create diverse assessment tools beyond self-reports.

5) Establish standardized measures for IT use across different populations.

6) Identify both positive and negative outcomes of internet use.

7) Explore links between internet use and physical/mental health, such as obesity, depression, and anxiety.

8) Promote health-conscious behaviors while using the internet, like regular movement and hydration.

9) Encourage responsible internet use, particularly for leisure.

10) Advise students to limit unnecessary internet use and prioritize academic purposes.

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