How Does Internet Usage Influence the Academic Performance of University Students? A Case of MBSTU

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Abstract:Internet is one of the greatest recent advancement in the world of information technology which helps students to increase their academic knowledge, research and assignments by accessing to the information world and also by easy communication to their academic community.Though there are countless benefits of using internet but at the same time there has been a growing concern regarding the overuse of internet among students. The purpose of this study was to find the relationship between internet uses both in study and non-study purposes and academic performances among university students. Survey on 250 undergraduate students of Mawlana Bhashani Science and Technology University (MBSTU), Tangail, shows that there is a positive correlation between average study hours and their academic performance measured by CGPA; a positive correlation between time spent on internet for study purpose and CGPA and a negative correlation between time spent on internet for non-study purpose and CGPA. The result shows no significant differences in the usage of internet across different gender in MBSTU.
Key Word: *Internet, Academic Performance, Study Hours, Gender*

I. Introduction

Internet provides an environment in which millions of people take part and involve in the creation and exchange of information. It is relatively a new channel for scholarly resources containing unlimited information on their contents, aims, target groups, reliability etc. In this digital era, internet becomes an essential tool for students as they are highly dependent on the internet to search new information and knowledge and also for shopping, online games etc. Though internet makes the daily life easier, there has been a growing concern regarding the overuse of internet among students. Using too much of internet leads to addiction, which adversely affects their performance as a student. The students are accessing internet not only for study purpose, but also for social networking, recreation, income etc. Many students have become addicted to internet and this results in unnecessary distractions while trying to study or preparing for a test. Downgraded academic performance due to internet addiction are manifested in decline in study habits, drop in CGPA, missing classes, late submission of assignment etc. It has been reported that 50% of university students have been dismissed for academic failure due to excessive internet use (Kubey *et al*. 2001). University student's daily internet usage pattern and analyze the effects of using internet for both study purpose and non-study purpose on their academic performance are the main subjects of this article.

Some Statistical Facts on the Usage of Internet

Internet is one of the greatest recent advancement in the world of information technology. There are 4.39 billion internet users in 2019, an increase of 366 million (9 percent) contrasted with January 2018 (Internet World Stats).China has the highest number of internet users in the world with 748 million users. In Bangladesh, internet usage was started in 1996. In a rapidly growing world of internet users, Bangladesh has been ranked fifth largest internet using country in Asia (Internet World Stats).Like many developed and developing countries, significant growth in Internet has been observed in Bangladesh. The total number of Bangladeshi Internet users touched nearly 100 million line at the end of June 2019 with addition of about 5 million new users in the first 7 months of this year and It is observed that in April 2019, Internet users increased to 93.702 million .Out of 167.2 million people in Bangladesh, around 157.2 million people have mobile connections where 91.2 million are internet users and only 34 million are using social media(Digital Data Bangladesh,2019).Bangladesh started the 4G network service on 19 February, 2018 and 5G network will be on track soon along with the developing countries in 2021(The daily Star,2019).The main objective of this study is to find out the using purpose and the frequency of using internet among students. To find out the impact of internet use on academic performance of the MBSTU students is the main focus of this study. To identify the

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relationship between dependent variable (CGPA) and independent variables (Average study hours, Time spend on internet for study purpose, Time spend on internet for non-study purpose).

II. Literature Review

Asdaque et al (2015) , Siraj et al (2015), Talwar et al. (2018)examine that the number of hours spending on internet affects the academic performance of students unless the internet is used for study purpose. Their study show that use of internet for study purpose and academic achievements are directly proportional to each other while inversely proportional to social life of university students. It is also noted that students with lower CGPA exhibit higher internet addiction. Suphasawat et al (2016) also examine that daily internet usage does have an effect on academic achievement .This study shows that when internet is mainly used for entertainment and social media, it can pose a negative effect on academic achievement. Husin et al (2012) observe that small number of students using Facebook for business purposes and most of the Biomedical Science students using Facebook for chatting and wall post but the time spent on Facebook is not influence their CGPA achievement on Biomedical students at FSK, UKM. Akhter (2013) reveals that internet addiction is significantly negatively correlated with the academic performance of university undergraduates. This study also shows gender difference in internet addiction. Male students have higher internet addiction than female ones. Albouq et al (2016) clearly portrays in his study that all medical students at Taibah University are using the internet and they mainly use it for academic purpose. He found no significant relationship between the CGPA and internet usage. It is found that high internet usage brings better academic result as students get the opportunity to enter to the information world. Tella (2007) Majority of the respondents access the internet between 1-5 hours per week with the purpose of course related information. Philosophy (2010) , Hayati et al (2014)shows that there is not significant relation between the use of Internet and the academic performance of the students but the Internet addiction (habit based use of internet everyday) affects the performance of the students negatively. And there has a relation between times spent on internet and times spent on study i.e. when a student spends a lot of time on Internet use, his/her study time is shortening. For this reason they are getting lower CGPA. Sachitra (2015)shows internet addiction has a significant negative impact on academic performance of undergraduates; therefore, students should concern more on their academic activities than spending unnecessary time on the internet. In addition, there are significant differences in internet addiction in terms of gender and place of residence. According to Harcourt (2018) , most of the students of RSU believe that the use of social network sites negatively affect their academic performance as using SNSs reduce the time they spend on their studies, distract them during lectures and library sessions as well as directly affect their cumulative grade point average. He suggests that students should use more time on their studies than on social media and to make internet usage more productive to uphold academic research. Tosho et al.(2016) find out that internet addiction has a positive relationship with students' emotional instability. Then, the students' emotional instability transforms to a poor academic performance and the internet addiction also has a negative relationship with the students' academic performance. According to Jagdoro (2004), 45.2% of postgraduate students access the Internet at the cyber café in the university where only 8.2% use the library Internet facilities. A larger percentage (38.24%) does that only on monthly basis where 39.7% spend one hour on each visit.MH & H (2015) reveals that the male university students experience more internet addiction and psychological distress as compared to the female university students and a significant positive correlation is found between internet addiction and psychological distress among university students. Sousa (2010) examines that internet usage has both good and adverse impacts on the internet users. Most of the people in selected area have positive attitude towards internet use, but at the same time some of the respondents disclose negative attitude. The study further explores that use of internet is helpful for their educational nourishment. Arekete et al. (2017) reveals that only the size of friendship on the social media has significant impacts on students' performances. Factors such as daily time spent and hourly time spent on social media have no significant effect on the students' academic performance. Frangos et al. (2010) show in their paper that the percentage of IA (5-8 YDTIA criteria) is 11.6%, while problematic Internet users are (3-8 YDTIA criteria) 34.7%. Men are more likely to be addicted to the Internet than women, and Internet addicted students are associated with poorer academic performance. Mercy et al (2015) provide evidence to suggest that psychological and contextual factors are significantly related to internet addiction. Locus of control and self-concept have positive relationship with internet addiction. Koç (2011)   shows that students who use internet six hours and more a day have psychiatric symptoms. Students whose addicted internet usage have psychiatric symptoms such as Somatization, Obsessive Compulsive, interpersonal sensitivity, depression, anxiety, hostility, phobic anxiety, paranoid ideation and psychoticism more than students whose non-addicted internet usage .Enikuomehin (2011) investigates the popularity of internet services within the university community and further reveals its consequences in academic performance affected by the use of social networks, prominently face book by students. The study reveals that there is a great adverse effect in the areas of combining social and media exploration like facebooking with real studying and consequently leads to lower CGPA of students. Chou & Hsiao (2000) examines that internet addicts spent

almost triple the number of hours on the internet as a group than the non-addicts. In particular, internet addicts spent significantly more time on BBSs, the WWW, e-mail and games than non-addicts. Iorliam & Ode (2014) in his paper shows that the time spent on social media, the frequency of visit and the total number of online friends has a statistically significant relationship with a student's academic performance. If access to social media is restricted and controlled, and the idle time is rather channeled into studying, this will greatly improve students' performance. Anuar et al (2013) depict that pre-degree students are an excessive user towards internet for their academic purpose, yet level of internet addiction in general shows that they are mild user. Thus, the student spent less time to access to the internet even accessibility is free around the campus. It proves that level of addiction on internet does not significant towards their academic performance. Students who spent more time using internet and severe to internet does not impact their students' CGPA.Hossain et al (2018) investigate that student's average results are inversely influenced by their hours of regular involvement of internet. In this study we see that main purpose of using internet for study, recreation or relaxation and using social networking site. As consequences, it has significantly been found in this study that, university student's academic results are inversely influenced by the use of internet. That is the students who spend more time on internet per day, their result is lower.

III. Methodology and Research Design

This study is based on a primary survey where the data are collected by questionnaire method.250 sample are chosen from the students of Mawlana Bhashani Science and Technology University (MBSTU). Data are collected from 2nd year (2nd year 2nd semester), 3rd year (3rd year 1st semester) and 4th year (4th year 1st semester & 4th year 2nd semester) students from 15 departments of MBSTU, where their previous semester's CGPA are being considered in this study. A structured questionnaire is designed in order to collect information on 250 students from MBSTU by stratified random sampling. OLS method has been used to investigate the effect of internet usage on CGPA.

Following table provides the distribution of the population:

Table 1: Population Size

Class	Population size
2nd year	660
3rd year	640
4th year	1200
Total	2500

Data Source: Author

After using stratified sampling, the sample size in the ith stratum would be:

$$n_i = \left(\frac{n}{N} \right) N_i$$

Where,
n=Total sample size, N_i=Size of ith strata, N= Total population.
Here I have considered each year of education as strata with 10% sampling fraction. Sample taken by each strata are shown in the following table:

Table 2: Percentage distribution of gender of the respondents

Gender	Frequency	Percentage
Male	103	41.2%
Female	147	58.8%
Total	250	100.0%

Data Source: Author

A sample of 250 students were drawn across departments on proportional basis. A structured questionnaire was administered, processed and analyzed. Upper table shows that out of 250 respondents 41.2% are male and 58.80% are female.
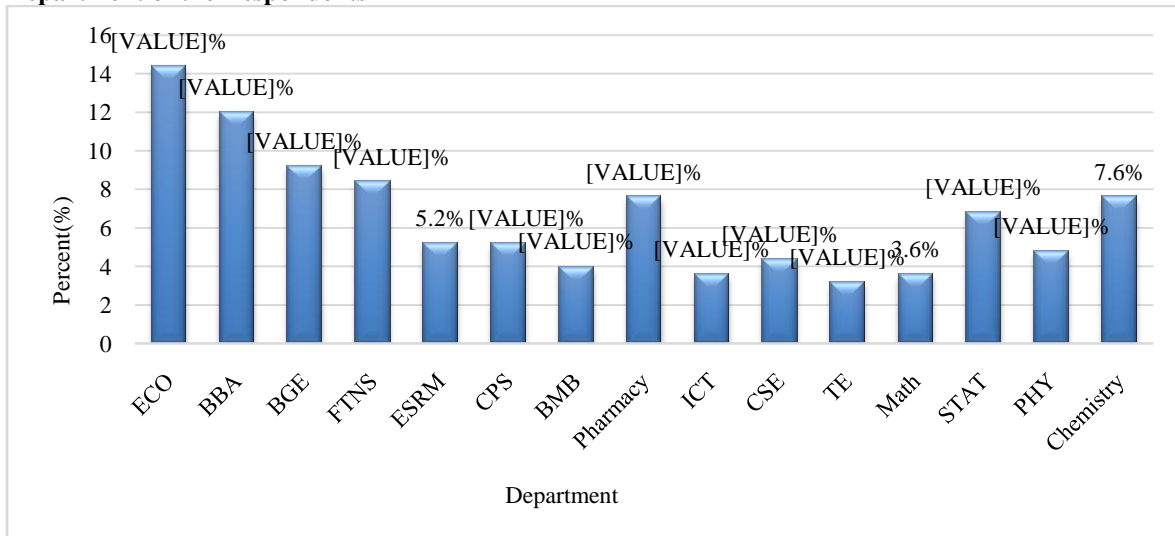
Department of the Respondents

Figure 1: Department of the respondents

Upper diagram shows the frequency of the respondents from each departments. A large portion of respondents are from Economics department.

Time Spent on Internet

In an investigation of the impact of internet on the academic performance of the students of theMawlana Bhashani science and Technology University was conducted. Outcomes from this research revealed that a great deal of students in this University are aware of internet specially of social media, often online, and, due to the frequency of time spent on internet, experiencing obstructions in academic performance. This study recommended creating a balance betweentimes spent on internet for study purpose and time spent on internet for no-study purpose.

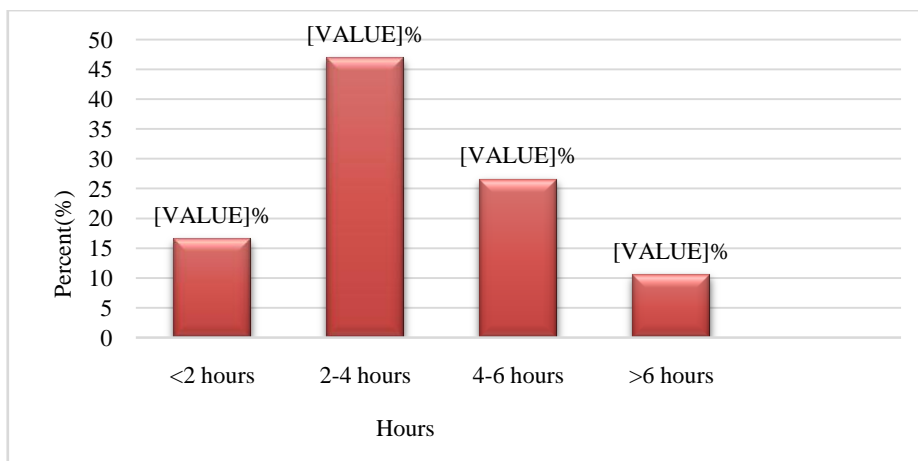| Table 3: Time spent on internet		
Hours	Frequency	Percentage
<2 hours	41	16.4%
2-4 hours	117	46.8%
4-6 hours	66	26.4%
>6 hours	26	10.4%
Total	250	100.0%

Data source: Author

Figure 2: Time spend on internet

From the total 250 respondents 26 (10.4%) of the respondents have internet addiction as they are using internet more than 6 hours a day. 66 (26.4%) respondents use internet 4-6 hours a day. Most of the respondents use internet 2-4 hours and these numbers are 117 (46.8%). 41 (16.4%) respondents spend less than 2 hours on internet.

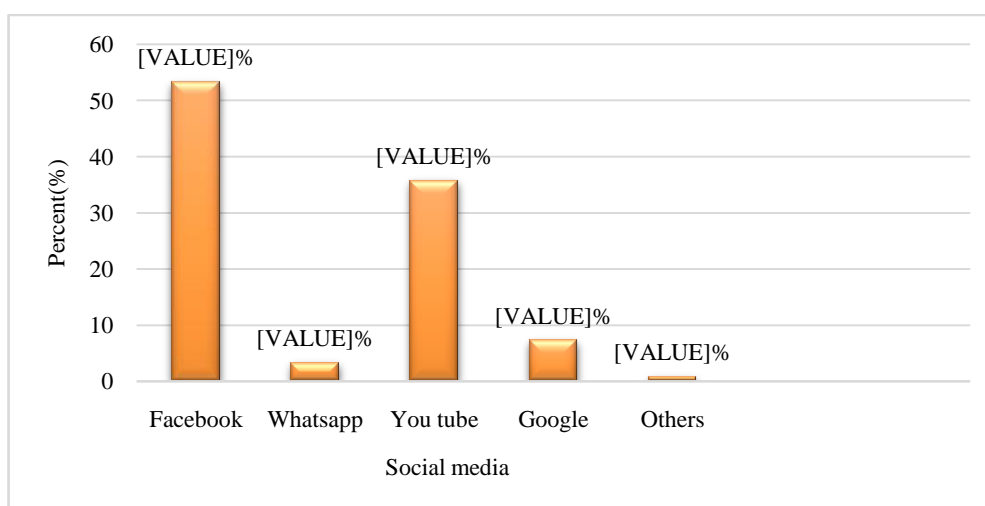| Table 4: Most popular android Apps using by students		
Social media	Frequency	Percentage
Facebook	133	53.2%
WhatsApp	8	3.2%
You tube	89	35.6%
Google	18	7.2%
Others	2	8%
Total	250	100.0

Data Source: Authors' compilation

Figure 3: Most popular android Apps using by students

Above Table-4 shows that Facebook and YouTube are used by most of the respondents. Almost 54% students use Facebook 35.6% use YouTube. Only 3.2% students use Whatsapp, 7.2% use Google and 0.8% use others social apps according to the survey. Most popular android apps using by the students of MBSTU can also be depicted by Figure-3.

Purpose of Internet Usage:

Table 5: Purpose of internet usage between male and female			
Purpose	Gender		Total
	Male	Female	
Chatting	13 5.2%	12 4.8%	25 10%
Study	20 8%	27 10.8%	47 18.8%
Watching movie	15 6%	35 14%	50 20%
Playing games	10 4%	1 0.4%	11 4.4%
News	11 4.4%	16 6.4%	27 10.8%
Newsfeed scrolling	28 11.2%	34 13.6%	62 24.8%
Shopping	0 0.0%	3 1.2%	3 1.2%
Others	6 2.4%	19 7.6%	25 10%
Total	103 41.2%	147 58.8%	250 100%

Data source: Authors' compilation

From the above table it shows out of 250 respondents, highest number of students use internet for using the social network sites that is about 25% students spend their time on internet for newsfeed scrolling, 10% of total respondents spend their time for chatting, 18.8% use internet for study purposes, 20% use for watching movie, 4.4% for playing games, and 10.8% for news.10% of respondents use internet for other purposes. Least of the students (1.2%) are using internet for online shopping and interestingly all of them are female.

Time Spent on Study

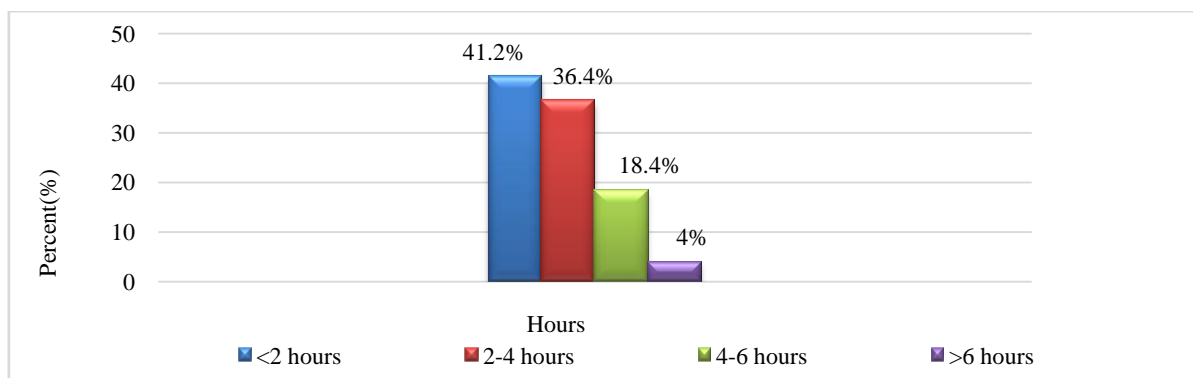| Table:6 Percentage distribution of time spent on study		
Hours	Frequency	Percentage
<2 hours	103	41.2%
2-4 hours	91	36.4%
4-6 hours	46	18.4%
>6 hours	10	4%
Total	250	100%

Data Source: Author

Figure 4: Time spend on study

From 250 respondents, about 42% are spending less than 2 hours on their academic studies. 36.4% students spend 2-4 hours, and 18.4% students spend 4-6 hours on their studies. A small number of respondents spend more than 6 hours on their study which is 4% of total respondents.

Time Spend on Internet for Study Purpose and CGPA of the Respondents
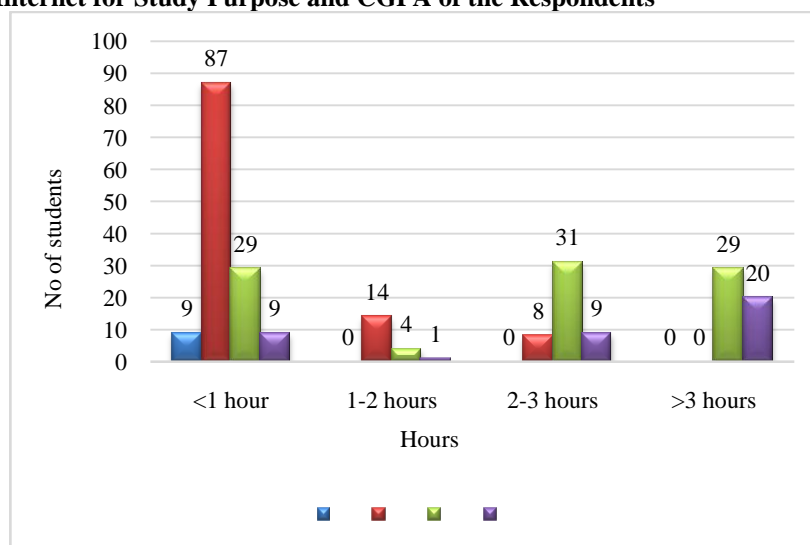

Figure 5: CGPA along with using internet hours for study purpose

About 87 of 250 students who spend time on internet less than 1 hour for study purpose achieve CGPA between 3.00-3.49.Those who spend more than 3 hours on internet for study purpose may get highest CGPAaccording to above table 6 and Figure 7. So it is clear that using internet for study purpose has an impact on academic performance of MBSTU students.

Time Spent on Internet for Non-study Purpose and CGPA of the Respondents
Following figure 6 shows that internet hours spending on non-study purpose affects the CGPA of the respondents.

In the range of CGPA 2.50-2.99 there are 9 respondents among them 5 respondents spend 1-3 hours, 3 respondents spend 3-5 hours,1 respondent spend more than 5 hours on internet for non-study activities. Average CGPA of 109 respondents are 3.00-3.49 among them 25 respondents use less than 1 hour, 51 respondents use 1-3 hours, 24 respondents use 3-5 hours and 9 respondents use more than 5 hours internet for non-study purpose. In CGPA 3.50-3.74 there are 93 respondents among them 61 respondents use less than 1 hour, 31 respondents use 1-3 hours, 1 respondent use 3-5 hours internet for non-study purpose. In CGPA 3.75-4.00 there are 39 respondents and most of them spend less time on internet for their non-study. About 24 respondents use less than 1 hour and 15 respondents use 1-3 hours internet for non-study purpose.
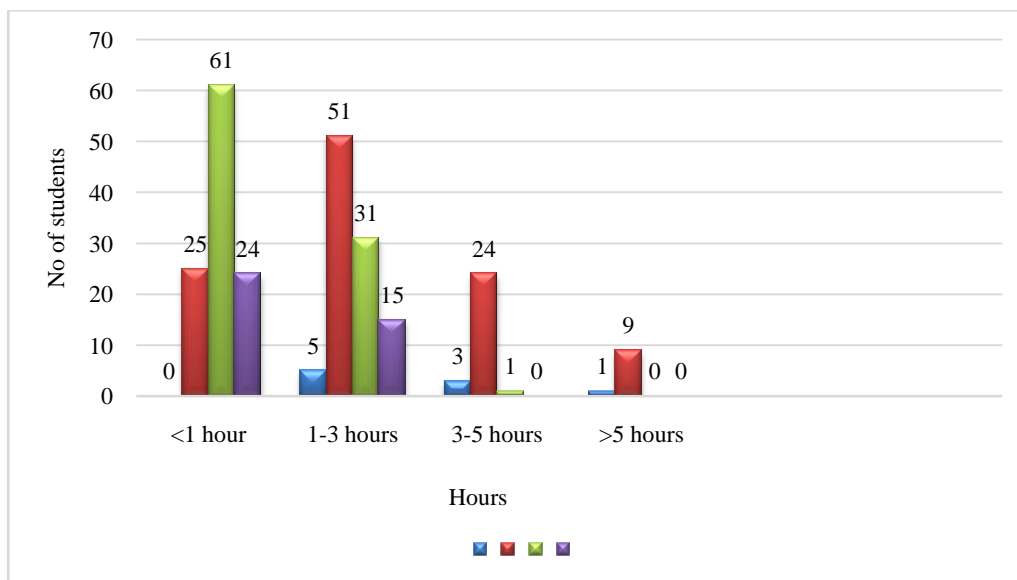

Figure 6: CGPA along with using internet hours for non-study purpose

Comparison of Mean Scores of Internet Use among University Students with respect to their Gender
Hypothesis:
H_0= There is no significant difference in internet use between male and female students.
H_A= There is significant difference in internet use between male and female students.

Table 7 : Gender difference on internet use (N=250)							
	Male		Female				
	n = 103		n = 147				
Variable	M	SD	M	SD	T	p-value	df
Time spend on internet	2.28	0.833	2.33	0.893	0.403	0.687	248

Data Source: Authors 'compilation

Table-7 describes that the independent t test is carried out to compute the gender differences on internet use. Results show that there is no significant difference in internet use between male and female students. Here, t= -.403 and p>.05, so the proposed null hypothesis in this study cannot be rejected. This means that the internet use between male and female students are the same. Hayati et al (2014) supports this findings in his study too. He shows, there are no significant differences in internet addiction in terms of gender.

Comparison of Mean Scores of CGPA among University Students with respect to their Gender
Hypothesis:
H_0: There is no significant difference in CGPA between male and female students.
H_1: There is significant difference in CGPA between male and female students.

Table 8 : Gender difference on interneton CGPA (N=250)

	Male		Female				
	n = 103		n = 147				
Variable	M	SD	M	SD	T	p-value	df
Time spend on internet	2.45	0.74	2.79	0.787	-3.475	0.001	248

Table 8 shows that there is significant differences in CGPA between male and female students (t= -3.475, p<.01). So the proposed null hypothesis is rejected. The CGPA of female students is slightly higher than that of male students.

Regression Analysis
To check the impact of Average study hours, Time spend on internet for study purpose, Time spend on internet for non-study purpose on CGPA the model is constructed as follows:

$$CGPA = \beta_0 + \beta_1 ASH + \beta_2 SP_{Int} + \beta_3 NSP_{Int} + U_i ....(1)$$

Where,
ASH = Average study hours.
SP_{Int} = Time spend on internet for study purpose.
NSP_{Int} = Time spend on internet for non-study purpose.
U_i = Stochastic term.

Table:9 Analysis of Regression Results			
Dependent Variable : CGPA			
Explanatory Variable	Coefficients(β)	T	Sig(p-value)
Constant	1.749	13.2	0.00
Average Study Hours	0.444	11.117	0.00
Time spend on internet for study purpose	0.205	6.985	0.00
Time spend on internet for non-study purpose	-0.196	-4.559	0.00
R	0.777		
R square	0.604		
Adjusted R square	0.599		
Std. error of the estimate	0.49614		

Data Source: Authors 'compilation

To test the significance of the variables the Hypothesis is:
H_0: β (Parameter) = 0
H_A: β (Parameter) ≠ 0
The t values each individual regression coefficient in the model is reported to assess whether the average study hours, time spend on internet for study purpose, time spend on internet for non-study purpose are a significant predictor of CGPA. The result of the t-values confirm that Average study hours (t=11.117, p= 0.00<0.01); Time spend on internet for study purpose (t= 6.985, p= 0.000<0.01); Time spend on internet for non-study purpose (t=-4.559, p= 0.000<0.01) are significant at 1 percent level.
By putting the values of β coefficients from table 12 in equation (1) we get the following equation:

$$CGPA = 1.749 + .444 ASH + .205 SP_{Int} - .196 NSP_{Int} + U_t ....(2)$$

If the other things remain constant, marginal increase in average study hours increase the CGPA by .444. A marginal increase in time spend on internet for study purpose increases the CGPA by .205. On the other hand marginal increase in time spend on internet for non-study purpose decreases the probability of CGPA by .196.This finding is also supported by several researchers such as Philosophy (2010) shows that increase in time

spend on study increases the CGPA. Olayiwola et al (2011) reveal that the daily average reading hour maximize students' CGPA, the student's maximum CGPA would be achieved if daily average reading hour is four. According to Mim & Science (2018), Asdaque et al (2015) there is positive consequence of average study time on students' academic performance. Their study shows that the students achieve good CGPA, who use internet for academic purposes. Use of internet for study purpose and academic achievements are directly proportional to each other. Siraj et al (2015)investigates that Medical students with high internet usage are associated with higher academic performance because they use it mainly for study purpose.

IV. Conclusion

This study is conducted to identify the significance of using internet on the academic performance of the MBSTU students. It shows that based on three independent variables of time spent on internet for study purpose, time spent on internet for non-study purpose and average study hours has significant effects on the academic performance of Mawlana Bhashani Science and Technology University's students. On the other hand, this study establishes the fact that there is no significant difference in using internet between male and female students whereas female students have higher CGPA than male students. Those who spent time on internet for study purpose less than 1 hour have the lowest CGPA and those spent more than 3 hours have highest CGPA. The study reveals that Facebook, YouTube were the topmost among the social media networks that participants regularly used nowadays. In this digital era, internet becomes an essential tool for students as they are highly dependent on the internet to search new information and knowledge and also for shopping, online games etc. But when a student spends a lot of time on Internet use, his/her study time becomes shorten and for this reason their CGPA may degrade. Student's average results are inversely influenced by their hours of regular involvement of internet. There has a relation between times spent on internet and times spent on study. This study recommended creating a balance between times spent on internet for study purpose and time spent on internet for no-study purpose for betterment of the students' academic performance.

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