



ORIGINAL RESEARCH PAPER

Education

A COMPARATIVE STUDY OF INTERNET BROWSING HABIT AMONG THE STUDENTS OF PROFESSIONAL COURSES

KEY WORDS:

Dr. Md Aman Azeem

Assistant Professor, Department of Education, AMU Centre, Murshidabad

Md Nehajul SK

Assistant Professor, Department of English, Women's College Calcutta, Baghbazar, Kolkata

ABSTRACT

Paper aims to study the Internet Browsing Habit among the Students of Professional Courses. Sample selected for the study includes 406 students from various professional courses offered by AMU. Findings of the study revealed that no significant difference is found in the frequency of internet use among male and female users. Majority of the users devote up to 2 hours daily on internet, only 9.4 % users devote more than 4 hours over internet. Moreover, more than 59 % internet users use internet for academic purpose only. Only 2% users use internet for religious, emails and social networking purposes and rest use it for entertainment purposes.

INTRODUCTION

The internet is quickly influencing people's thoughts and actions in everyday life. The impact of the internet is felt throughout many sectors, including higher education. The invention and adoption of new, cutting-edge instructional techniques in higher education institutions were made possible by the internet. Teachers who support using technology in the classroom think it will enhance learning and better prepare students to function in the twenty-first-century workplace. Most higher education students all over the world now utilise the internet daily. Most college students use the Internet as a practical tool, significantly altering how they communicate with others and access information while pursuing academics. Most people use the Internet to access bibliographic databases, academic text, and visual and image resources, including library catalogues (Asan & Koca, 2006). Usun (2003) noted that the Internet is appealing to higher education for a variety of reasons, including the reduction of the time lag between the creation and application of knowledge, the promotion of international cooperation and the exchange of opinions, the advancement of information sharing, and the encouragement of multidisciplinary research.

REVIEW OF THE LITERATURE

Hossain & Rahman (2017) conducted a comparative study of internet usage among university students of Dhaka University, Bangladesh and reported that students from business studies used 100%, science students 92% and arts students used 90% internet, respectively. They also recommend that all students from different backgrounds should enhance the frequency of their internet use.

Nasreen & Saima (2018) studied the influence of internet browsing on the learning and satisfaction of female undergraduate students of Aligarh Muslim University, Aligarh, India. They reported that most respondents use the internet daily for academic purposes. Respondents from Social-science backgrounds use the internet for entertainment purposes also. It was also reported that internet use positively influences learning. Respondents differ in their level of satisfaction with internet use.

Suana (2018) studied students' internet access, internet self-efficacy, gender and grade differences and the purpose of internet use of secondary school students and reported that female students who were more aware of the internet had a better perception of the benefit of the internet. Boys use the internet frequently for entertainment purposes. It was also reported that the higher the grade, the higher the internet use.

Khawaldeh (2019) studied internet use and its impact on

academic achievement and social competence at Philadelphia University. He reported that internet use positively affects academic achievement. He also mentioned that gender, college and educational level plays no role in internet browsing.

Samina, Uzma, Tariq, Yang, Kiran & Badar (2020) studied the effect of the internet on the academic achievement of university students of Pakistan. The study's findings revealed that 60.4% of the sample had a positive impact of the internet on academic performance, and only 31.65% had adverse effects on their academic performance. They recommended that judicious use of the internet should be there among students.

Amponsah, Aboagye, Narh-Kent, Commey-Mintah, Boateng (2022) explored internet usage and its impact on the academic performance of high school students of Cape Coast Metropolis, Ghana. The study's findings revealed that internet access is directly proportional to academic performance. It was also reported that different internet use has no impact on academic performance.

Significance Of Study

In the 20th century, the Internet quickly became a part of everyday life. It only took us less than ten years to realise that it affected developed and underdeveloped nations. In addition to being the largest source of knowledge on the planet, it has also emerged as the fastest way of communication. In a relatively short period, people from many nations can communicate. E-mail travels across time zones, national borders, and even distances faster than snail mail or airmail. Thus, relationships between people deepen. They now have the opportunity to get to know one another better, see what unites and differentiates nations, and learn which cultural and religious quirks need to be considered to promote understanding. They gradually understand that because we all live on the same planet, the Earth, we must depend on one another and support one another to survive. The Internet, however, is just one tool for understanding this and cannot ensure that everyone will comprehend it just because of the technological and informational options it offers. Therefore, Investigators made a humble attempt to study the internet browsing habit of students from various faculties of Aligarh Muslim University, India.

OBJECTIVES OF THE STUDY

1. To know about the frequency of internet browsing by the male and female students
2. To study about the purposes of internet browsing by the male and female students
3. To study the amount of time spent on Internet Browsing by the male and female students

HYPOTHESES OF THE STUDY

1. There is no difference between male and female students in their Internet use frequency.
2. There is no difference between male and female students in their purpose of using the Internet
3. There is no difference between male and female students in time spent on internet browsing

METHODOLOGY USED

Statistical and descriptive survey methods were used for the current research investigation.

Sample

For the current study, 406 students from Aligarh Muslim University's seven professional faculties- Law, Management, Engineering, Commerce, Education, Medicine, and Unani Medicine- were randomly chosen.

Tool Used

The current study makes use of a self-made questionnaire with 30 questions covering various elements of Internet browsing behaviour.

Statistical Technique

A simple percentage analysis is done to analyse the data collected

Data Analysis And Interpretation

1. Frequency Of Using The Internet:

The students were asked to mention how often they used the Internet. The results reveal that all daily users were 85.3%, weekly users were 10.1% while 4.6% of respondents were using it rarely. 89.1% of male and 80.1% of female respondents used it daily. 6.9% of males and 14.4% of females were using it weekly, while only 4.0% of males and 5.5% of females were using it rarely. Table (1) shows the experience of internet use by the respondents of different faculties:

Table. 1 Frequency of Using Internet:

Faculty	Frequency in Percentage					
	Daily		Weekly		Rarely	
	M	F	M	F	M	F
Commerce	91.4	85.5	5.7	14.3	2.9	0.0
Education	65.5	70.7	20.7	22.4	13.8	6.9
Engineering	97.6	00.0	2.4	0.0	0.0	0.0
Law	95.8	92.3	4.2	7.7	0.0	0.0
Management	96.4	100.0	3.6	0.0	0.0	0.0
Medicine	100.0	90.9	0.0	9.1	0.0	0.0
U. Medicine	40.0	55.6	30.0	22.2	30.0	22.2
Total	89.1	80.1	6.9	14.4	4.0	5.5

All details are in percentage

The above table (1) analysis reveals that most respondents used the internet daily. The internet frequency was highest among Engineering, Law, Management and Medicine respondents. In the faculty of Engineering, 97.6% of male and 100.0% of female students were daily internet users. 95.8% of male and 92.3% of female respondents of Law, 96.4% of males and 100.0% of females in Management and 100% of male and 90.9% of female respondents in Medicine were the daily user of the internet. The respondents of Unani Medicine were least frequent in internet use were 40.0% of males and 55.6 % of female respondents were daily users, 30.0% of males and 22% of females were weekly users, while of internet 30.0% of males and 22.2% of females were using the internet rarely.

2. Purpose Of Using Internet:

The respondents were asked to mention the purposes of using the internet. Objectives are why they are using the resources available on the Internet. The analysis shows that 59.4% of male and 65.1% of female respondents were using the Internet for academic purposes; 38.6% of male and 31.5% of female respondents were using it for entertainment; 2% of male and 3.4% females were using it for religious purposes. Table 2. shows the purposes of internet use by the respondents of different faculties:

Table. 2 Purpose of using Internet:

Faculty	PURPOSES					
	Academic		Entertainment		Religious	
	M	F	M	F	M	F
Commerce	74.3	42.9	25.7	57.1	0.0	0.0
Education	72.4	67.2	27.6	29.3	0.0	3.4
Engineering	48.8	75.0	46.3	25.0	4.9	0.0
Law	70.8	61.5	25.0	38.5	4.2	0.0
Management	39.3	50.0	57.1	50.0	3.6	0.0
Medicine	51.4	90.9	48.6	9.1	0.0	0.0
U. Medicine	70.0	61.1	30.0	22.2	0.0	16.7
Total	59.4	65.1	38.6	31.5	2.0	3.3

All details are in percentage

The analysis of the above table (2) shows that the respondents use the Internet mainly for academic purposes. 74.3% of male respondents in Commerce, 72.4% in Education, 48.8% in Engineering, 70.8% in Law, 39.3% in Management, 51.4% in Medicine and 70.0% in Unani Medicine faculty use internet the for academic purpose. 42.9% of female respondents in Commerce, 67.2% in Education, 75% in Engineering, 61.5% in Law, 50% in Management, 90.9% in Medicine, 61.1% in Unani Medicine use it for academic purposes. 25.7% of male respondents in Commerce, 27.6% in Education, 46.3% in Engineering, 25% in Law, 57.1% in Management, 48.6% in Medicine and 30.0% in Unani Medicine faculty use the internet for entertainment. 57.1% of female respondents in Commerce, 29.3% in Education, 25% in Engineering, 38.5% in Law, 50% in Management, 9.1% in Medicine, 22.2% in Unani Medicine use it for entertainment. Very few respondents (16.7% and 3.4% female of Unani Medicine and Education respectively and 4.2% and 3.6% male of Law and Management respectively) claimed that they were using the Internet for religious purpose.

3. Average Time Spent (daily) In Internet Browsing:

On average, the students were asked to mention how much time they spent daily browsing the Internet. The results reveal that 67.8% of users spent up to 2 hours a day, 22.1% of users up to 4 hours a day, and 10.1% more than 4 hours a day. Among the male respondents, 66.3% were spending up to 2 hours a day, 24.3% up to 4 hours a day and 9.4% more than 4 hours a day. Among the female respondents, 69.9% were spending up to 2 hours a day, 19.2% up to 4 hours a day and 11.0% more than 4 hours a day. The following table (3) shows the average time spent daily on internet browsing by the respondents of different faculties.

Table. 3 Average time spent (daily) for Internet browsing:

Faculty	Time spent					
	Up to 2 hours		Up to 4 hours		Above 4 hours	
	M	F	M	F	M	F
Commerce	51.4	71.4	42.9	28.6	0.0	5.7
Education	86.2	79.3	10.3	15.5	3.4	5.2
Engineering	61.0	41.7	26.8	58.3	12.2	0.0
Law	66.7	65.4	25.0	19.2	8.3	15.4
Management	35.7	50.0	35.7	21.4	28.6	28.6
Medicine	85.7	63.6	11.4	18.2	2.9	18.2
U. Medicine	100.0	89.3	0.0	24.3	0.0	16.7
Total	66.3	69.9	24.3	19.2	9.4	11.0

All details are in percentage

The analysis of table 3. shows that 51.4% of males 1.4% of females in Commerce, 86.2% of males and 79.3% of females in Education, 61.0% of males and 41.7% of females in Engineering, 66.7% of males and 65.4 of female in Law, 35.7% of male and 50.0% of female in Management, 85.7% of male & 63.65 of female in Medicine and 100% of male and 89.3% of female in Unani Medicine were spending up to 2 hours a day; 42.9% of male and 28.6% of female in Commerce, 10.3% of male and 15.5% of female in Education, 26.8% of male and 58.3% of female in Engineering, 25.0% of male and 19.2

female in law, 35.7% of male and 21.4% of female in Management, 11.4% of male 18.2 of female in medicine were spending up to 4 hours a day; 5.7% of female in Commerce, 3.4% of male and 5.2% female, 12.2% of female in Engineering, 8.3% of male and 15.4% of female in Law, 28.6% of both male and female in Management, 2.9% of male and 18.2% of female in Medicine and 16.7% of female in Unani Medicine.

FINDINGS OF THE STUDY

The major findings related to the objectives of the study are as follows:

Frequency of using the internet:

Regarding the frequency of using the internet, it is found that there is no significant difference between the male students' use of the internet and female students' use of the internet. Most of them use the internet (89.1% of male and 80.1% of female) on daily basis.

Average Time Spent (daily) On Internet Browsing:

Majority of the students (66.3% male and 69.9% female) use internet up to two hours a day. 24.3% male and 19.2% female use it up to four a day and some students (9.4% male and 11.0% female) use it for more than four hours a day.

Purpose Of Using The Internet:

Though the majority of the students (59.4% male and 65.1% female) were using the internet for academic purposes, the percentage of students who were using the internet mainly for entertainment was also considerable (38.6% male and 31.5% female). Interestingly it was found that only 2% male and 3.4% female were using it for religious purposes. e-mail, social networking, web browsing and news reading were the other many favourite activities over the internet that both the male and female students usually do frequently the internet.

CONCLUSION AND DISCUSSION

Students in higher education spent a significant amount of time on the internet. On a daily basis, the majority of them visit various websites and portals. The amount of time spent on the internet by higher education students has increased in recent years, owing to increased awareness and accessibility of the internet. It is used by a large number of students for more than two hours per day. Students use the internet for a variety of purposes. According to the research, students are becoming increasingly reliant on the internet and its services for their educational needs. These services have allowed them to stay up to date on the latest research and developments in their fields of study. This advancement will help them achieve academic success. The availability of books, academic materials and resources, and library services supplemented by Internet services can be a huge help to students and other academic communities in getting the right information at the right time, thus improving academic qualities. The use of the internet is still evolving. We can easily imagine that the use and utility of the internet among academic communities will only increase in the coming days. A vast scope for research in this area has emerged, particularly regarding the internet usage behaviour of higher education students. A well-guided and focused use of the internet and its services will undoubtedly be a great boon to future generations.

REFERENCES

1. Usun, S. (2003). Undergraduate students' attitudes towards educational uses of Internet. *Interactive Educational Multimedia*, 7, 46-62. Retrieved June 8, 2007, from http://www.ub.edu/multimedia/iem/down/c7/IEM_number7.pdf
2. Asan, A., & Koca, N. (2006). An analysis of students' attitudes towards Internet. *Fourth International Conference on Multimedia and Information and Communication Technologies in Education*, Seville, Spain. Retrieved from <http://www.formatex.org/micte2006/pdf/2120-2124.pdf>,
3. Hossain, M.A. & Rahman, M.H. (2017). Comparative Study of Internet Usage Among University Students: A Study of the University of Dhaka, Bangladesh. *European Scientific Journal*, 13(34), 134-150.
4. Suana, M. (2018). Students' Internet Access, Internet Self-Efficacy, and Internet for Learning Physics: Gender and Grade Differences. *Journal of Technology and Science Education*, 8(4), 281-290.
5. Nasreen, N. & Khanam, S. (2018). Influence of Internet Browsing on learning and Satisfaction of Undergraduate Female Students of Aligarh Muslim

- University. *Proceedings of the 2018 International Conference on Education Technology Management*, 2018, 38-41. <https://doi.org/10.1145/3300942.3300949>
6. Khawaldeh, S. (2019). Internet use and its Impact on Academic Achievement and Social Competence Among the Students of the Philadelphia University: A Comparative Study According to Gender, College and Educational Level. *An-Najah Univ. J. Res*, 33(8), 1391-1411.
7. Zamir, S., Sarwar, U., Bhuttah, T.M., Zhang, Y., Fazal, K. & Siddiqui, B.N. (2020). The Influence of Internet Usages on the academic Achievement of the Students in Pakistani Universities. *European Online Journal of Natural and Social Sciences*, 9(1), 164-175.
8. Amponsah, K.D., Aboagye, G.K., Kert, M.N., Mintah, P.C., & Boateng, F.K. (2022). The Impact of Internet usage on Students' Success in Selected Senior High Schools in Cape Coast Metropolis, Ghana. *European Journal of Educational sciences*, 9(2), 1-18.