



RESEARCH PAPER

Influence of Internet usage on Emotional Instability, Time Management and Academic Performance at Tertiary Level

Dr. Fayyaz Ahmad ¹ Dr. Shakeela Shah ² Dr. Shaheen Pasha ³

1. Ranjha, Education Officer, School Education Department, Punjab, Pakistan
2. Assistant Professor, Department of Curriculum Development & Instructions, University of Sindh, Jamshoro, Sindh, Pakistan
3. Assistant Professor, Chairperson, Department of Special Education, University of Education, Lahore, Punjab, Pakistan

PAPER INFO

ABSTRACT

Received:
March 18, 2018
Accepted:
June 24, 2018
Online:
June 30, 2018

Keywords:
Academic
Performance,
Emotional
Instability,
Internet Use,
Time Management

**Corresponding
Author:**

fiazahmad73@yahoo.com

The purpose of the study was to identify the effects of Internet use on Emotional Instability, Time Management and Academic Performance of University Students. The nature of study was descriptive and falls in positivism paradigm for this survey method was used. For the purpose of data collection convenient sampling technique was used and questionnaire was adapted that developed by Dorji (2015).. Data was collected from two campuses of University of Education Lahore as Township Campus and Lower Mall Campus. The sample of study was 200 university students from different departments or divisions.. Both descriptive and inferential statistics were used for statistical analysis of data. Results showed that in the comparison of Internet use regarding emotional instability, time management and academic performance on the basis of gender, where male students face emotional instability than the female students, male students do not face emotional instability than female, male students do not well in academics than female. Also, the finding revealed that effect of Internet use was weak correlated with emotional instability, time management and academic performance of university students. The recommendations of the study are research studies would be more interesting if the study was to conducted in more depth with other variables. Same kind of study was conducted with large sample size of respondents and also on other students of different universities of Lahore.

Introduction

The influence of different technologies and other networks on our lives and also on society increased continuously. Actually, the fact is that you can take this

kind of development anywhere in the world needs an infrastructure of technology that was considered, planned and constructed over the past sixty years. For better functioning in this information world there is a need to understand that how these networking technologies works. This development would open up Internet and its working. The expansion of this digital age can impact virtually respectively and all state of existing life. The internet came to be a very essential means for people who plays very imperative part in our everyday life like us; we can be used internet on a social basis, constitutionally, cautiously, and also passionately.

The Internet is also an impartial device itself which was intended to help out the individual like researcher in their research work amongst academic and military agencies. Thought, in what manner the individuals used this entertaining and communication medium has now to be formed a stimulation between the mental and physical health of the society or community with inordinate argumentation of the use of Internet. Excessive usage of Internet is relatively an innovative, emerging or speedily increasing spectacle (Pew Research Center 2003). Innovative areas of research work recognize the Internet users who were becoming bowed only on available conversation places, immediate messages, cooperative competitions, and also to be able to perceive their life as developed gradually uncontrollable owing to the usage of Internet (Morahan-Martin, 1997; Scherer, 1997; Young, 1996).

Peoples used internet for many different purposes such as; to interconnect with others, to pay bills, in professional, online booking, for instructive purposes, for entertainment and much many more. People use internet at home, in public places, school, and university as well as in working places. It can be retrieved by means of laptop, smartphone, tablet, computer etc.

Disproportionate usage of internet was to be professed as a system of technological obsession that bits and hunts a great opportunity of interactive responses (Marks). Regarded to the prism of the addiction, Internet addiction is a comparatively current and fast-growing experimental phenomenon (Saville et al. 2010).

The Internet had to be considered as a most useable and influential tool for the purposes of communication and for transfer the information all over the world. It is very essential for the users of Internet to manage, control or monitor their own emotions to become emotionally mature, able to access the emotional states of the other users and to deal with different and difficult situations accordingly and persistently (Tatlah,2014).

Excess use of Internet had a number of bad effects on the user's mood swings, time availability, self-esteem, management, tolerance, stress, tension, patience, shyness (Hall &Parsons, 2001; Leung, 2004). After that different studies were conducted and mostly every researcher theorized that Internet addiction as an influential behavior and reasonings or understanding focused the usage of

internet could centrals to tension, distress, and nervousness (Caplan, 2003; Shapira et al., 2000). These studies shown that the peoples who used internet to its maximum faced emotional disturbance, their emotions inclined their behavior when they were feeling uneasy and disturbed, at the result the relationships with others are affected.

Excess use of Internet can caused emotional intelligence and emotional instability among the students especially college or university going students which is often associated with poor academic performance (Duchesne et al., 2008). The students or other users who experience emotional instability is unable to manage or control stress level well (John & Srivastava, 1999). Due to which the students capable of performing well in the examination and can't control their stress level (Khan, Altaf&Kausar 2013). And even students faced different difficulties such as to balancing the classes, test, exams, assignments, curricular and extracurricular activities and societal life.

Different advancements in Internet has largely affects each and every aspect of human life all around the world especially the students. These advancements in technology has transformed the way the people relate, work and enjoy leisure time to level of supervisory concerns (Tatlah,2015).. There is no doubt that the amount of Internet content and material is ever growing day by day, reduction of availability cost and ease of use has changed the lives of the students. However unnecessary usage of internet or over use of Internet have to be associated to the defacement in functional extents (Young and Rogers, 1998; Anderson, 2001 and Beida, 2008).

If we intricate that authenticity with a positive mind defiance, we are too able to understand and feel that life has developed into more exciting with the lushness and penetration of information which can be so fluently gotten and with the collaboration chances and time or space eradication so adequately obtainable. A communal characteristic of "linking" on the Internet is that it feels an individual to become an active participant of society as his or her thoughts transportable previous and away from the limitations of home, offices, society, school, working place or any other assembly place to groups, societies, nations and even the whole world.

Though, if we intricate that certainty in terms of unexploited opportunities and chances to appreciate real life and not only just to perceive activities everywhere around us or the life of others existing on a platform, we might be very fine express of Internet or computer addiction; in other words, the disproportionate use of the Internet affects daily life is a perilous addiction that centrals to inequities in life that had to be preserved.

So, Internet addiction effects the student's ability to perform different tasks related to their educational activities a lot and which in a result tends to gain low grades in the exams. Students while using the Internet are not be able to manage

their time and waste their time on browsing the unnecessary or unrelated information from their course instead of giving their attention and time to their studies.

Material and Methods

To conduct this study quantitative approach was adopted therefore this study falls in positivism paradigm. The independent variable of the study is internet use whereas emotional instability, time management and academic performance are dependent variables. For this study descriptive survey design was implemented. Students of different programs or departments were included in the population. For the purpose of data collection, the sample was selected conveniently from two campuses of University of Education Lahore (Lower Mall Campus, Township Campus) and the sample was about 200 male and female students from these two campuses. Questionnaire was used to collect data that was validated by the expert opinion. Researcher ensured reliability while pilot testing, the value of Cronbach Alpha was 0.746.

Results and Discussion

Table 1
Respondent demographic characteristics

| Demographics variables | Respondents | | |
|------------------------|-------------|------------|-------|
| | Frequency | Percentage | |
| Gender | Male | 45 | 22.5% |
| | Female | 155 | 77.5% |
| | Total | 200 | 100% |
| Campus | Lower Mall | 89 | 44.5% |
| | Township | 111 | 55.5% |
| | Total | 200 | 100% |

The results show that 45 (22.5 %) male students, 155(77.5%) female students making a total of 100 % from which 89 (44.5 %) from lower mall campus and 111 (55.5 %) from township campus involved in this study.

In this section analysis regarding comparison of internet use emotional instability, time management and gender based academic performance is presented.

Table 2
Comparison of internet use regarding emotional instability on the basis of gender

| Gender | N | Mean | SD | t-test for Equality of Means ($\alpha = 0.05$) | | |
|--------|-----|--------|--------|---|--------|------|
| | | | | df | t | Sig. |
| Female | 155 | 4.7935 | .89513 | 198 | -3.287 | .001 |
| Male | 45 | 4.3333 | .52223 | | | |

To find out mean score difference between male and female is significant or not on Internet use regarding Emotional Instability, independent t-test was applied. The result in the above table show that the male internet user students face emotional instability as compared to female students on the basics of gender as $t = -3.287$ with the p value .001 whereas, $p < .05$. The mean score of females is 4.7935 and mean score of males is 4.3333. So, the hypothesis, the male internet user students do not face emotional instability as compare to female students is rejected.

Table 3
Comparison of internet use regarding time management on the basis of gender

| Gender | N | Mean | SD | t-test for Equality of Means ($\alpha = 0.05$) | | |
|--------|-----|---------|---------|---|------|------|
| | | | | df | t | Sig. |
| Female | 155 | 41.2000 | 8.94166 | 198 | .423 | .673 |
| Male | 45 | 41.8222 | 7.69678 | | | |

To find out mean score difference between male and female is significant or not on Internet use regarding Time Management, independent t-test was applied. The results show that, the male internet user students do not face time management issues as compare to female students on the basics of gender with t value .423 and p value .673 whereas $p > .05$. The mean score of females is 41.2000 and mean score of males is 41.8222. So, the hypothesis, the male internet user students do not face time management issues as compare to female students is accepted.

Table 4
Comparison of internet use regarding academic performance on the basis of gender

| Gender | N | Mean | SD | t-test for Equality of Means ($\alpha = 0.05$) | | |
|--------|-----|---------|---------|---|-------|------|
| | | | | df | t | Sig. |
| Female | 155 | 11.9498 | 3.42980 | 198 | -.516 | .607 |
| Male | 45 | 11.6667 | 2.38366 | | | |

To find out mean score difference between male and female is significant or not on Internet use regarding Academic Performance, independent t-test was

applied. The result show that, the male internet user students don't do well in academics as compare to female students on the basics of gender with t value $-.516$ and p value $.607$. where $p > .05$. The mean score of females is 11.9484 and mean score of males is 11.6667 . So, the hypothesis, the male internet user students don't do well in academics as compare to female students is accepted.

Table 5
Pearson Coefficient Correlation among internet use and emotional instability

| | Internet Use | Emotional Instability |
|-----------------------|--------------|-----------------------|
| Internet Use | 1 | $.379^{**}$ |
| Emotional Instability | | |

Note: $*p < .05$; $**p > .01$, N= 200

The table shows that Pearson Coefficient Correlation ($r = .379^{**}$ and $p > .01$). There is no significant relationship found between internet use and emotional instability of students and is not be significantly correlated.

Thus, the hypothesis is claiming the effects of internet use on emotional instability of university students there for it is rejected. Hence the correlation between internet use and emotional instability is weak.

Table 6
Pearson Coefficient Correlation among internet use and time management

| | Internet Use | Time Management |
|-----------------|--------------|-----------------|
| Internet Use | 1 | $.363^{**}$ |
| Time Management | | |

Note: $*p < .05$; $**p > .01$, N= 200

The table shows that Pearson Coefficient Correlation ($r = .363^{**}$ and $p > .01$). There is no significant relationship found between internet use and time management of students and is not be significantly correlated.

Thus, the hypothesis is claiming the effects of internet use on time management of university students therefore it is rejected. Hence the correlation between internet use and emotional instability is weak.

Table 7
Pearson Coefficient Correlation among internet use and academic performance.

| | Internet Use | Academic Performance |
|----------------------|--------------|----------------------|
| Internet Use | 1 | $.455^{**}$ |
| Academic Performance | | |

Note: $*p < .05$; $**p > .01$, N= 200

The table shows that Pearson Coefficient Correlation ($r = .455^{**}$ and $p > .01$). There is no significant relationship found between internet use and academic performance of students and is not be significantly correlated.

Thus, the hypothesis is claiming the effects of internet use on academic performance of university students therefore it is rejected. Hence the correlation between internet use and emotional instability is weak.

Conclusion

The current study was conducted to identify the influence of Internet use on Emotional Instability, Time management and Academic performance of university students. To compare the internet users with emotional instability, time management and academic performance of university students T test was used, which shown that the male internet user students face emotional instability as compared to female students on the basics of gender, male internet user students do not face time management issues as compare to female students on the basics of gender, male internet user students don't do well in academics as compare to female students on the basics of gender. Correlation was explored using Pearson Coefficient Correlation where no correlation was found in effects of internet use on emotional instability of university students, no correlation was found in the effects of internet use on time management of university students, and also no correlation was found in the effects of internet use on academic performance of university students. The results of present study show that there is an effect of Internet use on Emotional Instability of university students. The results show that the students use internet they show extreme tension and anxiety while they tend to do any kind of job. These results were consistent to the previous research that show that there is effect of internet use on emotional instability of students. Present study results indicate that internet effects the students time management in terms of that how much they spend time for academic purposes or even social or recreational activities. These results were correspondence to the results of previous research of (Akhter, 2013) saying that students of university or even colleges were at the menace of developing excess use of internet so they involve more on internet use for social or recreational purposes. The results of present study show that there is an effect of internet use on academic performance of the students. If internet is used only for academic purposes than academic performance of students is increased which is correspondence to the past research (Young, 2006: Suhail & Bargees, 2006). So, it also be concluded that on the basics of gender, the male internet user students face emotional instability as compared to female students, and the male internet user students do not face time management issues as compare to female students, the male internet user students don't do well in academics as compare to female students.

By keeping in view, the basis need of Internet use the researcher suggested that study can be done qualitatively and collection of data for study purposes would be more interesting. More researches would be comprehended like as internet use, excess use of internet, effects of internet, internet related problems and issues, academic performance at university level

References

- Akhter, N. (2013). Relationship between internet addiction and academic performance among university undergraduates. *Educational Research and Reviews*, 8(19), 1793-1796.
- Ceyhan, A. A. (2011). University Students' Problematic Internet Use and Communication Skills According to the Internet Use Purposes. *Educational Sciences: Theory and Practice*, 11(1), 69-77.
- Eldeleklioğlu, J. (2008). Gender, Romantic Relationships, Internet Use, Perceived Social Support and Social Skills as the Predictors of Loneliness. *Eurasian Journal of Educational Research (EJER)*, 33).
- Ellore, S. B., & Brown, U. J. (2014). The influence of internet usage on academic performance and face-to-face communication. *Journal of Psychology and Behavioral Science*, 2(2), 163-186.
- Griffiths, M. (2000). Does Internet and computer" addiction" exist? Some case study evidence. *CyberPsychology and Behavior*, 3(2), 211-218.
- Jackson, L. A., & Fitzgerald, H. E. (2003). Internet attitudes and Internet use: Some surprising findings from the HomeNetToo project. *International Journal of Human-Computer Studies*, 59(3), 355-382.
- Jagboro, K. (2007). A study of Internet usage in Nigerian universities.
- Leung, L., & Lee, P. S. (2012). Impact of internet literacy, internet addiction symptoms, and internet activities on academic performance. *Social Science Computer Review*, 30(4), 403-418.
- Li, S. M., & Chung, T. M. (2006). Internet function and Internet addictive behavior. *Computers in Human Behavior*, 22(6), 1067-1071.
- Morahan-Martin, J. (2001). Caught in the web: Research and criticism of Internet abuse with application to college students. *Learning and teaching on the World Wide Web Academic Press*. (pp. 191-219).
- Morahan-Martin, J. (2005). Internet abuse: Addiction? disorder? symptom? alternative explanations. *Social Science Computer Review*, 23(1), 39-48.
- Osunade, O. (2003). *An evaluation of the impact of Internet browsing on students' academic performance at the tertiary level of education in Nigeria*. Nigeria. A Research Paper, Department of Computer Science, University of Ibadan, Ibadan.

- Osunade, O., Ojo, O. M., & Ahisu, E. V. (2009). The role of the Internet on the academic performance of the students in tertiary institutions. *Journal of Educational Research in Africa/Revue en Afrique de recherche en Education (JERA/RARE)*, 1(1), 30-35.
- Scherer, K. (1997). College life online of College life and Development. *Healthy and unhealthy Internet use Journal*, 1(997), 38.
- Tatlah, I. A. (2015). *Effect of leadership behaviour and school organizational health on students' achievement*. Lahore: (Unpublished Doctoral Thesis) University of Management and Technology, Lahore.
- Tatlah, I. A., Iqbal, M. Z., Amin, M., & Quraishi, U. Q. (2014). Effect of leadership behaviour of principals on students' academic achievement at secondary level: A comparison of leaders and teachers perceptions. *Journal of Research and Reflections in Education*, 1-12.