

A REVIEW OF INTERNET'S IMPACT ON STUDENTS' SOCIAL LIVES

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ABSTRACT.

A survey of 120 students found that pupils are more likely to become hooked to the Internet and less likely to use it for educational purposes as a result of the rising sophistication of Internet technology. In a survey of 120 people, it was found that 82 people, or 68.33 percent, said they used the Internet for social media all the time, while 50 people, or 41.67 percent, said they used it regularly for online gaming. Amongst the 120 respondents, 54.17 percent said they always use the internet to play online games, while 41.67% said they frequently use the internet to watch youtube. Of the 41.67% who frequently use the internet to watch youtube, 62 percent said they always use the internet to watch the video on YouTube. Of the 41.67% who always use the internet to watch youtube, only 34.17 percent said they do so.

Keywords: internet, student, social, lives

I. Introduction

There are many individuals who rely on the Internet because of its numerous benefits, which may simplify a great deal of work and make it more productive and efficient. The Internet connects millions of computers throughout the world. For its users, Internet provides several services designed to make their lives easier and to pamper them in various ways. The advancement of information and communication technology has been aided by the widespread availability of the internet.

Approximately 18 percent of the population of Indonesia have the most popular social media accounts in the world, making Indonesia the fourth most popular social media country in the world. Indonesia has the third-highest number of Twitter users in the world, with 5.7 million active accounts. Indonesia now has more mobile phone users than it does people, with a total of 266 million (Xin, *et al.* 2018). One of the world's most populous countries, Indonesia, now has a population of 245 million people. More than half a billion people now have access to the Internet. After Japan, Indonesia had the second-highest percentage of Internet users in Asia at 22.4 percent. Students, in particular, are particularly vulnerable to the negative effects of technology's rising modernity and sophistication, which benefits companies more than it does individuals. When it comes to community contact, both corporate and social, it is widely accepted that the Internet has fundamentally altered the way people interact with one other. Among students, the Internet has played a major role in helping them discover who they are and what they want in life, as well as providing them with the knowledge they need in order to make informed decisions. It is feasible to misuse the internet because of this fact.

II. Literature Review

It is generally accepted that the Internet or Internetworking is the world's largest computer network, which connects all existing computer networks (Intranet, Wide Area Network, Metropolitan Area Network, Personal Area Network, etc.) along with connected devices (Smartphone, Tablet), as well as the computer itself, into a single container world's computer networks. Internet use has been linked to both positive and negative effects, and symptoms of dysphoria have been linked to a variety of activities like shopping, gaming, or doing research on the internet. Based on the findings of this study, it can be concluded that students' academic performance and social lives are negatively impacted by their extensive use of the Internet. With the proliferation of social media platforms, people now have more options than ever before for connecting with one another and communicating with the rest of the world. After Facebook and MySpace were launched in 2019-2020, social networking took off. It's projected that Facebook will continue to increase in popularity, as it has more than 500 million members and roughly 85 percent of students use it.

Over 60 percent of Ghanaians believe that by 2020, education would seem considerably different from what it does today. Learning activities will become more customised, just-in-time, and "hybrid" classes will be introduced that mix online learning with the absence of campus lectures.

At this point in time, the Internet is becoming more and more commonplace in many emerging nations, like Indonesia, India, and China. While the time spent online by the general public might be highly beneficial, obsessive Internet use can have a negative impact on family life, career, and interpersonal connections (Tudorel, *et al.* 2018). For example, if your child prefers to play online games, or you can't stop yourself from unlocking your smartphone or other device, it's conceivable that you and your children are already overusing the Internet (the term: Internet addiction).

III. Methods

This study makes use of descriptive quantitative research, which analyses and interprets data from a representative sample of the general population. In other words, qualitative research is a way of doing things that takes place in the real world and allows researchers to get a feel for the finer details of an event by immersing themselves in it. Qualitative research may be defined as an investigation of a social phenomena from the point of view of the participants [8]. Descriptive studies can paint a picture of a situation as accurately as possible without attempting to treat the object of study in any way. They are used when the researcher wishes to describe the intensity of the impact of Internet use on students at a vocational high school in the city of Sharma, *et al.* 2018, both positively and negatively.

Sample size and sampling methods

Samples are drawn from the community using random sampling or sample probability sampling methods, which ensure that each individual is given an equal chance to participate. Assuming that a random sample procedure was used, the results of the study are likely to be descriptive or general (Gezgin, *et al.* 2018). The sample will be drawn from a random selection of the population. In this study, the authors describe the study population as 1120 students from a Vocational High School in India, from whom 100-150 samples will be drawn at random, as advised by the authors when utilising random sampling methodologies (Feng, *et al.* 2019). However, some claim that a sample

size of five times the number of indicators/questions is appropriate for random sampling. These two assumptions were met by 120 samples utilised in this investigation.

IV. Results and Discussion

Internet usage time

The author performed a poll of 120 respondents and found that all of them had a working knowledge of the internet and had used it on a regular basis. When kids get up, they don't appear to exist separate from the internet on their phones, which they use in classroom activities, recess, after school, and even getting out of bed. In Table 4, more than 55% of respondents stated that they always use the internet from the time they wake up till the time they go to sleep. In (McDool, *et al.* 2020), however, the frequency has dropped, although some respondents stated that they always use the internet when they wake up.

Impact of internet use

For the purposes of social media, the internet is used. This is the period of year when the most noticeable changes in social behaviour occur, such as fewer or no social interactions with peers. Regardless of what is going on in the real world, students prefer engaging with friends via social media because it allows them to isolate themselves from distractions. This is demonstrated by the questioner that has been used to analyse the data in the following ways:

Table 1. Question: Do you use the Internet for social media?

	frequency	Percent	valid Percent	Cumulative Percent
valid Rarely	1	.8	.8	.8
Often	37	30.8	30.8	31.7
Always	82	68.3	68.3	100.0
Total	120	100.0	100.0	

On Table 1, of 120 respondents, 82 said they always use the Internet for social media, 37 say they frequently do, and only one person said they seldom use the Internet for social media, which is 0.3% of those respondents.

For online gaming, use the Internet. To hide his error, he resorts to deception. To sneak into internet cafes (cafe), some students faked their identities. He'd sit down and play this game for hours. Time that should be spent to assist students in need of parental assistance is also being used to go to the café to hunt for material for assignments. Parents may not know if their children are absent from school because of a goodbye from home in a school uniform and a school bag due of the opening hours of gaming sites (Kalinina, *et al.* 2018). But I already had a change of clothing in my backpack, so I wouldn't get caught later if I went to a café. Students who have never heard of the university before. When parents are contacted by the school about their children's frequent absences from class, they are typically surprised to learn that their youngsters admitted to searching for online games when questioned.

Table 2. Question: Do you use the Internet for online games?

		frequency	Percent	valid Percent	Cumulative Percent
valid	Rarely	5	4.2	4.2	4.2
	Often	50	41.7	41.7	45.8
	Always	65	54.2	54.2	100.0
	Total	120	100.0	100.0	

Of the 120 respondents, 65 individuals or 54.17 percent stated that they always use the Internet for online games, 50 people or 41.67 percent stated that they regularly use the Internet for online games, and just 5 people or 4.17 percent stated that they seldom use the Internet for online games.

Using the internet to make purchases Internet users in Indonesia, according to IDC Indonesia, still conduct a lot of online shopping. New online purchasing activity accounted for 13.3% of all Indonesian Internet users, according to a recent IDC themed e-commerce study.

Table 3. Question: Do you use the Internet for online shopping?

		frequency	Percent	valid Percent	Cumulative Percent
valid	No	42	35.0	35.0	35.0
	Rarely	42	35.0	35.0	70.0
	Often	36	30.0	30.0	100.0
	Total	120	100.0	100.0	

As shown in Table 3, which includes the responses of 120 people, 42% said they never use the Internet for online shopping, 36% said they only occasionally use the Internet for online shopping, and 36% said it is something they do on a regular basis.

As a source of information, the Internet Simply by putting in the URL of a website or searching for it using search engines, we may access all kinds of relevant information within a matter of seconds. The internet is an excellent resource for discovering the information that we need (Castellacci, *et al.* 2018). To meet their specific requirements, they search for information on a medium that is deemed accurate and fast, in this instance it is the Internet since it provides a broad range of literature and references in line with the user's wants.

Table 4. Question: Do you use the Internet to learn and seek information?

		frequency	Percent	valid Percent	Cumulative Percent
valid	Rarely	41	34.2	34.2	34.2
	Often	41	34.2	34.2	68.3
	Always	38	31.7	31.7	100.0
	Total	120	100.0	100.0	

Table 4 shows the responses of 120 respondents, of whom 41 (or 34.17 percent) said they seldom use the Internet to learn and seek information, 41 (or 34.17 percent) said they usually use it for online shopping, and 38 (or 31.67 percent) said they constantly use it to study and seek information.

To view YouTube on the internet. A broad variety of videos are available on YouTube, from short clips to full-length movies, as well as films created by YouTube users. However, the site's negative impacts may be used to search for YouTube porn videos, video-violent videos, and videos that break a person's identity.

Table 5. Question: Do you use the Internet to watching youtube?

	frequency	Percent	valid Percent	Cumulative Percent
valid	No	1	, 8	, 8
	Rarely	1	, 8	1.7
	Often	56	46.7	48.3
	Always	62	51.7	100.0
	Total	120	100.0	100.0

V. Conclusions

Students in vocational schools in India are more likely to have a bad and less supportive learning experience if they use the Internet, according to a study on internet use among students in vocational schools in India. A survey of 120 people found that 82 respondents (68.33 percent) said they used the Internet for social media always, while 50 respondents (41.67 percent) said they did so frequently (Ghaderi Rammazi, *et al.* 2018). Of the 120 people surveyed, 65 (or 54.17 percent) said they always used the Internet for online games, while 50 (or 41.67 percent) said they did so frequently. Students in India are even more likely than those in the other two countries to use the Internet to research and study than those in the third indication.

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