



**RELATIONSHIP OF INTERNET USAGE AND SELF REGULATED LEARNING,
SOCIAL SUPPORT AND ALIENATION AMONG SENIOR SECONDARY
STUDENTS**

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Abstract

Internet is becoming influential in our lives. Internet is a powerful tool supplementing the classical ways of learning and studying. The learning process of a student is multifaceted and includes many processes. One of the processes related to learning activities is Self-regulation. In the process of self regulated learning, social support from family, teachers and peers can serve an important role. An individual gets involved in many activities on Internet consuming more time; hence an individual spends less time interacting with others in real life conditions resulting in Alienation. In the present study, the investigators attempt to find out the relationship, if any, between the Internet usage and social Support, Self Regulated Learning and Alienation. For this purpose 400 senior secondary students of Haryana were taken as a sample using multistage random sampling. Motivated strategies for learning questionnaire by Pintrich, Smith, Gracia and McKeachie, Perceived Social Support Scale developed by the investigators and Alienation Scale by Dr. R.V. Patil were used to collect the data. The findings of the study revealed that internet usage is significantly correlated with Self Regulated Learning and Social Support whereas no significant relationship was found between internet usage and alienation.

Keywords: Internet Usage, Self Regulated Learning, Social Support and Alienation



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The Federation National Council (FNC) in 1995 referred the Internet, “as global information system that is logically linked together by a globally unique address space based on the Internet Protocol (IP). It is a worldwide system of interconnected computer networks. Information is exchanged by these computer networks using TCP/IP (Transmission Control Protocol/Internet Protocol) to communicate with each other.”

In the words of Krol (1995) the Internet is “(1) a network of networks based on the standard sets of protocols, (2) a community of people who use and develop those networks, and (3) a collection of resources that can be reached from those networks.”

The Internet is becoming increasingly influential for many people. It seems that there is no aspect of life that the Internet does not touch. Since the Internet is now available to a wide sector of the population in the world many educational establishments have seized on its educational potential. The Internet is a valuable source of information for students looking for ideas for projects and assignments. With over 50 million web sites on the net the chances are any information however obscure can be found. The only tools required to find this information would be some patience and a decent search engine. It also serves as a useful tool for lecturers in helping to prepare lesson plans as there are a number of sites dedicated to provide educational material. So, Internet has provided us with a great form of access to information. Internet can be used for various purposes that are great sources to increase one's knowledge. Internet has brought a revolution in the way we interact with each other and has provided us with a common platform for communication through the various social networking websites like orkut, facebook etc.

The Internet creates a wider arena of experience where adolescence can unfold as it provides a platform where they can communicate with friends, have fun, acquire worldly knowledge, ascertain more independence of family.

Over the last two decades, there has been a shift in the way teachers and researchers write about student learning in higher education. Now-a-days learning is conceptualized as a process where learners actively create their own knowledge and skills instead of characterizing it as a simple achievement process based on teacher transmission (Barr and Tagg, 2006). The learning process of a student is multifaceted and includes many processes. One of the processes related to learning activities is Self Regulation.

Self Regulated Learning: According to Corno and Mandinach (1983) the learning through self-regulation is an effort and practice to use and deepen the associative network in a specific area and to monitor and improve that deepening process. The deliberate planning and monitoring of the cognitive and affective processes involved in the successful completion of academic tasks are referred as self regulation.

Bandura (1977) defined self-regulation as the ability to control our own behavior and termed it as the workhorse of one's personality. According to him three steps of self regulation are: (1) Self-observation, (2) Judgement and (3) Self-response. If we did poorly, we give ourselves punishing self-responses. Firstly, one observes oneself, behavior, and keeps tabs on

it, thereafter one compares oneself with a standard and lastly if we did well in comparison with our standard, one gives oneself rewarding or punishing self-responses in accordance with the result of comparing oneself with the standard.

In an era of constant distractions in the form of portable phones, cd players, computers, and televisions for even young children, it is hardly surprising to discover that many students have not learned to self-regulate their academic studying very well. Information literacy, attitudes towards IT, and self-regulative knowledge may influence self-regulated learning (Ee, 2000; Jukes, Dosaj and Macdonald, 2000). Students with positive attitudes towards IT and who are information literate tend to be better self-regulated learners in IT-integrated learning environments. These students may be more competent in utilizing IT tools such as personal computers, the Internet and multimedia software to facilitate self-learning. In the process of self-regulated learning, social support from the family, teachers and peers can serve an important role. Social support protects person from the effect of stressful event through supporting individual to change stressful situation, the meaning of stressors and emotional reactions. The most important support source of students consists of parents, peers and teachers.

Social Support: As per Thoits (1982) opinion, “Social Support is the degree to which a person’s basic needs are gratified through interaction with others”. In the words of Albercht and Adelman (1987), “Social support is a verbal and non verbal communication between recipients and providers that reduces uncertainty about the situation, the self, the other, or the relationship, and functions to enhance a perception of personal control in one’s life experience.”

According to dictionary of the National Cancer Institute (www.cancer.gov.dictionery), “Social support refers to a network of family, friends, neighbours and community members that is available in times of need to give psychological, physical and financial help”.

The Internet has a Janus face. On one hand, Internet enables people to overcome geographical and time barriers, and interacts with a diverse and cosmopolite group of people. But it becomes soon a time consuming activity, and hence an individual spends less time interacting with others in real life conditions. This damages greatly interpersonal relationships. This situation is best expressed by David Greenfield, “Internet is a socially connecting device that’s socially isolating at the same time”. Advancements in technology, industrialization, urbanization and unnecessary competition in urban areas lead to alienation (Sharma, 2002).

Alienation: Alienation is a feeling of exclusion or self-exclusion from a participation in social and cultural life. In this case, people distance themselves from feeling a totality in the social world as well as in the self (Kalekin-Fishman, 1998). People experience a sentiment of non-belonging and non-sharing as far as participation in their surrounding world is concerned. Alienation is an exclusion or self-exclusion or estrangement from cultural, social, educational or economic participation. This creates an experience of non-belonging and non-sharing. The intensity and scope of alienation is variable. It can be limited to some specific situations or it can be general in nature including a participation in the larger society.

One of the greatest problems we are confronting today is “Alienation” (Mohan et al., 1999). Sometimes people feel that they have few or no opportunity to have control over their lives or have no freedom to change or seek personal achievement. The people who feel like this are described as alienated (Kanungo, 1997).

Internet as an important media has become an inevitable part of adolescents’ lives. Internet meets various needs of adolescents, such as expressing emotions and seeking sense of belongingness. Family functioning could moderate significantly the relationship between adolescents’ alienation and their pathological Internet use. Specifically, healthy family functioning played a protective role for adolescents with higher alienation in reducing their pathological Internet use.

OBJECTIVES OF THE STUDY

The study intended to attain the following objectives:

1. To find out the relationship of Internet usage with self regulated learning (meta-cognitive self regulation, management of time and study environment, effort regulation, peer learning and help seeking) of students.
2. To find out the relationship of Internet usage with social support (family support, teachers support, friends/peer support and online social support) of students.
3. To find out the relationship of Internet usage with alienation of students.

HYPOTHESES OF THE STUDY

The following are the hypotheses of the present study:

H₀1 No significant relationship exists between Internet usage and self regulated learning (meta-cognitive self regulation, management of time and study environment, effort regulation, peer learning and help seeking) of senior secondary school students.

H₀2 No significant relationship exists between Internet usage and social support (family support, teachers support, friends/peer support and online social support) of students.

H₀3 No significant relationship exists between Internet usage and alienation of students.

METHODOLOGY

Descriptive survey method was used to study the relationship of internet usage and self regulated learning, social support and alienation among senior secondary students as this method is concerned with surveying, describing and investigating the existing phenomenon or issues.

SAMPLE

The sample for the present study consisted of 400 senior secondary school students of Haryana. The sample included both Male and Female students of Arts, Science and Commerce Academic Stream. A multi-stage random sampling technique was used to collect the data. Haryana was divided in four zones on the basis of commissionerates headquarters i.e. Ambala, Hissar, Rohtak and Gurgaon. In order to draw a representative sample, twelve senior secondary schools from these districts of Haryana State were selected. The schools were selected randomly by the investigator and the subjects within the schools were also selected on the basis of randomization technique of sampling.

TOOL USED

After seeking due consent from the principals of the schools, following tools were administered:

1. Motivated Strategies for Learning Questionnaire (MSLQ) by Pintrich, Smith, Garcia, and McKeachie, (1991) modified and adapted in Indian conditions by the investigator
2. Perceived Social Support Scale developed by the investigator(s)
3. Alienation Scale by Dr. R.V. Patil

Students were supposed to fill personal details regarding name, gender, class, academic stream, school and average amount of time spent on the internet in a week.

ANALYSIS OF DATA

After scoring the data, it was analyzed using statistical techniques. Pearson's Product Moment Coefficient of Correlation was used to know the relationship between Internet usage and Self Regulated Learning, Social Support and Alienation in accordance with the objectives of the study. The results so obtained were tabulated for interpretation and conclusions as follows:

RELATIONSHIP BETWEEN INTERNET USAGE AND SELF REGULATED LEARNING

1. It was hypothesized that there exists no significant relationship between Internet usage and self regulated learning. The result regarding this hypothesis is presented in Table No.1

Table 1 Co-efficient of correlation between Internet Usage and Self Regulated Learning

Variables	N	Correlation coefficient	Level of significance
Internet Usage	400	-0.158	0.01
Self Regulated Learning	400		0.05

P ≥ 0.05 = 0.098, P ≥ 0.01 = 0.128 at df 398

Table No. 1 shows that obtained value of ‘r’ for Internet usage and self regulated learning of senior secondary students is -0.158, which is significant at both levels i.e. on 0.01 as well as 0.05 levels of significance. Therefore, the null hypothesis is rejected. The value of ‘r’ shows that there is highly negative relationship between Internet usage and self regulated learning of senior secondary students. Hence, it may be inferred that if level of self regulated learning increases, Internet usage decreases and vice versa.

2. It was hypothesized that there exist no significant relationship between Internet usage and Dimensions of Self Regulated learning i.e. Meta-cognitive Self Regulation, Management of Time and Study Environment, Effort Regulation, Peer Learning and Help Seeking. The result regarding this hypothesis is presented in Table No 2

Table 2 Co-efficient of correlation between Internet Usage and Dimensions of Self Regulated learning i.e. Meta-cognitive Self Regulation, Management of Time and Study Environment, Effort Regulation, Peer Learning and Help Seeking

Variables	N	Correlation coefficient	Level of significance
Internet Usage and			
Meta-cognitive Self Regulation	400	-0.208	0.01 0.05
Management of Time and Study Environment	400	-0.118	0.05
Effort Regulation	400	-0.112	0.05
Peer Learning	400	-0.023	NS*
Help Seeking	400	0.0964	NS*

P ≥ 0.05 = 0.098, P ≥ 0.01 = 0.128 at df 398

**Not Significant*

Table No. 2 shows that obtained values of ‘r’ for Internet usage and Meta cognitive self regulated learning, Management of Time and Study Environment and Effort Regulation of senior secondary students are -0.208, -0.118 and -0.112 respectively which are significant at 0.05 levels of significance. The value of ‘r’ shows that there is negative relationship between Internet usage and meta-cognitive self regulated learning, Management of Time and Study Environment and Effort Regulation of senior secondary students. Hence, it may be inferred

that if level of self regulated learning on meta-cognitive self regulated learning, Management of Time and Study Environment and Effort Regulation increases, usage of Internet decreases and vice versa.

Further, it is revealed by the table that coefficient of correlation between Internet usage and Peer Learning and Help Seeking i.e. dimensions of self regulated learning have been reported -0.023 and 0.0964 which is not found significant at any level of confidence. It can be said that there exists no significant relationship between Internet usage and self regulated learning on peer learning.

RELATIONSHIP BETWEEN INTERNET USAGE AND SOCIAL SUPPORT

3. It was hypothesized that there exists no significant relationship between Internet usage and social support. The result regarding this hypothesis is presented in Table No. 3.

Table 3 Co-efficient of correlation between Internet Usage and Social Support

Variables	N	Correlation coefficient	Level of significance
Internet Usage	400	0.159003	0.01
Social Support	400		0.05

P ≥ 0.05 = 0.098, P ≥ 0.01 = 0.128 at df 398

It can be observed from the table that obtained value of ‘r’ for Internet usage and social support is 0.159, which is significant at 0.01 and 0.05 level as well. Thus, the null hypothesis stating that, “there exists no significant relationship between Internet usage and social support”, stands rejected. Further, it can be inferred that increase in the level of social support also increases the Internet usage.

4. It was hypothesized that there exists no significant relationship between Internet usage and dimensions of social support i.e. family support, teachers’ support, friends/peer support and online support. The result regarding this hypothesis is presented in following table:

Table 4 Co-efficient of correlation between Internet Usage and Dimensions of Social Support i.e. Family Support, Teachers Support, Friends/Peer Support and Online Support

Variables	N	Correlation coefficient	Level of significance
Family Support	400	-0.0445	NS*
Teacher Support	400	-0.0699	NS*

Friend/Peer Support	400	0.108	0.05
Online Social Support	400	0.277	0.01 0.05
<i>P≤0.05=0.098, P≤0.01=0.128 at df 398</i>			<i>*Not Significant</i>

It can be observed from the entries made in the table 4 that obtained values of ‘r’ for Internet usage and family support and teacher support as dimensions of social support are -0.0445 and -0.0699. The calculated ‘r’ values are less than 0.098 and 0.128, hence, not significant at 0.01 and 0.05 level as well. Thus, the null hypothesis stating that, “there exists no significant relationship between Internet usage and family support and teachers support i.e. dimensions of social support” is accepted. Further, it can be inferred that there is negative relation between the variables under study but this relationship is not significant.

Further, it can be observed from the table that obtained values of ‘r’ for Internet usage and friends/peer social support and online social support are 0.108 and 0.277 which are significant at 0.05 level of confidence and 0.01 level of confidence respectively. Thus, the null hypothesis stating that, “there exists no significant relationship between Internet usage and friends/ peer support and online social support as dimensions of social support”, stands rejected. Further, it can be inferred that if level of friends/peer support and online social support as dimensions of social support increases the Internet usage also increases.

RELATIONSHIP BETWEEN INTERNET USAGE AND ALIENATION

5 It was hypothesized that there exists no significant relationship between Internet usage and alienation. The result regarding this hypothesis is presented in table 5.3.12

Table 5 Co-efficient of correlation between Internet Usage and Alienation

Variables	N	Correlation coefficient	Level of significance
Internet Usage	400	-0.00729	NS*
Alienation	400		
<i>P≤0.05=0.098, P≤0.01=0.128 at df 398</i>			<i>*Not Significant</i>

Table No. 5 reveals that obtained value of ‘r’ for Internet usage and alienation is -0.00729, which is not significant at any level of significance. Thus, the null hypothesis stating that, “there exists no significant relationship between Internet usage and alienation” is accepted. It can be inferred that there exists negative relationship between Internet usage and alienation but this relationship is not significant.

FINDINGS AND CONCLUSIONS

- Significant negative relationship was found between Internet usage and self regulated learning of senior secondary students. Hence, it may be inferred that if level of self regulated learning increases, Internet usage decreases.
- Significant negative relationship was found between Internet usage and meta-cognitive self regulated learning of senior secondary students. Hence, it may be inferred that if level of meta-cognitive self regulated learning increases usage of Internet decreases.
- Significant negative relationship was found between Internet usage and management of time and study environment i.e. dimension of self regulated learning of students indicating that if level of management of time and study as a dimension of self regulated learning increases, usage of Internet decreases.
- Significant negative relationship was found between Internet usage and effort regulation as a dimension of self regulated leaning indicating that if level of effort regulation increases, Internet usage decreases.
- Negative relationship was found between Internet usage and peer learning as a dimension of self regulated leaning but this relationship was not found to be significant.
- Positive relationship was found between Internet usage and self regulated leaning on help seeking but this relationship was not found to be significant. So, no significant relationship was found between Internet usage and help seeking as a dimension of self regulated learning.
- Significant positive relationship was found between Internet usage and social support of senior secondary students indicating that if level of social support increases Internet usage also increases.
- Positive relationship was found between Internet usage and family support as a dimension of social support but this relationship was not found to be significant.
- Negative relationship was found between Internet usage and teachers support as a dimension of social support but this relationship was not found to be significant.
- Significant positive relationship was found between Internet usage and friends/peer support as a dimension of social support. Further, it can be inferred that if level of friends/peer support as a dimension of social support increases the Internet usage also increases.

- Significant positive relationship was found between Internet usage and online social support as a dimension of social support indicating that if level of online social support increases; the usage of the Internet also increases.
- Negative relationship, though not significant, was found between Internet usage and alienation. Therefore, no significant relationship was found between Internet usage and alienation of students.

On the whole, it can be said that Internet usage is negatively correlated with Self regulated learning and positively correlated with social support and no relationship exists between Internet usage and alienation. The Internet has a Janus face. On one hand, it can prove to be a boon by providing information of any kind at a click. On the other hand, easy accessibility of the Internet poses greater risks and dangers for youth as there are various societal concerns about privacy, security, pornography, Internet crime, and virtual community (Greenfield & Yan, 2006). The use of Internet has considerable influence on cognitive, social, physical and behavioural development of children and adolescents (Kraut et al., 1998; Subrahmanyam et al., 2001). It can be positive, negative or a mix of both in different proportions. In spite of the two-edged effect, it is clear that we cannot do without the Internet. So a user of Internet must be aware of time spent on Internet and its effects on his/her real life relationships and interactions. One must use Internet, but not be addicted to it. As stated by King (1996), "A passion adds value to one's life, and an addiction takes away value".

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