

The effects of prolonged internet usage on the academic results of preteens and t...

[Technology](#), [Internet](#)



The Effects of Prolonged Internet Usage on the Academic Results of Preteens and Teenagers Date: 19th December 2011 Supervisor: Ms. Kumudini

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Methodology 12 8. Works Cited 13 1. Background The Internet has become a mandatory tool for virtually all aspects of academic and recreational

information gathering. Since its introduction to modern society the Internet has progressed to great heights with regards to technology and availability.

Many schools and homes often consider Internet access the quintessential tool for the academic advancement of school going children and teenagers.

Teenagers in particular have shown an innate attraction towards online information and media. Copious amounts of research studies and information

is available for the debate on the effect of free flowing information on the psychological wellbeing of teenagers and children. However many studies

have neglected or avoided the direct effect of online activity on academic growth and performance. The value of the online databases available

through the Internet to students is irrefutable; this study aims to highlight the extent to which online activity can affect academic performance. It has

been proven through numerous studies that teenagers between the ages 11-15 have a tendency to embrace online information and media more readily

than any other age group. While many academic resources are available through the Internet, teenagers between the ages of 11-15 are known to

invest considerable amounts of time on recreational activities. According to

the studies conducted by the International Journal of Consumer Studies: Adolescents constitute one of the fastest growing Internet populations. They spend more time online than adults and surpass all other age groups in their use of chat, instant messaging and other new forms of electronic communication (BATAT, Wided, 2008). The following study will take into account several variables and measures to provide a comprehensive and plausible result to ensure the validity of the study. The study will take into account numerous variables such as duration, frequency and media quality viewed by the study subjects.

2. Problem Domain Using widely accepted and conclusive studies conducted in the past it is possible to draw a conclusion that links teenage users and recreational online activity. Taking into account the average usage of a standard student within the age group of 11-15 it is possible to conclude that many students would have severe changes in their academic records due to the myriad of distractions the internet offers its patrons. The research problem includes a constraint that allows the researchers to analyze a particular segment of the online population. The constraint allows a group of students of similar psyche and environments to be analyzed therefore avoiding unnecessary variables from interfering with the results of the study. The research problem is stated below: The Impact of the Internet on the Academic Results of Children: Primary and Secondary Education The study includes age groups that are of similar growth and academic environments. Therefore many variables are overcome by using similar environments. Many of the age groups labeled within the research problem have access to the World Wide Web through their academic and home environments. The focus of the research problem is to isolate and

analyze the effect of online activity on academic results therefore a core assumption of the study is that all students must be of similar intellectual levels. Hence each student will suffer similar penalties through excessive online activity. The usage of a large sample will remove any additional variables that may deter or hinder the results of the study. An additional assumption must be drawn which states that: All schools and homes follow a single curriculum to ensure that all students are facing similar workloads and schedules. Does prolonged Internet usage have an effect on the academic results of students within the age group 11-15? 3. Research Question The research question (pg. 7) elaborates further on the initial concepts of the study and therefore provides a more detailed description of the purpose of the study. Academic results and prolonged internet usage are the two main factors that will vary depending on the measures and variables used during the measure of the results and survey. The methodology will include the variables and measures stated within the research question. Due to the wide breadth of the study many measures and variables have to be taken into account to ensure that an accurate result can be procured. 4. Conceptual Model Excessive Internet Usage Social Media Addiction Excessive Usage of Online Media Academic Performance Study Activity Academic Results Figure 1 Conceptual Model 5. Hypothesis Two hypotheses have been drawn up to provide a sense of direction for the study: H1: Increased social media addiction causes a reduction in study activity H2: Excessive usage of entertainment media causes a distraction in study activities The H1 hypothesis states that social media can be detrimental in excessive usage. Its validity lies in the limited amount of time available to students for

personal use. Therefore it can be considered a viable assumption. Social media includes numerous forms of media including websites and online footage. The second hypothesis states that excessive usage can lead to distraction. The sheer amount of media available on the internet can lead to countless hours of viewing and listening. Therefore the amount of time remaining for academic pursuits can be severely limited thereby causing an indirect yet detrimental effect on the academic performance of students. Each hypothesis takes into account the online and academic activity thereby comparing the two main variables of study. The two assumptions focus on two distinct factors that hold a majority stake in the study. Entertainment and social media are considered the largest segments of online activity and therefore become the ideal variables to base the study upon. 6.

Operationalisation of the Conceptual Model

Concept	Variable	Indicator	Measure
Excessive Internet Usage	Social Media Addiction	Frequency of use	Number of times student logs in
		Intensity of activity	Number of messages or instant messages sent, Number of wall posts (updates/status')
Excessive use of entertainment mediae. g. lulu, hulu, myspace, youtube, veohtv, metacafe	Level of Socialization	Duration	Number of hours per day spent
		Diversity	Number of different sites visited
Academic Results	Study Activity	Frequency	Number of videos watched
		Knowledge Gained	Type of media watched
Academic performance (Throughout the Academic Year)	End of term examinations	Ability to recall learnt material	Time spent on studies
		Distraction	Percentage of Results
			Homework/Assessments

Interpersonal Skills | Oral and written communications | 7. Methodology The Operationalisation data table represents the parameters and types of data that will be used with the study conducted on the students within the age group 11-15. Many of the measures and variables used have been drawn from previous studies to ensure the viability of the measures. All measures are taken into account during the final stage of the study to limit discrepancies and errors. The data will be collected through means of questionnaires and interviews.

8. Works Cited

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