

A STUDY ON IMPACT OF INTERNET ON CHILDREN DAILY LIVES

Submitted in partial fulfillment of the requirement for the reward of

BACHELOR OF COMMERCE

By

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BACHELOR OF COMMERCE

SCHOOL OF MANAGEMENT STUDIES

SATHYABAMA

INSTITUTE OF SCIENCE AND TECHNOLOGY

(DEEMED TO BE UNIVERSITY)

Accredited with Grade “A” by NAAC | 12B Status by UGC | Approved by

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SCHOOL OF MANAGEMENT STUDIES

BONAFIDE CERTIFICATE

This is to certify that this Project Report is the bonafide work of **ZAHIDA.L (39740039)** who has done the Project work entitled **A STUDY ON IMPACT OF INTERNET ON CHILDREN DAILY** under my supervision from December 2021 to April 2022.

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Dean, School of Management studies

Submitted for Viva voice Examination held on _____

Internal Examiner

External Examiner

DECLARATION

I **ZAHIDA.L (39740039)**. Hereby declare that the Project Report entitled “**IMPACT OF INTERNET ON CHILDREN DAILY LIVES**” done by me under the guidance of **Dr.M.SUDHA PAULIN MBA., PhD.**, is submitted in partial fulfilment of the requirements for the award of Bachelor of commerce.

DATE: 26/03/2022

PLACE: CHENNAI

ZAHIDA.L

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ABSTRACT

This study investigated the children's Internet use behavior and how the Internet usage changes children's daily lives. . Particularly, this study examined how children allocated their time to different media and daily activities and the relationship between children's Internet use and level of physical activities, social involvement and relationship, and loneliness. This study found no displacement effect of the Internet on children's daily activities. Rather, it was found that children who spend more time on the Internet were more likely to spend more time with other media, more time on some kind of physical activities, and were more socially involved. The Internet provided a place for communication and social relationships for children

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PROBLEM OF STATEMENT

- ❖ Nowadays Children become more dependent on the internet.
- ❖ The internet causes laziness and it hasn't made children smarter.
- ❖ The Internet provides knowledge, but children are usually playing video games instead.
- ❖ Children have become dependent on it which makes them slow and mindless. The internet has too many distraction and time is being wasted
- ❖ The internet is responsible for changing the behavior of children, especially in the way they react and respond to their environment.

CHAPTER.1

INTRODUCTION

1.1 INTRODUCTION

Studies about the Internet started from investigating who had Internet access. Researchers then moved to investigate actual Internet use, including how much time people spend on the Internet and what they are doing. The Internet is a new and innovative medium that can completely change the lives of people much as television did in the 1950s and 1960s. The Internet changes people's lives in terms of reaching, disseminating, creating, and evaluating a huge amount of information easily and quickly, communicating with many different kinds of people separated by space and time, and reallocating time for their daily activities. Through various types of Internet uses, such as, e-mail, newsgroups, and chatting, the way people communicate is changed. Since the Internet has changed our lives in a revolutionary way, we cannot help but study and investigate the Internet as to what influence it has on us.

1.2 NEED OF THE STUDY

- ❖ This study is about use of Internet is enormous, especially in the young population. Hence, it was found necessary to study the pattern of Internet usage in children.
- ❖ Excessive internet usage can affect children's' studies and make them less motivated to get involves with their studies.

1.3 SCOPE OF STUDY

The scope of the study is to analyze the effect of internet on the children's life. Internet has both positive and negative consequences on internet user of different walks of life at different life. The need is to understand the true impact of internet so that everybody gathers benefits that yield a better life.

1.4 OBJECTIVE OF STUDY

- ❖ The main objective of this study is to determine how children using the internet in daily lives.
- ❖ To improve children psychological about internet.
- ❖ To analysis different ways through which negative effects of internet on children's can overcome easily.
- ❖ Long time of using internet can affect focus and patience.
- ❖ Nowadays children are getting addiction to internet and they are wasting time

1.5 Limitation of the study

Due to the time constraint the sample size was restricted to 102 respondents only since the study is based on the primary data collected through questionnaire, the result of the study are subject to all the limitation of the primary data. The finding and the suggestions are based on the information given by the respondents.

CHAPTER 2

REVIEW OF LITERATURE

- According to DiMaggio, Hargittain, Neuman, and Robinson (2001), the Internet is defined as the “electronic network of networks that links people and information through computers and other digital devices allowing person-to-person communication and information retrieval.”
- As Kubey (2000) argued, the Internet as new media technology may enhance and help our lives or do harmful things to people. 9 The Internet now is becoming an important research topic in various fields, including communication, sociology, psychology, public health, political science, education, computer science and so on. Then, what are the distinctive characteristics of the Internet as a new medium and how is it different from the old media, such as television, radio, and newspaper.
- Asdaque et al. (2010) stated that the spread of the internet has reformed the academic and social life of students with greatest advancement. They argued that the internet is useful mechanism to make today's world into a global village. It is common fact that the internet has a great impact on students' academic, personal and social life. They found that the use of the internet affects the academic achievement and social life of university students'. Academic achievement is basically influenced by time spending with the internet. In this research academic achievement is measured by CGPA. This study explored that if students spend more time on study purpose than social media, the CGPA is good and vice-versa. Extreme use of the internet by university students reduces their social activities.

- Ivwighreghweta & Igere (2014) in their study stated that most of the students have internet access and they are skillful in using the internet. This study found that maximum students use the internet on academic pursuit including collect reading materials, preparing for examination and encouraging research work. The authors argued that the internet is regarded as the new tool of learning; also exceed the impotence and information of physical library. This study also identified that students face some challenges in using the internet i.e. low internet speed, power outage and information overload.
- Jackson, Eye & Biocca (2003) found that about 30 minutes are spent by the children and more surprisingly, they do not use internet on communication purpose. Mainly two types of social outcomes are discovered in their study. Firstly, children use the internet for strengthening the communication with those people who are physically be present in distance. On the other hand, this virtual communication somehow decreases face-to-face relationship with family and friends. They also revealed that CGPA is high of those students who use the internet.
- Talooki, Ataee, Gorji & Aghaei (2017) indicate that use of the internet may effect on students 'behavioral pattern. Not only behavior, using the internet has a great impact on all aspect of human life including personal, social, political, economic and academic life. By using this sophisticated tool, students can communicate with other, collect study materials, understanding cultural phenomenon and so on. But use of excessive internet has badly affect students' life. Waste of time, depression and isolation, unemployment, misplacing social bonding and Physical abnormalities are caused by heavy internet use.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 RESEARCH METHODOLOGY

Research methods are the techniques and tools by which you research a subject or a topic. Research methodology involves the learning of various techniques to conduct research and acquiring knowledge to perform tests, experiments, surveys, and critical analysis.

Research methodology simply refers to the practical “how” of any given piece of research. It’s about how a researcher systematically designs a study to ensure valid and reliable results that address the research aims and objectives.

3.2 RESEARCH DESIGN

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. This Research design applied for the study is ‘Descriptive Research’.

3.3 TYPE OF RESEARCH

Descriptive research design

Descriptive research aims to accurately and systematically describe a population, situation or phenomenon. It can answer what, where, when and how questions, but not why questions. A descriptive research design can use a wide variety of research methods to investigate one or more variables.

SAMPLING TECHNIQUE.

Sample design is the theoretical basis and the practice mean by generalizing from characteristics of relatively few of the comprising population. It is the method by which the sample is chosen.

3.4 SOURCES OF DATA

Sources of Data begins with figuring out what sort of data is needed, followed by the collection of a sample from a certain section of the population. Next, you have to utilize a certain tool to gather the data from the chosen sample. The two types of sources of data are

Primary data

The Primary data for this study was collected through questionnaire.

Secondary data

Secondary data was collected from external sources like Websites, Journals etc.

3.5 STRUCTURE OF THE QUESTIONNAIRE

The questionnaire follows a simple and basic layout. It is made easy for the participants to respond to the questionnaire without any delay or confusion. The set of question and the answer options present in the questionnaire are predetermined and are constructed by myself based on general questions regarding the main topic. The structure of questionnaire used in this project is as follows.

Basic introduction

The questionnaire begins with small and simplifies description regarding the questionnaire – Title and description of the topic.

Personal details

The actual questionnaire begins here where the participants are asked about their personal details such as their name, age, gender and occupation.

Research related questions

The next set of questions in the questionnaire consists of the questions related to public where the participants are asked on their general opinion on impact on internet on children lives.

. Perception questions

The next set of questions in the questionnaire focus on impact of internet on children daily lives related question on whether the participants are affecting by using internet.

Suggestion questions

The last and final questions in the questionnaire focus on the suggestion questions of the participants regarding the questionnaire.

3.6 Sample size

The sample size for the project had a target of 100 participants. The fixed target of the sampling size has been achieved as the total number of respondents for the survey questionnaire was 102.

SAMPLE TARGETED PEOPLE

My survey targeted people are children at the age group of [6-20].

3.7 PERIOD OF STUDY

The period of study is from December 2021 to March 2022 with is four month of study.

3.8 PIOLET SURVEY

Before collecting the relevant data to test the hypothesis, it is essential to Ascertain the applicability of the instrument to the population being studies. Hence, a pilot study was undertaken with an objective to evaluate the tools Prepared for the study and to find whether they are providing the Information required

3.9 PERCENTAGE ANALYSIS

Research questions are always answered with a descriptive statistic: Generally, either percentage or mean. Percentage is appropriate when it is Important to know how many of the participants gave a particular answer. Generally, percentage is reported when the responses have discrete Categories.

CHAPTER-4

DATA ANALYSIS AND INTERPRETATION

The following consist of the data analysis and interpretation of my questionnaire:

Survey analysis of data

4.1 Age of respondents

Table 4.1

AGE	RESPONDENT	PERCENAGE
6-10	16	13.7%
11-15	16	17.6%
15-19	43	42.2%
20 Above	27	26.5%
Total	102	100

Interpretation

In the chart we can observe 13.7% of respondent are between ages of 6-10. 17.6 % of the respondent is between ages of 11-15. 42.2% of the respondent is between ages of 15-19. 26.5% of the respondent is between ages of 20 above. Mostly the age group between 15-19 is most involved and using internet.

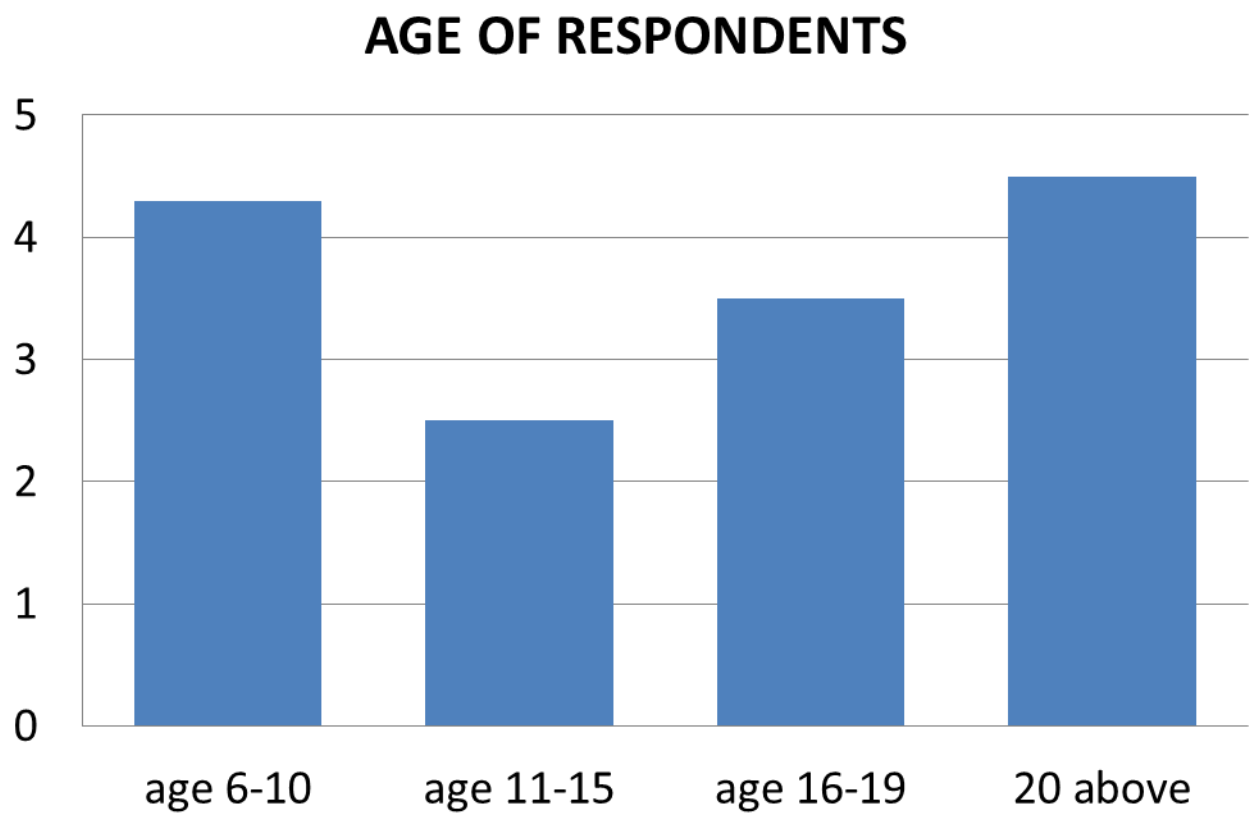


FIG.4.1

4.2 GENDER OF RESPONDENTS

Table 4.2

<i>GENDER</i>	<i>RESPONDENT</i>	<i>PERCENTAGE</i>
Male	26	25.5%
Female	76	74.5%
Total	102	100

Interpretation

In this chart we can observe 25.5% of the respondent is male. 74.5% of the respondent is female. The maximum 76 is female respondent and the minimum 26 is male respondent.

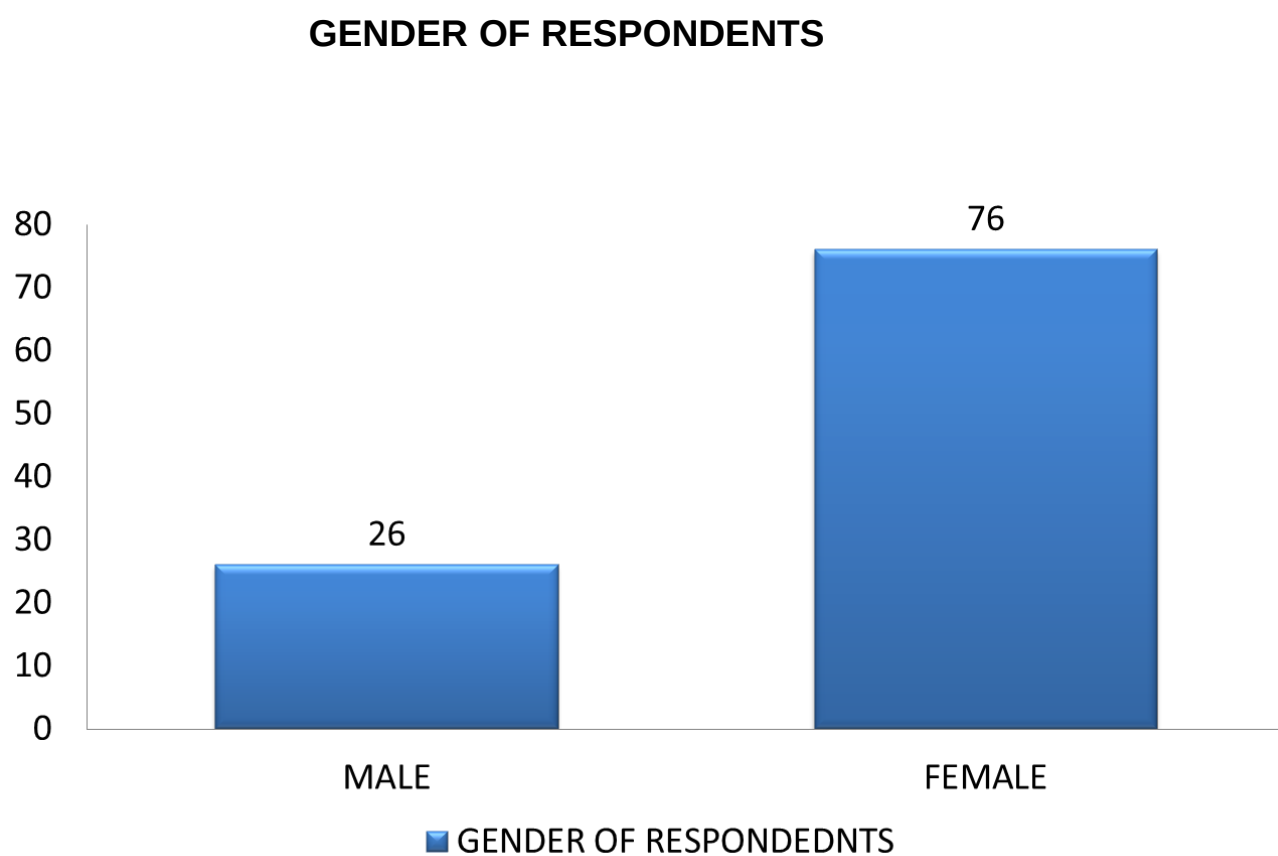


FIG.4.2

4.3 TIME SPENT ON THIS ACTIVITY

Table.4.3

<i>TIME SPENT</i>	<i>NEVER</i>	<i>RARE</i>	<i>OFTEN</i>
TV	5	55	42
INTERNET	7	29	66
BOOK	25	56	21
GAMES	44	28	31

Interpretation

In the chart we can observe 53.9% of respondent are rarely spent time on TV. 64.7% of respondent are often spent time on internet.53.9% of respondent are spent time on books.43.1% of respondent are never spent time on playing games.

TIME SPENT ON THIS ACTIVITY

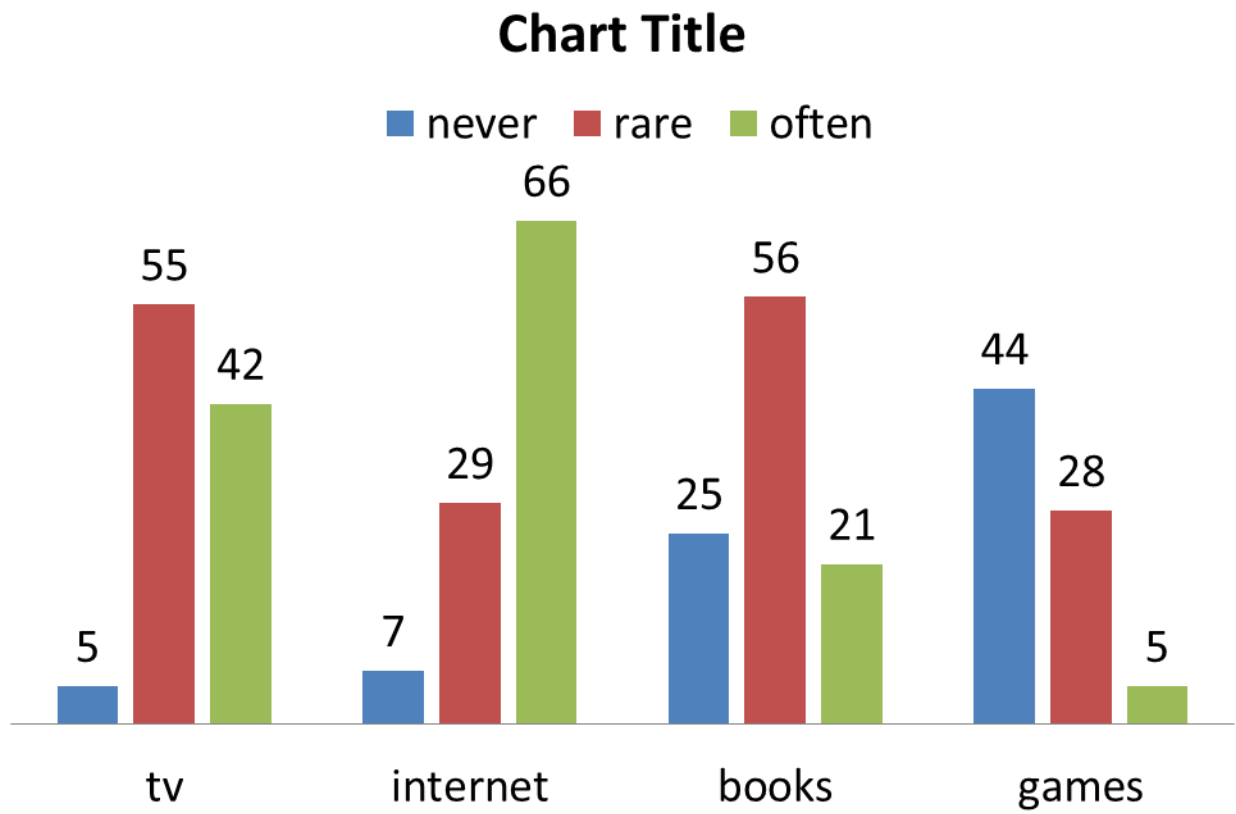


FIG.4.3

4.4 INTERNET USE TO

Table.4.4

INTERNET USE FOR	YES	NO
RESEARCH FOR SCHOOL	69	33
PLAYING ONLINE GAMES	50	52
INFORMATION & ENTERTIAMENT	80	22
CHATTING ROOM	68	34

Interpretation

In the chart internet use to research for school so 67.6% of respondent are says yes. 32.4% respondent are says No. 49% of respondent says yes for playing game and 51% are said no .78.4% are says yes for entertainment and 21.6% said no. 66.7% says yes for chatting room and 33.3% are said no.

INTERNET USE FOR

Chart Title

■ yes ■ no

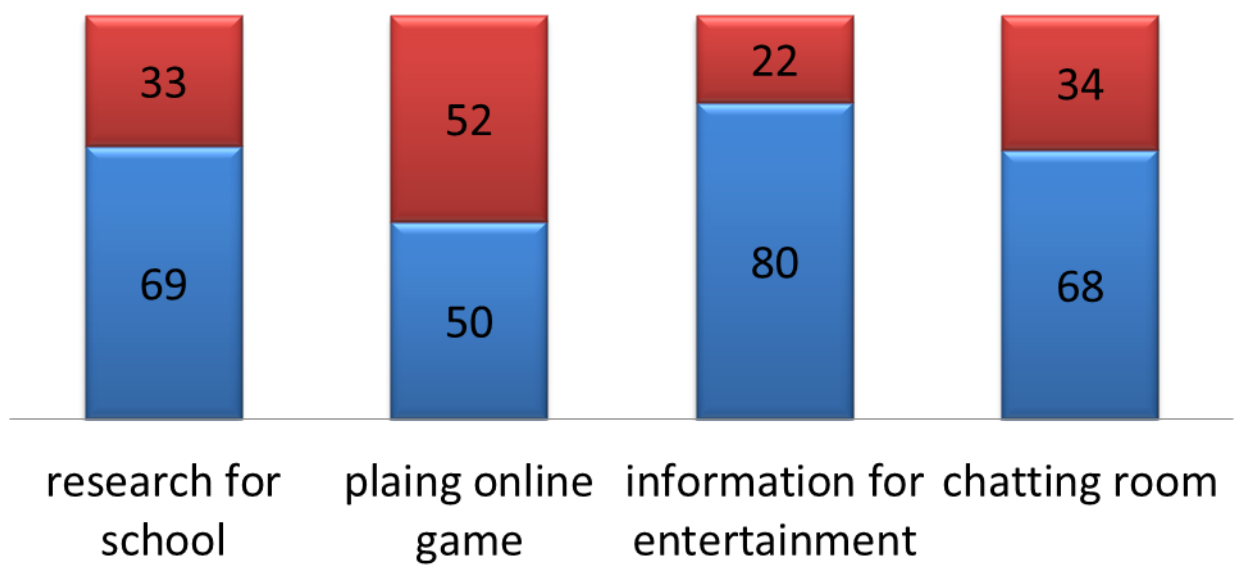


FIG.4.4

4.5 FACE TO FACE INTERACTION WITH

Table 4.5

<i>FACE TO FACE INTERACTION WITH</i>	<i>NEVER</i>	<i>RARE</i>	<i>OFTEN</i>
PARENTS	1	27	74
SIBILING	10	38	54
FRIENDS	6	39	57

Interpretation

In the chart 71.6% are often, 27.5% are rarely and 1% is never of respondents are face to face interactions with parents. 52.9 % are often, 37.3% are rarely and 9.8% are never of respondents are face to face interaction with sibling. 53.9% are often, 40.2% are rarely and 5.9% are never of respondents are face to face interaction with friends.

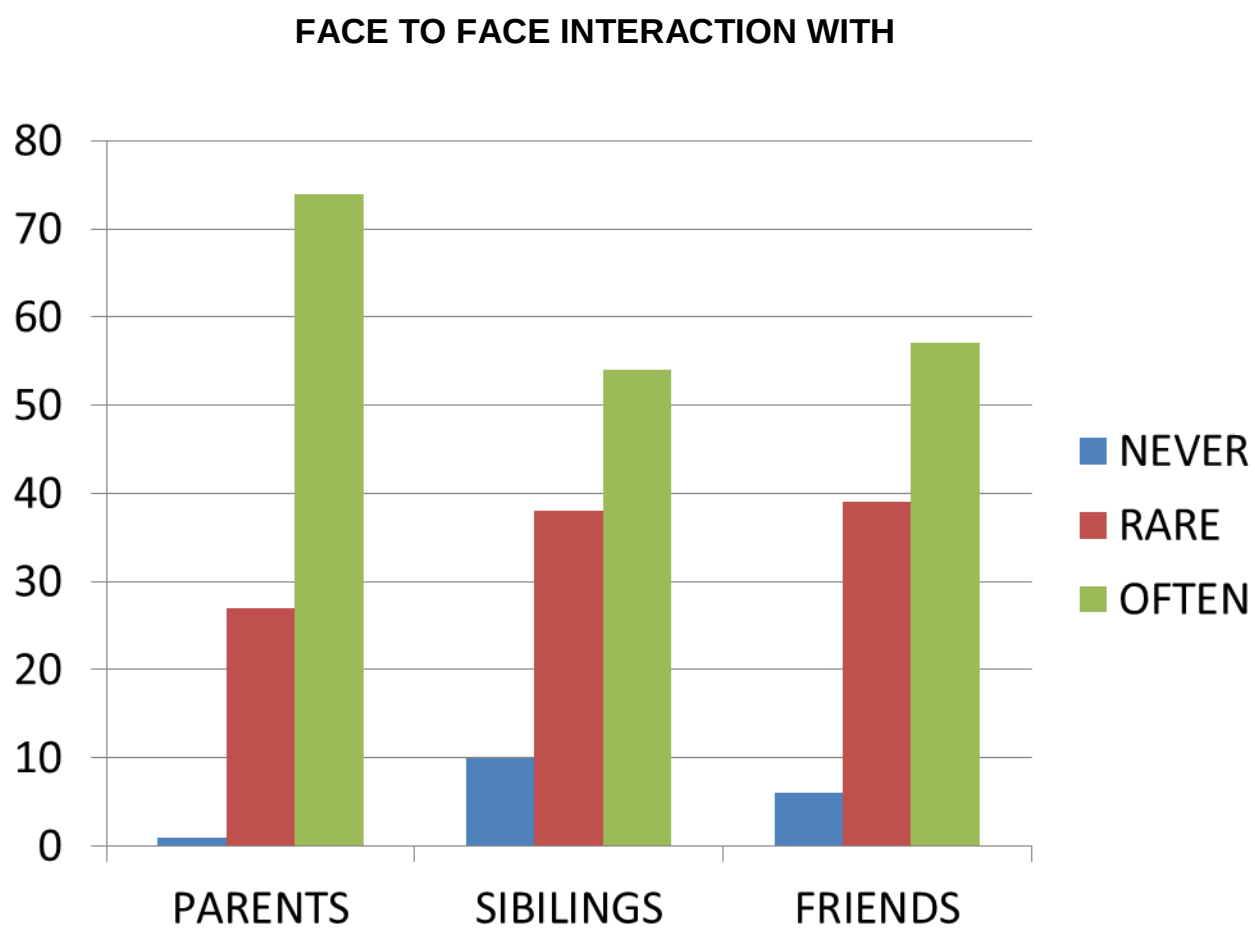


FIG.4.5

4.6 DO YOU HAVE OWN PHONE

Table 4.6

<i>YES</i>	<i>PERCENTAGE</i>	<i>NO</i>	<i>PERCENTAGE</i>
72	68.6%	30	31.4%

Interpretation

In the chart we can observe 68.6% respondents have own phone and 31.4% are no phone.

DO YOU HAVE OWN PHONE

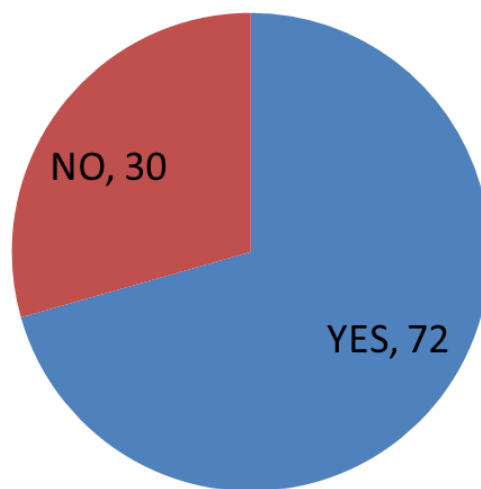


FIG.4.6

4.7 DO YOU THINK INTERNET IS

Table 4.7

<i>INTERNET IS</i>	<i>RESPONDENTS</i>	<i>PERCENTAGE</i>
GOOD THINGS	45	44.1%
BAD THINGS	46	45.1%
NOT EFFECT ONE WAY OTHER	11	10.8%
TOTAL	102	100

Interpretation

In the chart we can observe 44.1% respondents says internet is good thing, 45.1% says internet is bad things, 10.8% says no effect one way or other.

INTERNET IS

■ good thing ■ bad thing ■ no effect

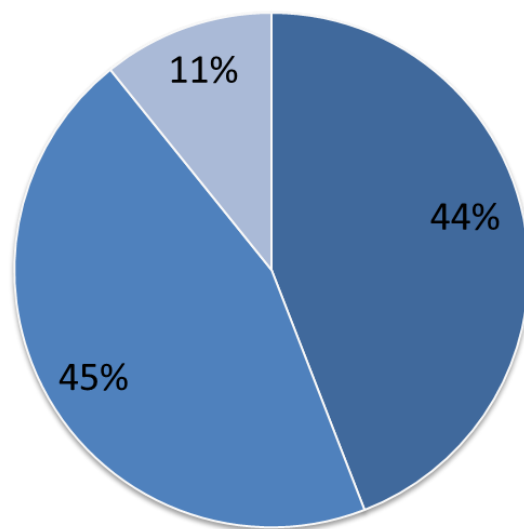


FIG.4.7

4.8 IN YOUR HOME THERE IS RULES FOR USING INTERNET

Table 4.8

YES	61	59.8%
NO	41	40.2%
TOTAL	102	100

Interpretation

In the chart we can observe 59.8% respondents have rules for using internet and 40.2% respondents have no rules in there home for using internet.

Have rules to use internet

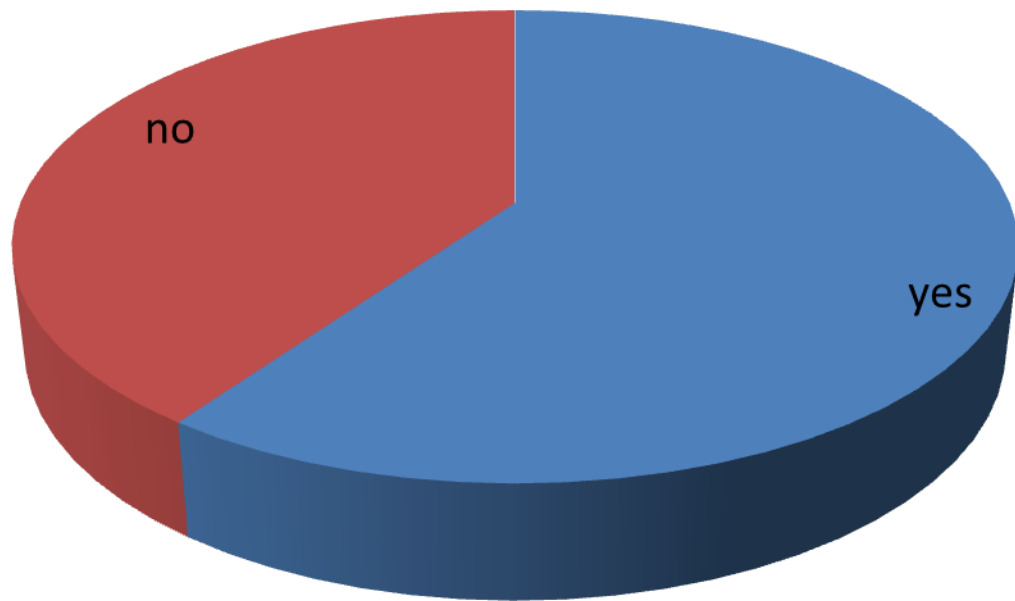


FIG.4.8

4.9 Who know more about for using internet?

Table 4.9

<i>KNOW ABOUT INTERNET</i>	<i>REESPONDENTS</i>	<i>PERCENTAGE</i>
CHILDREN	57	55.9%
PARENTS	60	29.4%
SIBILING	15	14.7%
TOTAL	102	100

Interpretation

In the chart we can observe 55.9% children are know more about using internet, 29.4% parents are know more about internet and 14.7% sibling know more about using internet.

Know more about for using internet

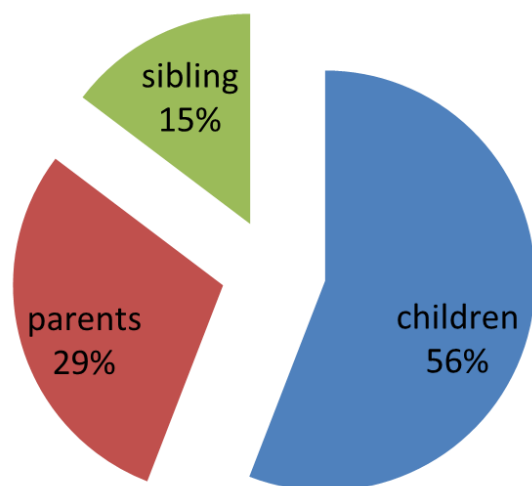


FIG.4.9

4.10 CHILDREN SPENT MORE TIME ON

Table 4.10

<i>SPENT MORE TIME ON</i>	<i>NEVER</i>	<i>RARE</i>	<i>OFTEN</i>
WATSAPP	16	27	59
FACEBOOK	52	34	16
YOUTUBE	12	28	62

Interpretation

In this chart 57.8% of respondents are often spending time on whatsapp. 51% of respondents are never spent time on Facebook. 63.7% of respondent are often spending time on you tube.

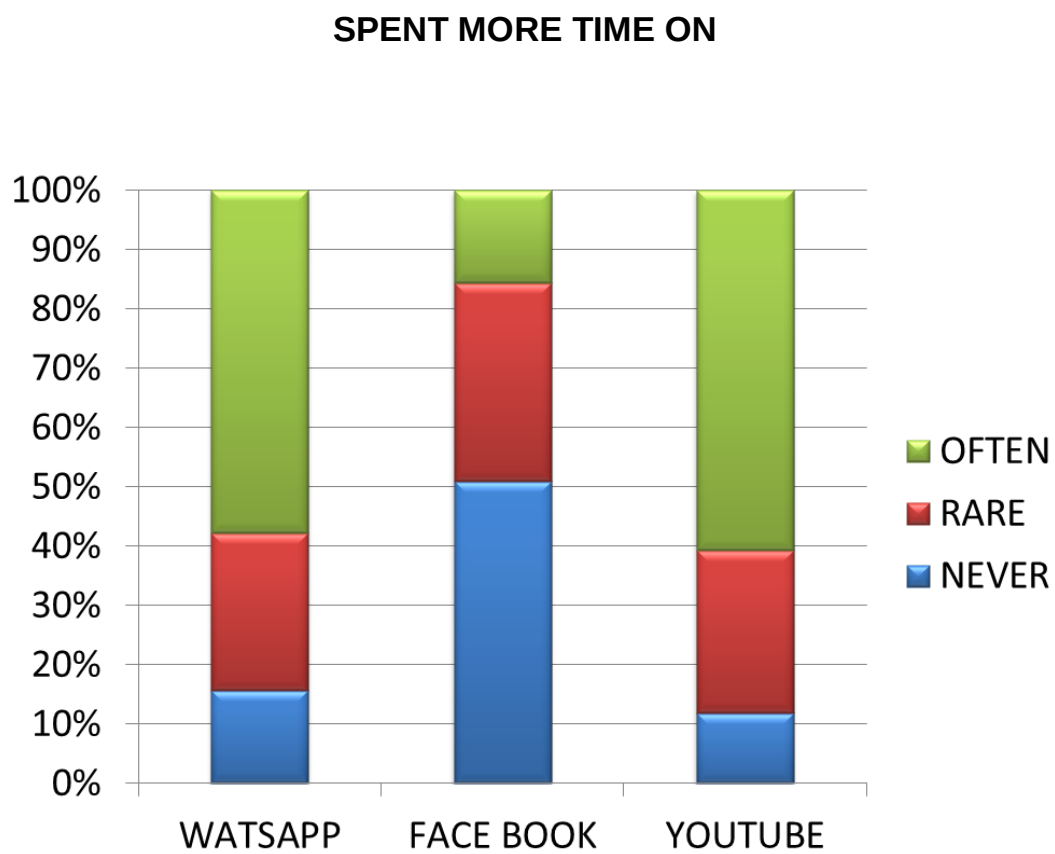


FIG.4.10

4.11 Does school work are suffers from amount of using internet

Table 4.11

YES	54	53.9%
NO	48	46.1%
TOTAL	102	100%

Interpretation

In this chart 53.9% of respondents are says yes that school work are suffers from amount of using internet. 46.1% of respondents say no school works suffer using internet

SCHOOL WORK SUFFER FOR USING INTERNET

SCHOOL WORK SUFFER

■ YES ■ NO

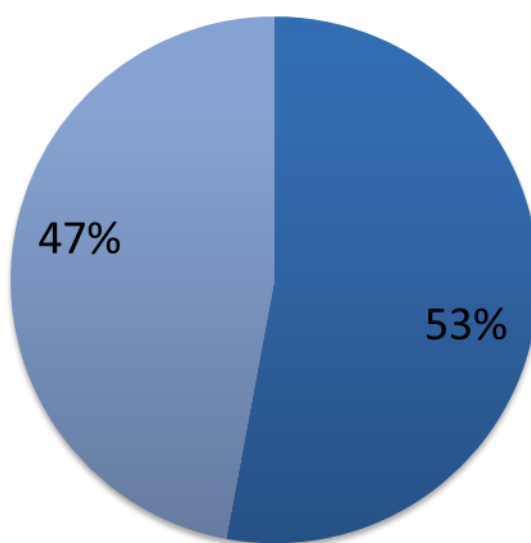


FIG.4.11

4.12 Long time of using internet suffering has negative impact

Table 4.12

AGREE	50	48%
STRONGLY AGREE	33	20.6%
DISAGREE	19	31.4%
TOTAL	102	100

Interpretation

In this chart 48% of respondents are agree, 20.6% are disagree, 31.4% are strongly agree that long time of internet suffering has negative impact on children.

INTERNET SUFFERING NEGATIVE IMPACT

NEGATIVE IMPACT

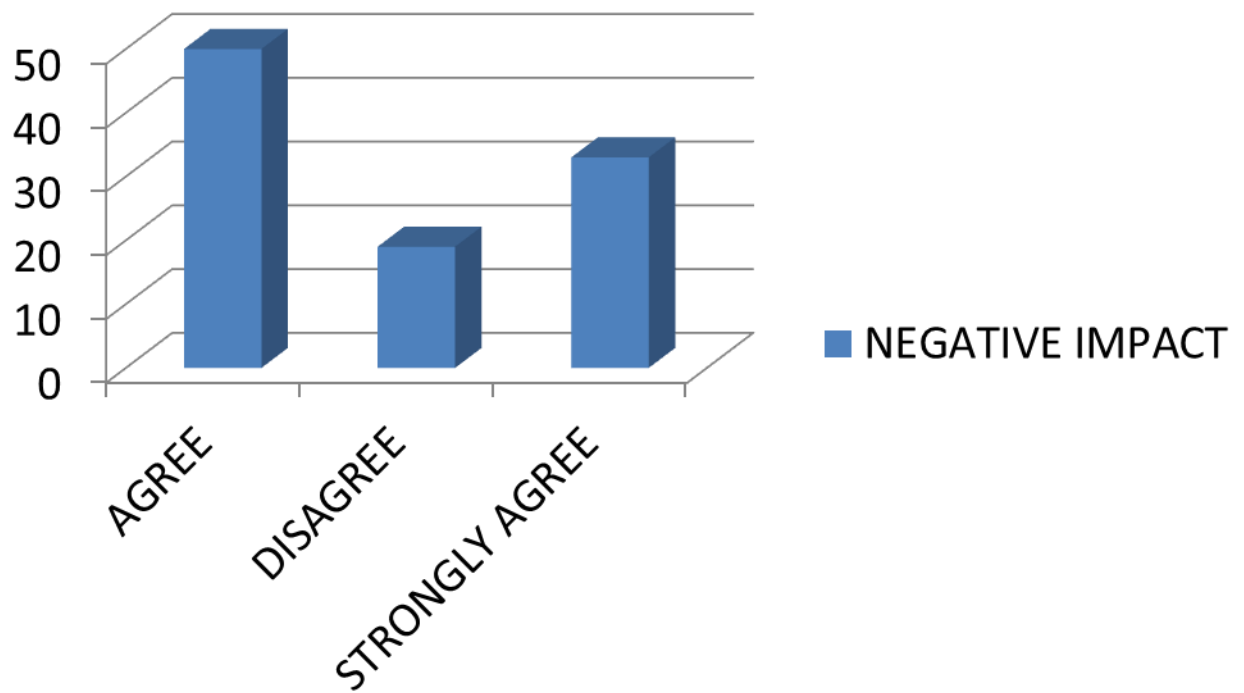


FIG.4.12

4.13 NUMBER OF HOURS TIME SPENT FOR INTERNET

Table 4.13

1HOUR	25	24.5%
2HOUR	24	23.5%
3HOUR & MORE	53	52%
TOTAL	102	100

Interpretation

In this chart 24.5% of respondents are spent 1 hour for using internet, 23.5% of respondents are spent 2 hours for using internet, 52% of respondents are spent 3 hours & more.

NUMBER OF HOURS SPENT

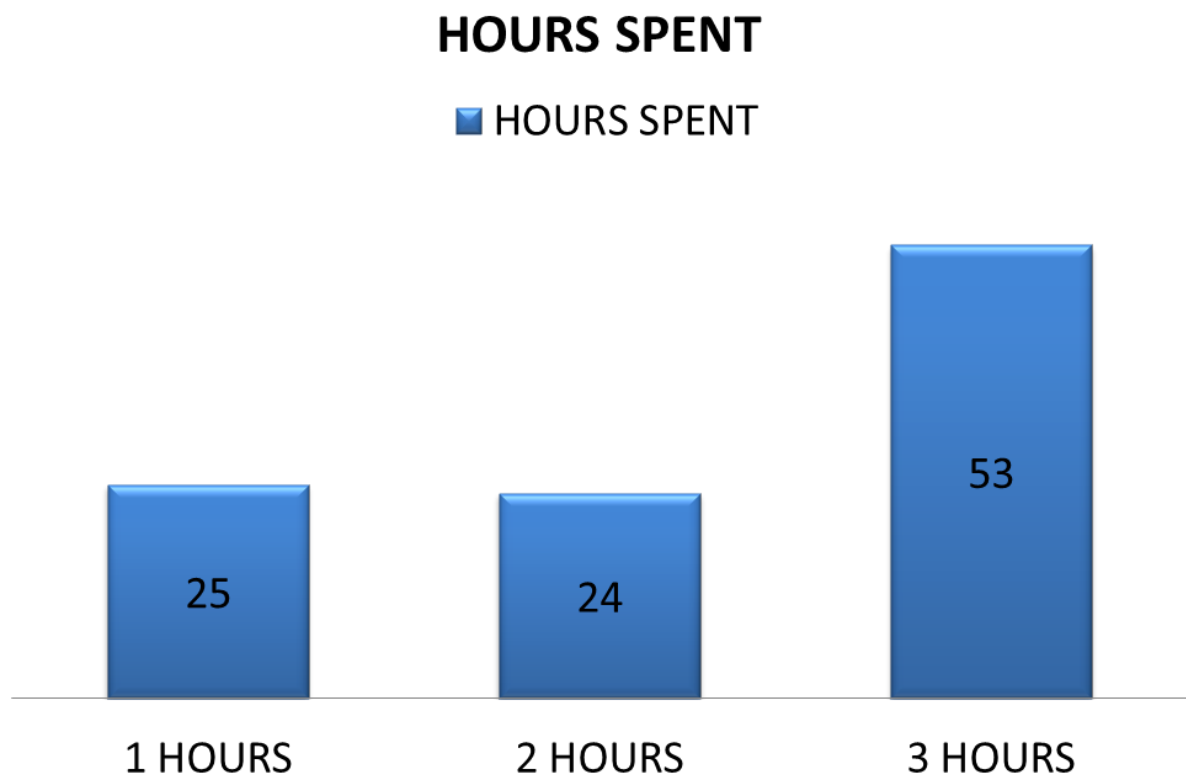


FIG.4.13

4.14 DO YOU THINK INTERNET IS SAFE

Table 4.14

YES	34	33.3%
NO	68	66.7%
TOTAL	102	100%

Interpretation

In this chart we can observe 33.3% of respondents say internet is safe. 66.7% says no.

INTERNET IS SAFE

■ YES ■ NO

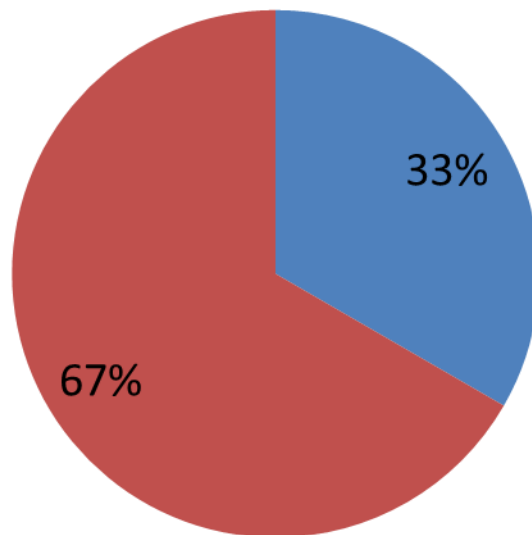


FIG.4.14

4. 15 HYPOTHESIS

H0 (Null Hypothesis): There is no significant relationship between age of respondents and their opinion about long time internet suffering negative impact on children

H1 (Alternative Hypothesis): There is a significant relationship between age of respondents and their opinion about long time internet suffering negative impact on children.

4.16 CHI-SQUARE

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
VAR00001 * VAR00002	102	100.0%	0	0.0%	103	100.0%

VAR00001 * VAR00002 Crosstabulation

Count

		VAR00002				Total
		Agree	Disagree	Long-time of internet suffering has negative impact on children	Strongly agree	
VAR00001	15 - 20	5	4	0	5	14
	21 - 30	10	4	0	4	18
	31 - 40	18	10	0	15	42
	40 above	16	3	0	8	27
	Age	0	0	1	0	1
Total		49	21	1	32	102

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	107.288 ^a	12	.000
Likelihood Ratio	15.737	12	.204
N of Valid Cases	102		

a. 11 cells (55.0%) have expected count less than 5. The minimum expected count is .01.

CHAPTER -5

FINDING & SUGGESTION

Based on the analysis and discussion on primary data in the previous chapter Finding, Suggestion and Conclusion of the Study in logical manner.

5.1 FINDING

From the questionnaires'', the following points are found and noted

Majority of 74.5% of respondents are female.

Majority of 42.2% are between the ages of 15-19.

Majority of 67.7% respondents are often time spent on internet.

Majority of 78.4% respondents says yes internet is use for information for entertainment.

Majority of 71.6% respondent are often interaction with parents.

Majority of 68.6% of respondents have own phone.

Majority of 45% of respondent are saying internet is bad things.

Majority of 59.8% respondents says yes they have rules for using internet in their home.

Majority of 55.9% of respondents of children know more about internet.

Majority of 63.7% of respondents are often using YouTube.

Majority of 53.9% respondents says yes they school work are suffer of using internet.

Majority of 48% of respondents are agree that long time of internet using it bring negative impact.

Majority of 52% of respondent are spending 3hours & more for using internet.

Majority of 66.7% of respondent are saying yes internet is not safe for children.

5.2 SUGGESTION

You can also allow your children to use internet for education purpose.

Internet is not only used for entertainment purpose but it can also be used to explore information related to knowledge purpose.

Make your children to participate in social activity and physical activity so they can avoid using internet.

5.3 CONCLUSION

In conclusion, the use of internet has both negative and positive effect which affects children, youths and adults as a whole. Anything in this world is neither only good nor only bad. The same goes for internet technology. It completely depends upon the user how he / she are using it. . However, there exist more negative effects of internet use to children. It is therefore the responsibility of everyone to ensure that the negative effects are suppressed while the positive effects dominate.

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APPENDIX

A STUDY ON IMPACT OF INTERNET ON CHILDREN DAILY LIVES

QUESTIONNAIRE:

1. NAME OF THE RESPONDENT:

2. AGE OF THE RESPONDENT

a. 6-10

B.11-15

3. 15-19

d. 20AND ABOVE

3. GENDER OF THE RESPONDENT

a. MALE

b. FEMALE

4. TIME SPENT ON THIS ACTIVITY (TV, INTERNET AT HOME, BOOKS, VIDEO GAMES)

a. NEVER

b. RARE

c. OFTEN

5. INTERNET USE FOR (RESEARCH FOR SCHOOL, PLAYING GAMES, INFORMATION& ENTERTAINMENT, CHATTING ROOM)

- a. YES
- b. NO

6. FACE TO FACE INTERACTION WITH (PARENTS, SIBLINGS, FRIENDS)

- a. NEVER
- b. RARE
- c. OFTEN

7. DO YOU HAVE PHONE?

- a. YES
- b. NO

8. DO YOU THINK INTERNET HAS BEEN A GOOD THINK FOR CHILDREN?

- a. GOOD THING
- b. BAD THING
- c. NO EFFECT ONE WAY OR OTHER

9. IN YOUR HOME THERE IS RULES ABOUT WHEN AND HOW FOR LONG TO GO ONLINE?

- a. YES
- b. NO

10. WHO DO YOU THINK KNOW MORE ABOUT USING INTERNET?

- a. CHILDREN
- b. PARENTS
- c. SIBLINGS

11. SPENT MORE TIME ON (WATSAPP, FACEBOOK, YOUTUBE)

- a. NEVER
- b. RARELY
- c. OFTEN

12. DOES SCHOOL WORKS SUFFER FROM AMOUNT OF TIME SPENT ON INTERNET?

- a. YES
- b. NO

13. LONG TIME OF INTERNET SUFFERING HAS NEGATIVE IMPACT ON CHILDREN?

- a. STONGLY AGREE
- b. DISAGREE
- c. AGREE

14. NUMBER OF HOURS TIME SPENT BY CHILDREN USING INTERNET?

- a. 1 HOURS
- b. 2 HOURS
- c. 3 OR MORE HOURS

15. DO YOU THINK INTERNET IS SAFE FOR YOUR CHILDREN?

- a. YES
- b. NO