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IMPACT OF PARENTAL INVOLVEMENT ON FREQUENCY OF INTERNET USAGE BY STUDENTS

Gagandeep Kaur,

Research Scholar,
Punjab Technical University,
Jalandhar, India.

Dr. Rajpreet Kaur,

Assistant Professor,
Department of Management,
IKGPTU, Jalandhar, India.

ABSTRACT

The Internet is revolutionizing our society, our economy and our technological systems. The internet is quickly and widely diffusing in our society, as both parents and children find themselves e-mailing, web messaging, listening to music and reading the news on the world-wide web. Keeping in view the importance of internet in students' life, the present research paper has been planned with the objectives; to work out the extent of internet usage by research students; and to evaluate the effect of parental involvement on internet usage by students. For the purpose of collection of the primary data needed for the present study, a questionnaire was structured for students along with The Parental Involvement Scale (TPIS) developed by Dr. Vijaya Laxmi Chouhan and Mrs. Gunjan Ganotra Arora, Manasavi, National Psychological Corporation. The data from students were collected in the questionnaire through personal interview method. The collected data were analyzed by applying t-test, chi-square test and Z-test. After analyzing the data, it was found that 73.48 percent of male respondents and 55.88 percent of female respondents used to surf internet daily. The analysis revealed that the structuring of data collection tools, searching related literature and preparing the class assignments were the priority topics for the male as well as female researchers. None of the respondents experienced a low level of parental involvement in their life. The highest proportion i.e. 64.39 percent of male respondents experienced a medium level of parental involvement in their life, while the highest proportion i.e. 58.82 percent of female respondents experienced a high level of parental involvement. The significant finding of the study was that the parental involvement and internet usage are inversely related with each other.

Keywords: Internet; Research Students; Parental Involvement; PAU (Ludhiana).

INTRODUCTION:

The computer and communications world has been revolutionized by the internet like nothing before. The stage for this unprecedented growth was set with the invention of the telegraph, telephone, radio and computer (B.M Leiner etal., 2009). The Internet, sometimes called "the Net," is a worldwide system of computer networks in which users can get information from any other computer.

The internet is quickly and widely diffusing in our society, as both parents and children find themselves e-mailing, web messaging, listening to music and reading the news on the world-wide web. Valentine and Holloway (2001) claimed that the internet may become rival of television as the important media outlet in our society. Adolescents' use it mainly for the purpose of communication through e-mail, Facebook, Whatsapp and also for the purpose of gaining general information through various websites.

There are several websites on the internet which are not only exposing the youngsters to an alarming problem, it also has both physical and mental impact. A child may become forceful lack confidence, feel dejected, lose temper and become aggressive (Griffith and Hunt, 1995).

It is also felt that there should be a check on frequent use of the internet as it may lead to health and social hazards. The parental involvement in their ward's life is the key factor which may serve the purpose of curbing the undue use of the internet by their wards. The internet is there to help the students in their studies and research projects as it is the most recognized and important source of information and knowledge. Therefore, keeping in view the importance of internet in students' life, the present research paper has been planned with the following objectives:

1. To work out the extent of internet usage by research students; and
2. To evaluate the effect of parental involvement on internet usage by students.

REVIEW OF LITERATURE:

- **Mahajan, P. (2006),** in her study titled "Internet use by researchers: A study of Panjab University, Chandigarh," found that Internet had a great impact on the academic environment. The researchers in the sciences were making maximum use of the Internet facility provided by the university; however, researchers in other fields relied on bibliographies and printed journals.

  Researchers in social sciences and humanities considered their institutional libraries as the last resort for obtaining information. Although academic resources were offered online in their fields also, it might be that researchers had not been taught, or had not yet figured out, how to locate those resources.

- **Mulimani, M. N., & Gudimani, S. B. (2008),** in the study titled, "Usage of Internet by Students and Research Scholars of Karnataka University Library: A Survey," showed that majority of the respondents used Internet to keep abreast with the research and academic purpose.

- **Oghenevwogaga, B. A., & Oghenevwogaga, D. T. (2008),** conducted a study titled "The impact of the Internet on Research: the Experience of Delta State University, Nigeria," and found that so many staff have no access to the Internet neither at home nor at their offices. They gave the recommendations that the university should set up an Internet center for staff and organize formal training for the staff

- **Yu, M., Yuen, A. H. K., and Park, J. (2013),** in the study entitled, "Students' Computer use at Home: A Study on Family Environment and parental Influence," identified five components of parental influence: parental monitoring, parental control, parental guidance, parental worries and parental ICT skills. The relationships among these components were found to be complex with fascinating similarities and differences among the participants. The findings suggested the existence of parental influence imbalances in regard to students' home computer use, an aspect of the digital divide in education

- **Kumar, A., and Parmar, M. (2014),** conducted a study titled, "Use of the Internet by Research Scholars and faculty Members: A survey study of Kurukshetra University Kurukshetra in the disciplines of Science," and revealed that 56.68% of male respondents used internet as compared to less females which was lesser. They also found out that 56.09% of research scholars, 20.97 5 of Assistant Professors, 15.60 % of Professors and 7.30% of Associate Professors access the internet.

RESEARCH METHODOLOGY:

The sample of the study was based on two-stage purposive-cum-random sampling technique. The study was purposively conducted at Punjab Agricultural University (PAU), Ludhiana, which is worldwide known for its contribution to the agrarian economy of India. The students undergoing research work under M.Sc. and Ph.D. streams of Punjab Agricultural University, Ludhiana and were the population of the study. The sample size comprised 200 students. For the purpose of data collection, a questionnaire was specially structured for students along with "The Parental Involvement Scale" (TPIS) developed by Dr. Vijaya Laxmi Chouhan and Mrs. Gunjan Ganotra Arora, Manasavi, National Psychological Corporation. The data from students were collected in the questionnaire through personal interview method. The collected data were analyzed by applying t-test, chi-square test and Z-test.

RESULTS AND DISCUSSION:

The results arrived at by analyzing the collected primary data have been elaborated below.

INTERNET USAGE:

Time of Surfing Internet:

Table 1: Time of Surfing Internet by the Respondents (Multiple Response)

Time of Surfing	Male		Female		Z-value
	No.	%age	No.	%age	
Morning	18	13.64	13	19.12	1.01
Daytime	44	33.33	22	32.35	0.14
Evening	98	74.24	54	79.41	1.25
Night	64	48.48	14	20.59	3.83**

Source: Author's Calculation

The information given in Table 1 showed that the highest proportion i.e. 74.24 percent of the male respondents used to surf internet in the evening, followed by 48.48 percent during night hours. The lowest proportion i.e. 13.64 percent of male respondents used to surf internet in the morning, followed by 33.33 percent during day time.
In case of female respondents, the highest proportion i.e. 79.41 percent of them used to surf internet in the evening, followed by 32.35 percent during day time. The lowest proportion i.e. 19.12 percent used to surf internet in the morning, followed by 20.59 percent during the night. A similar pattern of timings of surfing internet was observed among male and female respondents, except during the night, where as significantly higher proportion of male respondents used to surf internet as compared to the female respondents. This is also confirmed by the Z-value of 3.83.

Frequency of Surfing Internet:
The respondents were asked the frequency of surfing internet in terms of 'daily', '2-3 times a week', 'once a week', 'once a fortnight' and 'once a month'. These frequencies were given score in the order of 5, 4, 3, 2 and 1 to know the overall frequency in a group. Then the mean scores were compared between male and female respondents with the help of t-test. The results have been presented in Table 2.

Table 2: Frequency of Surfing Internet by the Respondents

Frequency of Surfing	Male		Female	
	No.	%age	No.	%age
Daily	97	73.48	38	55.88
2-3 times a week	32	24.24	27	39.71
Once a week	3	2.27	3	4.41
Once a fortnight	0	0.00	0	0.00

Frequency of Surfing	Male		Female	
	No.	%age	No.	%age
Once a month	0	0.00	0	0.00
Mean	4.71		4.51	
Overall	Daily		Daily	
t-value	1.37			

Source: Author's Calculation

Table 2 clearly showed that majority, i.e. 73.48 percent of male respondents used to surf the internet daily, followed by 24.24 percent surfing 2-3 times a week. The lowest proportion i.e. 2.27 percent used to surf the internet once a week. None of the male respondents surfed the internet for less than once a week. The highest proportion i.e. 55.88 percent of female respondents used to surf internet daily, followed by 39.71 percent surfing 2-3 times a week. The lowest proportion i.e. 4.41 percent used to surf the internet once a week. None of the female respondents surfed the internet for less than once a week. The average score of 4.71 and 4.51 indicated that both male and female respondents used to surf internet almost daily. Hence the difference in the frequency of surfing the internet was non-significant as indicated by the t-value of 1.37.

Purpose wise Frequency of Surfing Internet:
The respondents used to surf the internet for different purposes. These purposes include time pass, knowledge gain, college assignments/projects, news updates, chatting with friends, making new friends, e-shopping, e-mail to relatives/friends, entertainment, playing games, social networking sites and other purposes. The respondents were asked the frequency of surfing the internet for different purposes in terms of 'always', 'often', 'sometimes', 'seldom' and 'never'. These frequencies were assigned score in the order of 4, 3, 2, 1 and 0. Mean scores were calculated to know the overall surfing of the internet for different purposes. The mean scores were compared between male and female respondents with the help of t-value. The results so obtained are shown in Table 3.

Table 3: Frequency of Surfing Internet for Different Purposes by the Respondents

Purpose	Male		Female		t-value
	Mean	Overall	Mean	Overall	
To pass time	3.97	A	3.71	A	1.80
To gain knowledge	4.23	A	4.24	A	0.08
College assignments/projects	4.20	A	4.26	A	0.66
News updates	3.50	A	3.68	A	1.45
To chat with friends	3.76	A	3.76	A	0.05
Making new friends	2.97	O	2.62	O	2.66**
e-shopping	3.29	O	3.09	O	1.54
e-mail to friends/relatives	4.11	A	3.97	A	1.04
Entertainment	3.06	O	2.82	O	1.68
Playing games	3.08	O	2.50	O	4.02**
Social networking sites	3.50	A	3.32	O	1.55
Others	3.35	O	3.15	O	2.00**

Source: Author's Calculation

The analysis showed that among male respondents, the highest frequency score came to be 4.23 (always) for the purpose of knowledge gain, followed by 4.20 (always) for college assignments/projects, 4.11 (always) for e-mail to friends/relatives, 3.97 (always) for passing time, 3.76 (always) for chatting with friends and 3.50 (always) for both news updates and visiting social networking sites. The lowest frequency score worked to be 2.97 (often) for making new friends, followed by 3.06 (often) for entertainment, 3.08 (often) for playing games and 3.35 (often) for other purposes not mentioned above.

Among female respondents, the highest frequency score came to be 4.26 (always) for the purpose of college assignments/projects, followed by 4.24 (always) for knowledge gain, 3.97 (always) for e-mail to friends/relatives, 3.76 (always) for chatting with friends, 3.71 (always) for passing time and 3.68 (always) for the news update. The lowest frequency score worked to be 2.50 (often) for making playing games, followed by 2.62 (often) for making friends, 2.82 (often) for entertainment, 3.09 (often) for e-shopping, 3.15 (often) for other purposes not mentioned above and 3.32 9often) for visiting social networking sites.

The analysis further revealed that the frequency of surfing the internet for making new friends, playing games and other purposes was significantly higher among male respondents as compared to that among female respondents as indicated by the t-values. The frequency of surfing the internet for all other purposes was similar among males and females.

Time Spent on Internet for Research/Study Topics:

Time spent on internet for different topics related to the research/study by the respondents was recorded as hours per week. The results have been shown in Table 4.

It is clear from the Table that the highest time spent was 3.29 hours by the male respondents for structuring of data collection tools, followed by 2.88 hours for searching related literature and 2.72 hours for the class assignment/project. The lowest time spent was 1.29 hours by the male respondents for developing hypotheses, followed by 1.57 hours for analysis of data, 1.60 hours for preparing synopsis and 1.76 hours for searching appropriate statistical tools.

Table 4: Time Spent on Internet for Different Topics related to Research/Studies

(hours/week)

Topics	Male		Female		t-value
	Mean	SD	Mean	SD	
Class Assignments	2.72	0.87	2.76	0.85	0.37
Searching related literature	2.88	0.99	3.12	1.00	1.62
Tp prepare synopsis	1.60	0.63	1.71	0.68	1.06
To develop hypotheses	1.29	0.60	1.40	0.93	0.99
Searching appropriate statistical tools	1.76	0.96	2.07	1.17	2.01*
Structuring of data collection tool	3.29	1.38	3.65	1.48	1.69
Analysis of data	1.57	0.95	1.63	0.92	0.47
Others	1.23	0.54	1.15	0.61	0.94

Source: Author's Calculation

The highest time spent by the female respondents came out to be 3.65 hours for structuring of data collection tools, followed by 3.12 hours for searching related literature and 2.76 hours for the class assignment/project. The lowest time spent by female respondents came to be 1.40 hours for developing hypotheses, followed by 1.63 hours for analysis of data, 1.71 hours for preparing synopsis and 2.07 hours for searching appropriate statistical tools.

The time spent for different topics of research was similar by the male and the female respondents, except for searching appropriate statistical tools where female researchers devoted higher time as compared to that by the male researchers as indicated by the t-value of 2.01. Therefore, the analysis revealed that the structuring of data collection tools, searching related literature and preparing class assignments were the priority topics for the male as well as female researchers.

Time Spent on Internet for Research/Study Topics:

Time spent on the internet for different topics related to the research/study by the respondents was recorded as hours per week. The results have been shown in Table 5.

It is clear from the Table that the highest time spent was 3.29 hours by the male respondents for the structuring of data collection tools, followed by 2.88 hours for searching related literature and 2.72 hours for the class assignment/project. The lowest time spent was 1.29 hours by the male respondents

for developing hypotheses, followed by 1.57 hours for analysis of data, 1.60 hours for preparing synopsis and 1.76 hours for searching appropriate statistical tools.

Table 5: Time Spent on internet for Different Topics related to Research/Studies

(hours/week)

Topics	Male		Female		t-value
	Mean	SD	Mean	SD	
Class Assignments	2.72	0.87	2.76	0.85	0.37
Searching related literature	2.88	0.99	3.12	1.00	1.62
To prepare synopsis	1.60	0.63	1.71	0.68	1.06
To develop hypotheses	1.29	0.60	1.40	0.93	0.99
Searching appropriate statistical tools	1.76	0.96	2.07	1.17	2.01*
Structuring of data collection tool	3.29	1.38	3.65	1.48	1.69
Analysis of data	1.57	0.95	1.63	0.92	0.47
Others	1.23	0.54	1.15	0.61	0.94

Source: Author's Calculation

The highest time spent by female respondents came to be 3.65 hours for the structuring of data collection tools, followed by 3.12 hours for searching related literature and 2.76 hours for the class assignment/project. The lowest time spent by female respondents came to be 1.40 hours for developing hypotheses, followed by 1.63 hours for the analysis of data, 1.71 hours for preparing synopsis and 2.07 hours for searching appropriate statistical tools.

The time spent for different topics of research was similar by male and female respondents, except for searching appropriate statistical tools where female researchers devoted higher time as compared to that by the male researchers as indicated by the t-value of 2.01. Therefore, the analysis revealed that the structuring of data collection tools, searching related literature and preparing class assignments were the priority topics for the male as well as female researchers.

Time Spent on Internet for Research/Study Topics:
Time spent on internet for different topics related to the research/study by the respondents was recorded as hours per week. The results have been shown in Table 6.

Table 6: Time Spent on Internet for Different Topics related to Research/Studies

(hours/week)

Topics	Male		Female		t-value
	Mean	SD	Mean	SD	
Class Assignments	2.72	0.87	2.76	0.85	0.37
Searching related literature	2.88	0.99	3.12	1.00	1.62
Tp prepare synopsis	1.60	0.63	1.71	0.68	1.06
To develop hypotheses	1.29	0.60	1.40	0.93	0.99
Searching appropriate statistical tools	1.76	0.96	2.07	1.17	2.01*
Structuring of data collection tool	3.29	1.38	3.65	1.48	1.69
Analysis of data	1.57	0.95	1.63	0.92	0.47
Others	1.23	0.54	1.15	0.61	0.94

Source: Author's Calculation

It is clear from the Table that the highest time spent was 3.29 hours by the male respondents for the structuring of data collection tools, followed by 2.88 hours for searching related literature and 2.72 hours for the class assignment/project. The lowest time spent was 1.29 hours by the male respondents for developing hypotheses, followed by 1.57 hours for the analysis of data, 1.60 hours for preparing synopsis and 1.76 hours for searching appropriate statistical tools.

The highest time spent by female respondents came to be 3.65 hours for the structuring of data collection tools, followed by 3.12 hours for searching related literature and 2.76 hours for the class assignment/project. The lowest time spent by female respondents came to be 1.40 hours for developing hypotheses, followed by 1.63 hours for the analysis of data, 1.71 hours for preparing synopsis and 2.07 hours for searching appropriate statistical tools.

The time spent for different topics of research was similar by male and female respondents, except for searching appropriate statistical tools where female researchers devoted higher time as compared to that by the male researchers as indicated by the t-value of 2.01. Therefore, the analysis revealed that the structuring of data collection tools, searching related literature and preparing class assignments were the priority topics for the male as well as female researchers.

FREQUENCY OF PARENTAL INVOLVEMENT:

The respondents were asked to register the level of frequency of parental involvement in their life in terms of 'always', 'often', 'sometimes', 'rarely' and 'never'. These frequencies were given score in the order of 5, 4, 3, 2 and 1. Mean frequency scores were worked out and compared between the two gender groups with the help of t-test. The results have been presented in Table 7.

Table 7: Frequency of Parental Involvement in their Wards' life

Statement	Male		Female		t-value
	Mean	Overall	Mean	Overall	
1	3.92	O	3.82	O	0.73
2	3.77	O	3.97	O	1.62
3	2.51	ST	2.18	R	2.20*
4	3.23	ST	3.18	ST	0.39
5	1.17	N	1.29	N	1.62
6	3.27	ST	3.12	ST	1.36
7	3.61	O	3.41	ST	1.99*
8	3.93	O	3.74	O	1.79
9	4.22	O	4.06	O	1.35
10	4.23	O	3.91	O	2.69**
11	3.39	ST	3.15	ST	1.47
12	3.29	ST	3.26	ST	0.17
13	3.54	O	3.79	O	1.99*
14	3.86	O	3.85	O	0.03
15	4.11	O	4.15	O	0.27
16	3.02	ST	3.06	ST	0.26
17	2.94	ST	3.21	ST	2.70**
18	3.12	ST	3.38	ST	2.47*
19	3.24	ST	3.24	ST	0.07
20	3.69	O	3.71	O	0.14
21	3.99	O	4.00	O	0.07
22	3.95	O	3.74	O	1.55
23	3.52	O	3.12	ST	2.77**
24	3.45	ST	3.21	ST	2.22*
25	3.64	O	3.44	ST	1.96*
Average	3.47	ST	3.40	ST	1.34

Source: Author's Calculation

Among male respondents, the highest frequency score was 4.23 (often) on 'I can spend money without giving reasons', followed by 4.22 (often) on 'whenever I lose confidence my parents encourage me',

4.11 (often) on 'the address and phone numbers of my friends are there at my home', 3.99 (often) on 'I am free to dress the way I want', 3.95 (often) on 'intimate issues can be discussed freely in my home', 3.93 (often' on 'privacy is important for youngsters but parents believe that they are not old enough'.

This was followed by 3.92 (often) on ' no one cares for us as our parents do', 3.86 on 'my parents have access to my personal things', 3.77 (often) on 'parents stand by their children in ups and downs', 3.69 (often) on 'parents force their children to develop food habits they believe are good', 3.64 (often) on 'it is my life, I choose how to live it', 3.61 (often) on 'my decisions and advices are not values at home', 3.54 on 'parents can sense the mood of their children' and 3.52 (often) on 'information about my mistakes and achievements never reach my parents'.

Among male respondents the lowest frequency score came to be 1.17 (never) on 'intimate opposite sex relationship cannot be revealed to the parents', followed by 2.51 (sometimes) on 'indulging in smoking and drinking is easy without letting parents know about it', 2.94 (sometimes) on 'life outside the home has no parental screening', 3.02 (sometimes) on 'my siblings get more attention of my parents', 3.12 (sometimes) on 'we do not get time to sit together and talk for days', 3.23 (sometimes) on 'I have to take permission for all my outings', 3.24 (sometimes) on 'no one sees my point of view when there is a conflict', 3.27 (sometimes) on 'my parents discuss my college performance with teachers regularly', 3.29 (sometimes) on 'mistakes get noticed easily in my home', 3.39 (sometimes) on 'my parents are involved in my everyday scheduling' and 3.45 (sometimes) on 'my parents keep enquiring about my friends'.

Among female respondents, the highest frequency score came to be 4.15 (often) on 'the address and phone numbers of my friends are there at my home', followed by 4.06 (often) on 'whenever I lose confidence my parents encourage me', 4.00 (often) on 'I am free to dress the way I want', 3.97 (often) on 'parents stand by their children in ups and downs', 3.91 (often) on 'I can spend money without giving reasons', 3.85 (often) on 'my parents have access to my personal things', 3.82 (often) on 'no one cares for us as our parents do', 3.79 (often) on 'parents can sense mood of their children', 3.74 (often) on 'privacy is important for youngsters but parents believe that they are not old enough', 3.74 (often) on 'intimate issues can be discussed freely in my home' and 3.71 (often) on 'parents force their children to develop food habits they believe are good'.

Among female respondents, the lowest frequency score was 1.29 (never) on 'intimate opposite sex relationship cannot be revealed to the parents', followed by 2.18 (rarely) on 'indulging in smoking and drinking is easy without letting parents know about it', 3.06 (sometimes) on 'my siblings get more attention of my parents', 3.12 (sometimes) on 'information about my mistakes and achievements never reach my parents', 3.12 (sometimes) on 'my parents discuss my college performance with teachers regularly', 3.15 (sometimes) on 'my parents are involved in my everyday scheduling' and 3.18 (sometimes) on 'I have to take permission for all my outings', 3.21 (sometimes) on 'my parents keep enquiring about my friends', 3.21 (sometimes) on 'life outside the home has no parental screening', 3.24 (sometimes) on 'no one sees my point of view when there is a conflict', 3.26 (sometimes) on 'mistakes get noticed easily in my home', 3.38 (sometimes) on 'we do not get time to sit together and talk for days', 3.41 (sometimes) on 'my decisions and advices are not values at home' and 3.44 on 'it is my life, I choose how to live it'.

Significantly higher frequency scores were found on 'indulging in smoking and drinking is easy without letting parents know about it', 'my decisions and advices are not values at home', 'I can spend money without giving reasons', 'information about my mistakes and achievements never reach my parents', 'my parents keep enquiring about my friends' and 'it is my life, I choose how to live it' among male respondents as compared to that among female respondents. On the other hand, significantly higher frequency scores were found on 'parents can sense mood of their children', 'life outside the home has no parental screening' and 'we do not get time to sit together and talk for days' among female respondents as compared to that among male respondents.

The analysis revealed that the parents' involvement in their children life is very harmonious. They do not use to interfere with each and every action of their children. The parents let their children free to dress, spend, discuss, etc. as per their style and parents use to help the children at the time of need.

Level of Parental Involvement:
The level of parental involvement was estimated on the basis of the following range:

Range of Score	Level of Parental Involvement
Up to 58	Low
59-92	Medium
93-125	High

The distribution of respondents according the level of parental involvement is given in Table 8.

Table 8: Distribution of Respondents according to the Level of Parental Involvement

Parental Involvement	Male		Female	
	No.	%age	No.	%age
Low	0	0.00	0	0.00
Medium	85	64.39	28	41.18
High	47	35.61	40	58.82
chi-square value	9.84**			

Source: Author's Calculation

It is obvious from the Table that none of the respondents experienced a low level of parental involvement in their life. The highest proportion i.e. 64.39 percent of male respondents experienced a medium level of parental involvement in their life, while the remaining 35.61 percent experienced a high level of parental involvement. On the other hand, the highest proportion i.e. 58.82 percent of female respondents experienced a high level of parental involvement, while the remaining 41.18 percent experienced a medium level of parental involvement in their life. The pattern of parental involvement differed significantly in between male and female respondents. The parental involvement was higher in female respondents' life as compared to that in male respondents' life. This is confirmed by the chi-square value of 9.84.

Impact of Parental Involvement on Internet Usage:
The impact of parental involvement on internet usage by their children was assessed by working out the average time spent on internet and comparing with the help of t-test between different levels of parental involvement. The results so obtained have been presented in Table 9.

Table 9: Impact of Parental Involvement on Internet Usage by the Students

Parental Involvement	Internet Usage (hours per week)				t-value
	Male		Female		
	Mean	SD	Mean	SD	
Low	-	-	-	-	
Medium	5.69	0.74	2.72	0.46	19.12**
High	4.20	1.18	1.90	0.52	11.78**
t-value	7.84**		6.70**		

Source: Author's Calculation

A perusal of Table 9 showed that the average time spent on the internet by the male respondents having a medium level of parental involvement was found to be 5.69 hours per week, while the same was 4.20 hours per week where parental involvement was on high level. The time spent on internet by male respondents with medium level of parental involvement was significantly higher than by those with high level of parental involvement as indicated by the t-value of 7.84.

Similarly, the average time spent on the internet by the female respondents having a medium level of parental involvement was found to be 2.72 hours per week, while the same was 1.90 hours per week where parental involvement was on high level. The time spent on the internet by female respondents with medium level of parental involvement was significantly higher than by those with high level of parental involvement as indicated by the t-value of 6.70. The time spent on the internet by male respondents was also significantly higher than by the female respondents. Therefore, it can be said that parental involvement and internet usage are inversely related with each other.

SUMMARY:

- The highest proportion i.e. 74.24 percent of the male respondents and 79.41 percent of female respondents used to surf internet in the evening.
- Majority i.e. 73.48 percent of male respondents and   55.88 percent of female respondents used to surf internet daily.
- The analysis showed that among male respondents, the highest frequency score came to be 4.23 (always) for the purpose of knowledge gain, followed by 4.20 (always) for the college assignments/projects. Among female respondents, the highest frequency score came to be 4.26 (always) for the purpose of college assignments/projects, followed by 4.24 (always) for the knowledge gain.
- The paper revealed that the frequency of surfing the internet for making new friends, playing games and other purposes was significantly higher among male respondents as compared to that among female respondents. The frequency of surfing internet for all other purposes was similar among males and females.
- The highest time spent was 3.29 hours by the male respondents for the structuring of data collection tools, followed by 2.88 hours for searching related literature and 2.72 hours for the class assignment/project. The highest time spent by female respondents came to be 3.65 hours for the structuring of data collection tools, followed by 3.12 hours for searching related literature and 2.76 hours for the class assignment/project.
- The time spent for different topics of research was similar by male and female respondents, except for searching appropriate statistical tools where female researchers devoted higher time as compared to that by the male researchers.
- The analysis revealed that the structuring of data collection tools, searching related literature and preparing the class assignments were the priority topics for the male as well as female researchers.
- None of the respondents experienced a low level of parental involvement in their life. The highest proportion i.e. 64.39 percent of male respondents experienced a medium level of parental involvement in their life, while the highest proportion i.e. 58.82 percent of female respondents experienced a high level of parental involvement.
- The parental involvement and internet usage are inversely related with each other.
- Therefore the parental involvement in their ward's life is must in order to make the optimum use, not the excess use, of the internet and that too for the purpose of education and research.

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