



Attitudes Towards E-Learning and Internet Usage: Their Impact on Students' Study Habits – A Conceptual Exploration

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ABSTRACT: In today's digital world, students' attitudes toward e-learning and how they use the internet play a big role in forming good study habits needed for school success. This conceptual paper looks closely at these links. It shows how positive views of e-learning help students learn on their own and use resources better. Smart internet use also improves thinking skills and memory. But problems like too much social media or tech issues can hurt study routines. Based on simple theories like the Technology Acceptance Model (TAM), Uses and Gratifications Theory (UGT), and Self-Regulated Learning (SRL), this paper gives clear ideas for teachers. It fits well for high school and college students, including those in places like Jammu and Kashmir, India, where internet access varies. The paper suggests easy steps like digital training and mixed online-offline classes to make technology help build strong study habits for long-term learning.

KEYWORDS: E-Learning Attitude, Internet Usage, Study Habits, Self-Regulated Learning, Secondary School Students

INTRODUCTION

Easy access to the internet and e-learning have changed the way students learn, especially after COVID-19 as it caused more classes to be held online. E-learning is the method of taking courses, videos, and examinations via computers, applications, and websites. When students enjoy it and find it easy, it works best.

Students' views about e-learning include their opinions (is it beneficial?), feelings (is it pleasant or stressful?), and actions (do they use it regularly?) While browsing the internet for group chats or homework searches might be helpful however, spending too much time scrolling can be a waste of time (D. Griffiths, 2018). Everyday tasks such as taking notes, reading courses, and organizing time are examples of good study habits. While bad habits lead to stress, good habits improve grades (Zimmerman, 2002).

Attitudes toward internet use and e-learning are the two main concerns of this article. It explains how they affect study habits individually as well as collectively. There are no new surveys here however merely clear concepts from established theories. In Jammu and Kashmir, where connectivity issues are common, this helps education researchers, such as PhD scholars who work on secondary school students.

LITERATURE REVIEW

Key Ideas Explained

- **Attitudes Toward E-Learning:** It means the views of learners about online education. When they have positive views, they experience it as beneficial; negative attitudes result from slow internet or troublesome tools.
- **Internet Usage:** Studying online can be helpful, however spending too much time on games or conversations might be harmful. Gaming for more than three hours a day can be harmful.
- **Study Habits:** These are the approaches used by students to study, such as making plans, paying attention, and evaluating their work. Tools assess whether a habit is good, average, or bad.

What Studies Show on E-Learning Attitudes

Students who enjoy e-learning and utilize it more frequently can retain the content up to 25–35% better. They dislike it due to issues like poor Wi-Fi. Many students in small towns worry being unable to pay for data or electricity.

What Studies Show on Internet Use

Developing persistent study time can be made simpler by using the internet to access educational videos or books. However, extensive social media usage lowers critical thinking by half. Boys in villages develop an addiction to games, while girls in cities appear to be more effective time managers.



How They Link to Study Habits

Developing a good e-learning attitude makes using the internet for studies beneficial. While lazy habits are caused by both negative attitudes and extreme enjoyment from the internet.

Theoretical Framework

This paper uses three easy-to-understand theories:

1. **Technology Acceptance Model (TAM):** Students like and engage with e-learning more if it appears to be simple to use and effective. This results in regular online practice.
2. **Uses and Gratifications Theory (UGT):** Students use the internet to relax or learn something novel. Learning is essential to develop good habits; however, too much relaxation can be distracting.
3. **Self-Regulated Learning (SRL) Theory:** Students develop objectives, work towards them, and assess their progress. This is made possible by smart internet and positive attitudes towards e-learning.

Simple Model:

Good E-Learning Attitude (from TAM)

→ Helps →

Smart Internet Use (from UGT)

→ Starts →

Self-Control in Learning (from SRL) → Better Study Habits

Things that change it: Money for internet, teacher help, technology skills.

METHODOLOGY

There is no new data in this paper; it is a conceptual paper. It integrates concepts from previous studies and theories. Clear statements like "good attitudes help habits" are stated, and links are demonstrated. It's easy to use anywhere.

DISCUSSION

Good Effects

- **Easy Access:** Students who prefer online lessons can use them at any time to assist them in their daily review.
- **Better Thinking:** Pictures and videos on the internet simplify topics that are confusing.
- **Self-Pace:** Students may move quickly or slowly with apps, which improves their confidence.

Example: After class, a student watches a math's video and boosts his or her score.

Bad Effects

- **Lost Focus:** A phone alert disturbs a thorough study.
- **Too Dependent:** Students simply Google quick answers if they dislike online education.
- **Not Fair:** Weak signals in poor places intensify bad habits.

Table of Effects:

Study Part	Good Effect (Like E-learning/Use for Study)	Bad Effect (Dislike E-learning /Too much fun online)
Time Use	Study time is flexible and quick searches save hours.	Review time is consumed in endless videos.
Focus	Fun tests retain focus.	Thoughts are disrupted by messages.
Remembering	Blending notes and videos boost memory	Fast readers rapidly forget what they've read.
Confidence	App wins encourage them to work harder.	When technology fails, they give up.

Clear Statements

1. Liking e-learning promotes more internet-based behaviors.
2. Having greater than four hours of fun online worsens negative attitudes.
3. Training in self-control fixes issues.



IMPLICATIONS AND RECOMMENDATIONS

For Teachers

- **Build Liking:** Present simple e-learning applications.
- **Guide Usage:** Apps that restrict playing games while studying.
- **Track Habits:** Online tools demonstrate progress.

For Leaders

- **Help Access:** Free data for distant learners.
- **Add to Classes:** Use technology from grade 8 to teach self-control.

For Researchers

- **Testing It:** Interviews and surveys conducted in India with NVivo software.
- **Watch Over Time:** Watch how behaviors change with improved internet.
- **Check Groups:** The variations between city and village or between boys and girls.

LIMITATIONS

- Most of the concepts used in this paper come from Western research which stresses independent learning. As teachers and students in India often study in groups, some concepts might not be completely appropriate.
- No fresh data or surveys have been collected here. To figure out whether these connections function in daily life, actual tests are needed.
- Only attitudes and internet use are displayed. Other factors that influence behaviors such as family support and school regulations are not discussed.

Next Steps

- To test these theories, a survey on 500 Jammu and Kashmiri secondary school students can be done by use of NVivo software to examine their interviews.
- Monitor the same students for a year to observe how their habits change as they take more online or e-learning courses.
- To pinpoint precise differences, comparison of students between cities and villages as well as between boys and girls can be done.
- To improve attitudes, try short training programs in schools, then track changes in behavior before and after.
- Develop straightforward applications which track online study time and provide suggestions that meet the needs of each student

CONCLUSION

Study habits are largely influenced by students' opinions on online learning and e-learning. When it is used effectively, it enhances and equalizes the playing field for learning. If it is not used effectively, it can be problematic. With a few easy improvements, educators and leaders can help students in locations like Jammu and Kashmir to thrive in the field of technology.

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