



INTERNET USAGE AND ACADEMIC ACHIEVEMENT: SCHOOL LOCATION DIFFERENCES IN HIGHER SECONDARY SCHOOL STUDENTS OF KASHMIR VALLEY

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ABSTRACT The present study is an investigation of impact of internet usage on the academic achievement of rural-urban higher secondary school students. A total sample of 200 internet user higher secondary school students (100 rural and 100 urban) was selected from two secondary schools belonging to two districts namely Pulwama and Srinagar of J&K (India). The sample was selected through convenience sampling. Information blank was used to locate the internet user higher secondary school students and previous year examination grades obtained by sample subjects were taken as a yardstick of academic achievement. Mean, percentage and t-test were employed for data analysis. The findings revealed that school location influences the academic achievement of internet user higher secondary school students.

KEYWORDS : Internet Usage, Academic Achievement, Rural Urban Disparity

INTRODUCTION

Internet has revolutionized in each and every sector of the contemporary world such as medicine, engineering, agriculture, banking, etc. Its impact has however witnessed a great difficulty in education sector particularly in India. No one can deny its helping hand in education sector at large but comparatively on academia, its impact is meagre than other sectors of life. In recent years, internet provides a platform for broadening the social lives, enhancing the academic performances, enlarging the communications, removing the rural-urban distance disparities (Mir, 2019a). The world looks a global village due to the emergence of new technology like internet. Internet provides uncountable information on real time basis. In each and every second time, the knowledge gets outdated and upgraded as internet becomes heart beat of billions for creating and exchanging the information. The information can be accessed by millions of websites. Hence, the cheapest mode of information for learners is the internet.

The number of internet users gets alarming day by day ranging from producers to consumers, professionals to students, high users to low-users. Surprisingly students are the most users than general public. 86% students have been found as internet users ranging from high users to low users and general public constituted only 56% of internet usage in USA (Jones, 2011). India is far away from this internet usage statistics and constitutes only 26% internet users in 2015. Digital Campaign has been launched by Indian government in 2015 in order to make internet accessible to everyone and also to breed up the number of internet users.

Academic achievement is the scholastic achievement of a student (Mir, 2019b). It is what a student has learnt after being trained properly. It measures the students' knowledge and skill in a particular subject or group of subjects and is usually assessed in written or oral form. Usually it is expressed in marks, percentage and grades. Several factors that impact the academic achievement of students are well documented in the literature. These factors are demographic and geographic, socio-economic background, intelligence, study habits, self-concept, parental education level, parental involvement, home environment, school climate (Bhat & Mir, 2018), school size, school location (Mir, 2019c), gender (Mir, 2018), internet accessibility (Mir & Paray, 2018), etc.

In our society academic achievement is considered as a key criterion to judge ones potential inside and outside the classroom. When a student performs well academically, he/she is only then promoted to the next level of education. Not only this, academic achievement determines the socio-economic status of a student, aptitude level besides providing greater employment opportunities in government, public and private sectors. This way, academic achievement is central to education and also becomes the index for the survival of any educational institution. Literature revealed that there is a significant relationship between internet usage and academic achievement of secondary school students. A good number of studies have also found

to impact negatively on the academic achievement of secondary school students by the usage of internet. In fact it has been found that it is the attitude of student's usage of internet and the time spent on it impacted a lot on academic achievement. If the internet has been used wisely for educational purposes, then there is increasing academic achievement of students and if internet has been used for entertainment purposes, then students' academic achievement has been found at a decreasing level. No study has been conducted on higher secondary school students in Kashmir valley which prompted the researcher to have an in-depth study focussed on internet usage and academic achievement of higher secondary school students.

OBJECTIVES

1. To study the academic achievement of internet user higher secondary school students.
2. To compare the academic achievement of internet user higher secondary school students on the basis of school location.

HYPOTHESIS

There is no significant difference between rural and urban internet user higher secondary school students on academic achievement.

METHODOLOGY AND PROCEDURE

The present study is a descriptive study and descriptive survey has been used for data collection.

SAMPLE

A total sample of 200 internet user higher secondary school students (100 rural and 100 urban) was selected from two secondary schools belonging to two districts namely Pulwama and Srinagar. The sample was selected through convenience sampling.

TOOLS

Two information blanks were employed as instruments for data collection. Information blank 1 was used to identify internet user rural urban higher secondary school students and information blank 2 was used to collect the aggregate marks obtained by sample subjects in their previous year held annual examinations.

ANALYSIS AND INTERPRETATION

Table1: Showing the Percentage Distribution of Internet User Higher Secondary School Students on Academic Achievement (N=200)

Range of Scores	Grade	No. of Students	Percentage
91-100	A1	39	19.5
81-90	A2	26	13
71-80	B1	24	12
61-70	B2	31	15.5
51-60	C1	61	30.5
41-50	C2	11	5.5
33-40	D	8	4
Total		200	100.0

Table 1 indicates the percentage distribution of internet user higher secondary school students on academic achievement. It is revealed in the table that 19.5%, 13%, 12%, 15.5%, 30.5%, 5.5% and 4% internet user higher secondary school students have earned A1, A2, B1, B2, C1, C2 and D grades of academic achievement respectively. Hence, it becomes clear that majority of internet user higher secondary school students have earned C1 grade of academic achievement. In this way our objective no. 1 has been achieved. For further understanding, its graphical representation has been done under figure 1.

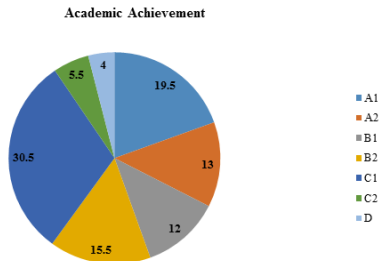


Figure 1: Showing the Percentage Distribution of Internet User Higher Secondary School Students on Academic Achievement

Table2:Showing Significance of Mean Difference between Rural and Urban Internet User Higher Secondary School Students on Academic Achievement (N=100 in each group)

Group	Mean	SD	t-value	Level of Significance
Rural	59.55	19.37	3.1	Significant at 0.01 level
Urban	67.58	17.32		

Table 2 represents the mean differences between rural and urban internet user higher secondary school students on academic achievement. It is quite visible in the table that the mean value of urban internet user higher secondary school students on academic achievement is 67.58 and the mean value of rural internet user higher secondary school students on academic achievement is 59.55. Hence, the mean differences favoured urban internet user higher secondary school students. The t-value is 3.1 which is found to be significant at 0.01 level of significance. In this way, our hypothesis which reads as "There is no significant difference between rural and urban internet user higher secondary school students on academic achievement" stands rejected.

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

It is concluded in the present study that school location influences the academic achievement of internet user higher secondary school students. It was found that urban internet user higher secondary school students have outscored the rural internet user higher secondary school students on academic achievement. The findings are supported by Mir (2018), Mir & Bhat (2018); Paray & Mir (2018); Bhat & Mir (2017); Ellah & Ita (2017); Dutta, Chetia & Soni (2016); Sunday & Olatunde (2011); Mehera (2004); Owoeye (2000); Bratte (2000); Obe (1984). However, the findings of Mili (2015); Yusuf & Adigun (2010); Okolosi (1997) revealed no such significant differences among rural-urban secondary school students on academic achievement. The reasons could be justified on the fact that urban higher secondary school students have high speed internet connectivity, conducive school facilities including equipped computer labs, easily accessible internet connectivity, computer teachers, mandatory computer classes and attendance, good infrastructure, etc. All these facilities have increased the academic achievement of urban higher secondary school students. Internet ban policy imposed by the government of India specially in rural areas for law and order reasons and the dearth of other facilities have impacted academic achievement of students badly. It is recommended that internet ban policy should be abolished and for law and order reasons government should ban social networking sites only. Also school climate of rural higher secondary schools should be made at par with urban higher secondary schools.

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