

## **INTERNET USAGE AND ACADEMIC ACHIEVEMENT: SCHOOL LOCATION DIFFERENCES IN 10<sup>TH</sup> CLASS STUDENTS OF KASHMIR VALLEY**

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### **Abstract**

*The study aimed to study the internet usage gap between rural and urban 10<sup>th</sup> class students and its influence on their academic achievement. 240 rural-urban 10<sup>th</sup> class students were selected randomly in which half of the students came from rural secondary schools and half were taken from urban secondary schools. Information blank was used to identify rural & urban internet user secondary school students. Academic achievement had been measured by the academic marks secured by sample subjects in their previous examination conducted by JKBOSE. Mean, percentage and t-test were employed for statistical analysis. The results confirmed that urban 10<sup>th</sup> class internet user students had high academic achievement grades than rural 10<sup>th</sup> class internet user students.*

**Keywords:** School Location; Internet Usage; Academic Achievement

### **Introduction**

Education is one of the key concerns of contemporary society. It decides the prosperity of mankind. It shapes and moulds the next generation of *Homo sapiens*. Education empowers a human child to lead a successful life. It brings out an integrated personality to a human child by developing his/her various aspects of capabilities at an utmost level. Indeed education is important to individual

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development, social cohesion, economic prosperity, community development, national development, etc. Education is intrinsically linked to all developmental goals. It supports gender empowerment, eradicates poverty, improves physical, mental and emotional health of children, breaks out rural urban disparities, and bridges the performance gap between government and private schools.

There are three levels of educational system in India- primary, secondary and higher education. Every structure of education has its own importance. Secondary education is equally important in the sense it acts as a bridge course between primary and higher education (Nayak & Rao, 2002). The main task of secondary school is to educate the young generation, to provide them knowledge, belief and skills essential for healthy life and survival. The effectiveness of school, in fact, largely relies on the achievement of students. This achievement of students, usually called scholastic or academic achievement, is assessed in formative or summative ways. To maximise this achievement is the goal of any educationist.

Academic achievement is considered to be as the end product of all educational activities. The term academic achievement denotes the excellence in school subjects. Any desirable learning among students may come within the domain of achievement. It determines the status of a pupil in a classroom with respect to knowledge or skills attained. Achievement is simply what a student can do after finishing a particular course of study. It is usually measured by examination marks or grades obtained by students in their tests. The tests are usually in oral or written form. High academic achievement, especially at secondary education level, determines not only the effectiveness of school but is also a major determinant of the future of younger generation in particular and national development in general (Aremu & Sokan, 2003, as cited in Osei-Mensah, 2012). Although there are good number of factors or variables arising out of school, home or student community influencing the achievement of students but school climate, which is often considered as the total personality of a given school, is the most influential factor influencing the appealing or displeasing note on student's achievement (Bhat & Mir, 2018).

The contemporary world is the scientific and technological world. Digital life could be seen in each facet of human life. The life has become quicker, rapid, better, easier and comfortable with the assistance of technology. Society gets softened, linkages have broadened, communications have enlarged and interactions got immersed with the advent of technology like internet. Internet is a logbook in which human events are kept recorded. At one click, it accesses 24\*7 real information. One of the core parts of education system is the internet. People often spend much time on internet to enrich their social lives. After China, India is the largest online market in the world. Students depend on the internet for educational and communication purposes. The use of internet influences the academic achievement of students (Mir & Paray, 2018; Paray & Mir, 2018). The present study is an attempt to investigate the

## **Internet Usage and Academic Achievement: School Location differences in 10<sup>th</sup> Class ...**

influence of internet usage on academic achievement of rural and urban 10<sup>th</sup> grade students. In the present investigation, school location means a particular area such as rural or urban where a given school is located. The influence of school location on academic achievement of students can't be ignored. Urban secondary school students have outclassed the rural secondary school students on academic achievement (Mir, 2018).

### **Objectives**

1. To study the academic achievement of 10<sup>th</sup> class internet user students.
2. To compare academic achievement of 10<sup>th</sup> class internet user students on basis of their school location.

### **Hypotheses**

There is no significant difference between rural and urban 10<sup>th</sup> class internet user students on academic achievement.

### **Methodology and Procedure**

#### *Sample*

A sample of 240 students studying in 10<sup>th</sup> class has been drawn randomly from two districts (Srinagar and Pulwama districts) of Kashmir province of J&K, India. The list of secondary schools was taken from office of the directorate of school education. After getting the list, only 04 secondary schools were selected through random sampling by using chit method. In each secondary school, 60 students of 10<sup>th</sup> class have been taken randomly for data collection. Academic achievement has been measured by the academic grades obtained by sample subjects in their previous examination conducted by JKBOSE.

#### *Collection of Data*

#### *Tools*

Information blank was used by the investigator to identify rural-urban 10<sup>th</sup> class internet user students. Besides this, the information blank has been utilised to ascertain the aggregate marks obtained by 10<sup>th</sup> class students in their previous year examination.

### **Analysis and Interpretation**

Table 1 shows that 18.75% of 10<sup>th</sup> class internet user students have earned A1 grade of academic achievement. 13.33%, 12.50%, 15.41%, 27.92%, 6.67% and 5.42% 10<sup>th</sup> class internet user students have respectively achieved A2, B1, B2, C1, C2 and D category of academic achievement. For further understanding, its graphical representation is shown in figure 1. In view of the above mentioned details (shown in table 1) the objective no. 1 which reads as, "To study the academic achievement of 10<sup>th</sup> class internet userstudents" has been realized.

**Table 1: Showing the Percentage Distribution of 10<sup>th</sup> Class Internet-User Students on Academic Achievement (Composite Score)**

Range of Score	Grade	No. of Students	Percentage
91-100	A1	45	18.75
81-90	A2	32	13.33
71-80	B1	30	12.50
61-70	B2	37	15.41
51-60	C1	67	27.92
41-50	C2	16	6.67
33-40	D	13	5.42
<b>Total</b>		<b>240</b>	<b>100.0</b>

The perusal of table 2 states that the mean score of rural and urban 10<sup>th</sup> class internet user students is 60.58 and 71.20 respectively. The obtained t-value comes to be 5.96. As the calculated t-value (5.96) exceeds the tabulated t-value (2.59) at 0.01 level of significance, therefore, it is concluded that a significant difference between rural and urban 10<sup>th</sup> class internet user students on academic achievement has been revealed. Mean difference, however, has favoured urban 10<sup>th</sup> class internet user students. In this connection our objective no. 2 which reads as, *“To compare the academic achievement of 10<sup>th</sup> class internet user students on basis of their school location”* has been realized and our hypothesis no. 1 which reads as, *“There is no significant difference between rural and urban 10<sup>th</sup> class internet user students on academic achievement”* stands rejected.

**Table 2: Showing the Significance of Mean Difference between Rural and Urban 10<sup>th</sup> Class Internet User Students on Academic Achievement (N=120 in each group)**

Group	Mean	SD	t-value	Level of Significance
Rural	60.58	20.73	5.96	Significant at 0.01 level
Urban	71.20	18.32		

**Finding**

Urban 10<sup>th</sup> class internet user students have outperformed rural 10<sup>th</sup> class internet user students on academic achievement.

### **Discussion and Conclusion**

The present study concludes that school location influences the academic achievement of 10<sup>th</sup> class internet user students. It was found that urban 10<sup>th</sup> class internet user students have earned high academic achievement scores than rural 10<sup>th</sup> class internet user students. The findings are supported by the findings of Mir (2018); 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. Urban secondary schools have favourable and conducive facilities including availability of equipped science labs and computer labs, sports and playground facilities, well trained and qualified teachers, innovative strategies of teaching-learning (Boit, 2012). Urban secondary school students are also engaged in tuition centres where tutors and expert teachers are teaching their specialized field of knowledge. In addition to this, there is high speed internet connectivity in urban areas. All such factors have strengthened the academic achievement of urban secondary school students. Due to dearth of such facilities in rural areas, there is low academic achievement among rural secondary school students. The low academic achievement of rural students was also found due to constant internet ban and internet curfew imposed by the government of J&K for law and order reasons.

### **Recommendations**

1. High speed internet connectivity in rural areas should be made at par with urban areas.
2. Internet curfew and internet ban policy mostly in South Kashmir should be abolished. The government can ban the social networking websites for law and order reasons.
3. Provision of equipped computer labs, computer trained teachers and computer class attendance for students should be made mandatory irrespective of rural-urban disparity.
4. Workshops regarding the better usage of internet at secondary and higher levels of education should be organized.
5. Anything related to sexual depiction material available on the internet be banned.

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