A STUDY ON INFLUENCE OF INTERNET USAGE, FACEBOOK USAGE AND YOUTUBE USAGE ON ACADEMIC ACHIEVEMENT AMONG RURAL SECONDARY SCHOOL STUDENTS

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ABSTRACT

According to Mahatma Gandhi "Education is an all-round drawing out of the best in child and man's body, mind and soul. It's the gateway to success. It helps us to develop thinking capacity, live the quality and qualified life not only this it develops disciplined life and helps to inculcate the moral values".

KEYWORDS: *child and man's body , mind and soul.*

1. INTRODUCTION

The central education system has introduced the National Education Policy 2020 to bring tremendous changes in education system of India. On 29 July 2020 it was approved by the Cabinet of India. This includes elementary education, higher education and vocational training both for urban and rural India.

2. OPERATIONAL DEFINITIONS OF TERMS USED:

a) You tube:

As You tube technology continues its rapid development, the device appears capable of contributing to students learning and improve academic performance. You tube provides many of the same educational enhancing capabilities by connecting with Internet such as file sharing, online information retrieval and helps to interact with professors and friends. The ongoing pandemic is ruling schools with different rules and learning structures.

b) Internet:

The Internet has turned our life upside down. It reconstituted communication to the extent that it has becomes medium of everyday communication. In almost everything we do, we use Internet from ordering food, buying articles, educational video sharing, moment sharing with friends and with the Internet facility it become easy for us to learn new things by a single click from anywhere in the world. Internet plays a vital role in education. Through Internet students prefer Google for their queries, problems or doubts. Google and Yahoo are most popular search engines which provide easy and instant solutions through vast amount of information in just a few seconds. It provides education through YouTube tutorial videos and web tutorials which is affordable to everyone and cost effective.

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c) Facebook:

Facebook is an educational tool also where the teacher creates the Facebook page, invite the students and inform the students to like the page. Teacher sends messages related to the class, their class projects can be updated and important class events can also be sent through Facebook. It helps the teacher and students in regular touch, which helps to develop strong understanding and bond between them (Bosch 2009)[4], which overall results in high academic achievement. It benefits the students to get connected with the people of similar interest all over the world. By connecting with foreign students' language skill will enhances.

d) Academic Achievement:

Within the educational institutions, to see the improvements in students, learning is regarded as one of the main aims. To achieve the desired academic outcomes, perfections need to be brought in instructional plans, teaching learning process, students must have friendly and pleasant atmosphere within the school as well as home. Students need to develop the habit of hard work, resourcefulness and desire to do the given task well, by virtue of all these it's possible to increase the performance in academics. Which can be measured by grades, awards, appreciations and marks scored.

3. NEED OF THE STUDY:

During the pandemic for almost a period of 18 months the students have been compulsorily exposed to online mode of education mostly by using YouTube. During this period, directly or indirectly, they are well versed in communicating through Internet and most popular apps such as WhatsApp, Facebook, Instagram etc., This exposure has certainly exerted both direct and indirect impact on their academic achievement. Since it is a random process which has not been done systematically, hence it is the need of the hour to assess the impact of electronic gadgets, Internet and addiction of students to social networking sites (Facebook) on their academic achievement, also, to assess the effects of time spending on You Tube, Internet and Facebook on academic achievement of secondary school students, to ascertain the relationship between YouTube, Internet, Facebook on Academic Achievement, to suggest measures to improve the study habits by students. The students of secondary schools by virtue of their age are highly attracted towards social networking sites. Hence the proposed study has been undertaken to carry out a systematic assessment on the influence of smart phone, Internet and Facebook on academic achievement of the secondary school students of Shimoga Dist., by using suitable methodology.

4. REVIEW OF THE LITERATURE

The research studies so far in the areas of the Impact of YouTube, Internet and Facebook in relation with academic achievement of secondary school students form the basis for setting objectives and hypothesis for the present study, thus the critical appraisal of the related studies is presented below;

1)Rekha Rani (2019)[13]found that parents allow their children to use mobile phones for studies and security purpose but they use mobile phones for other purposes and pay less attention towards studies, which results in poor academic achievement. The major objectives were; to study the relationship between Study Habits, *Social Competence, General Well-Being* and Mobile Phone Impact among Senior Secondary School Students, to compare the mean scores of Study Habits, Social Competence, General Well-Being and Mobile Phone Impact among Senior Secondary School students of Government and Non-Government Schools. Hypotheses of this study were, there is no significant relationship between *Study Habits, Social Competence, General Well-Being* and Mobile Phone Impact among Senior Secondary School Students.There is no significant difference between the mean scores of Study Habits, *Social Competence, General Well-Being* among Senior Secondary School students of Government and Non-Government Schools.

2) According to Bindu (2020)[2], the female students take up their academic activities with devotion and care, which helps in getting good result at the end of academic year when compared with boys, under

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the title *"Impact of social media, social skills and health awareness on academic achievement of high school students".*

The major objectives of the study were, to find out whether there is any significant influence of *social media, social media and Health Awareness on Academic Achievement* of high school students, to find out whether there is any significant influence of *social media, social media and Health Awareness on Academic Achievement* of male high school students, to find out whether there is any significant influence of *Social Media, Social Media and Health Awareness on Academic Achievement* of female high school students, to find out whether there is significant relationship between *Social Media and Academic Achievement* of High School Students. The hypotheses were, there is no significant difference between High School Students in Social Media Impact and its dimensions with respect to Gender, there is no significant difference between High School Students in Health Awareness and its dimensions with respect to Gender, there is no significant difference between High School Students Academic Achievement with respect to Gender, there is no significant difference between High School Students in Social Media Impact and its dimensions with respect to Locality

3) Alwagait et. al., (2015)[1]have reported that there is a nonlinear relationship between the two factors i.e. the average number of hours spent on social media network (SN) and their grade points average [G.P.A] scores, reveals that students' studies are negatively affected by excessive use of social media. This hypothesis of the study was, there is relationship between GPA and SN but this hypothesis is not satisfied. To find the relationship between GPA and SN normality tests were conducted. The survey was conducted among university students of Saudi Arabia in which 108 responses were receivedand descriptive statistics and normality tests were conducted.

4) Lepp et.al.,(2014)[7]investigated that cell phone use is negatively affecting the academic achievements and positively related to anxiety. Here investigation was done on large sample of college students, to find the relationship between total cellphone use (N=496) and texting (N=490) on SWL. Thehypothesiswas that the relationship between cell phone use and SWL would be mediated by Academic Performance (GPA) and anxiety.Data analysis was through SPSS, difference in GPA was examined by t-test between males and females, ANOVA was used to examine difference in GPA between the classes, corelation were performed,regression results shows that Grade Point Average (GPA) was positively related to Satisfaction With Life (SWL) and anxiety was negatively related to SWL Cell phone or texting is negatively related to GPA and positively related to anxiety, GPA was positively related to SWL and anxiety was negatively related toSWL.

5) Rabia et. al., (2019)[11] while studying the impact of media on the student's academic performance have observed that the students waste much of their time on social media platforms which may result in lowacademic performance. The survey method using questionnaire is implemented for the data collection and analysed using statistical package for social sciences (SPSS), Chi-square test, Man Witney U-test alternative of t-tests and Krushkal Wali's H-test. 270 surveys were done among the students of chosen colleges using stratified random sampling. Because, the use of media is increasing day by day, there is an interest how it is influencing student's education was studied. Different statistical techniques (descriptive and inferential) were implemented, graphical charts and formulation of hypothesis are applied. It is found that 183 (67%) respondents agreed that students waste much time on social media which results in low academic performance. Finally, it is recommended that students should be observed by parents and teachers when they use social networking sites.

4.1 Research gap analysis:

During the review of related literature, it was observed that this kind of study has been carried out mostly on graduate and post-graduate students, there are very few reports available on the secondary school students. Further, most of the studies have been done on students outside India. No such study has been conducted on the students of secondary schools in India with reference to the influence of smart phones, Internet and Facebook on academic achievement of the students. Ramesh and Nisha (2017)[12], conducted a study to understand the influence of social networks on student's performance. Their study is mainly focussed on percentage of users among the respondent's based on

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their ages and also the percentage of Impact of social networking platforms such as Facebook and google. They have also evaluated the time spent by the respondents on social media. However, their report does not clarify the influence of social networks on student's performance. Hence, in view of the above, the present study is proposed to be carried out on the secondary school students of Shimoga Dist., by employing appropriate methodology.

5. VARIABLES OF THE STUDY:
Independent Variables considered in the study:
i. You tube
ii. Internet
iii. Facebook

Dependent Variables considered in the study:
i. Academic Achievement.

6. OBJECTIVES OF THE STUDY:
1) To study the influence of usage of You tube, Internet and Facebook on academic achievement among rural secondary school students.

7. HYPOTHESES:
Internet usage, Face book usage and YouTube usage would not be significant predictors of academic achievement scores of students of rural secondary schools

8. METHODOLOGY:
8.1 Study population:
Population in this research is all secondary school students of Shivamogga district, and it has been identified there are 416 secondary schools (government, private aided and private unaided) in 7 taluks, in 416 secondary schools of Shivamogga district total 21,968 students are studying in class IX according to information provided by the office of Deputy Director, Department of Public Instructions, Shivamogga District, Shivamogga. In this 1500 students were selected for this study.

8.2 Sample of the Study:
As per the data obtained from Department of Public Instruction, Shivamogga. Among 7 taluks of Shivamogga district, the least number of the student strength has been selected, from which the strength of girls and boys was separated. From this data the least number of students has been selected and distributed equally, to calculate the total sample size for this study. As per the calculation the total sample size for Shivamogga Dist. The size of the sample is 250.

8.3 Tools used in the study:
Data is collected by following data collecting tools to test the hypothesis

(a) YouTube:
In order to measure this variable a standard tool *You tube Addiction Scale* developed by National Psychological Corporation (N.P.C) Agra is used.

(b) Internet:
In order to measure this variable a tool *Internet Impact Scale* developed by Shaloo Saini and ParaminderKour standardised by N.P.C., Agra is used.

(c) Facebook

This variable is measured by using *Facebook Impact Tool* developed by Madhuri Huda and Ankur Tyagi and standardised by N.P.C., Agra.

(d) Academic achievement:

Academic achievement was measured by total marks scored by the students of IX Std in exams, by the permission of school authority.

8.4 Collection of the data:

The investigator personally visited the secondary schools of the Shivamogga district. A good rapport was developed by head master of the schools and staff members and shall seek permission to administrate the tool on students. Required data relating to usage of You tube, Internet and Facebook by the students are obtained by administering the tests to the school students. The sex, management and location of the school are collected by personal data Performa. Thus, data is collected with proper instruction from secondary school students of Shivamogga district in this study Random Sampling technique is used for selection of the sample.

9. STATISTICAL ANALYSIS USED IN THE STUDY:

In pursuance of the objectives of the study as well as research hypothesis, reliable and valid statistical techniques are used by consulting research guide and experts.

To evaluate the null hypothesis, the multiple linear regression model was fitted and outcome of the model are presented in the following table.

Table: Outcome of multiple linear regressions modelling of academic achievement scores of students of rural secondary schools by Internet usage, Facebook usage and YouTube usage

Independent variables	Estimate	Std. Error of estimate	t-value	p-value
Intercept	124.9945	2.1915	57.0361	0.0001,S
Internet usage (X1)	0.0385	0.0429	0.8981	0.3694,NS
Facebook usage (X2)	-0.6220	0.0432	-14.3950	0.0001,S
YouTube usage (X3)	-0.7699	0.0724	-10.6413	0.0001,S

From the results of the above table, it can be seen that,
- It means that, the academic achievement scores of students of rural secondary schools are not influenced by Internet usage (X1).
- It means that, the academic achievement scores of students of rural secondary schools are negatively influenced by Facebook usage (X2).
- It means that, the academic achievement scores of students of rural secondary schools are negatively influenced by YouTube usage (X3).

Therefore, the multiple linear regression equation of academic achievement scores of students of rural secondary schools in terms of Internet usage (X1), Facebook usage (X2) and YouTube usage (X3) was found to be under:

Academic achievement (Y)= 124.9945+ 0.0385X1 - 0.6220X2 - 0.7699X3

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Table: Summery of multiple linear regressions modelling of academic achievement scores of students of rural secondary schools by Internet usage, Facebook usage and YouTube usage

Statistics	Value
Multiple R	0.8156
Multiple R^2	0.6653
Adjusted R^2	0.6642
F(3,396)	593.6255
p-value	0.0001,S
Std.TErr. of Estimate	1.5321

From the results of the above table, it can be seen that,
- The regression equation demonstrates that these variables i.e. Internet usage (X1), Facebook usage (X2) and YouTube usage (X3) can be effectively used to predict the academic achievement scores of students of rural secondary schools.
- This implies that when the regression equation is used to predict the academic achievement scores of students of rural secondary schools, the predicted values are likely to differ from the actual academic achievement by no more than ±1.5321.

Further, the relative contributions of independent variables i.e. Internet usage (X1), Facebook usage (X2) and YouTube usage (X3) on academic achievement scores of students of rural secondary schools in terms of proportions of variance predicted by each were determined and are given in the following table.

Table: Relative contribution of Internet usage, Facebook usage and YouTube usage on academic achievement scores of students of rural secondary schools

Independent variables	Beta value	r-value	Beta x r	% of contribution
Internet usage (X1)	0.0262	-0.5917	-0.0155	-1.55
Facebook usage (X2)	-0.4866	-0.7853	0.3821	38.21
Youtube usage (X3)	-0.3902	-0.7656	0.2987	29.87
Total				66.53

- This suggests that Facebook usage (X2) and YouTube usage (X3) have a stronger impact on academic achievement scores of students of rural secondary schools, with Internet usage (X2) contributing to a lesser extent.

CONCLUSION:
- Higher Internet usage scores of students of rural secondary schools are strongly associated with lower academic achievement scores. In other words, there is a confirmed, strong, and statistically significant negative relationship between Internet usage and academic achievement scores of students of rural secondary schools
- Higher Facebook usage scores of students of rural secondary schools are strongly associated with lower academic achievement scores. In other words, there is a confirmed, strong, and statistically significant negative relationship between Facebook usage and academic achievement scores of students of rural secondary schools
- Higher YouTube usage scores of students of rural secondary schools are strongly associated with lower academic achievement scores. In other words, there is a confirmed, strong, and statistically significant negative relationship between YouTube usage and academic achievement scores of students of rural secondary schools

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- The academic achievement scores of students of rural secondary schools are negatively influenced by Facebook usage
- Facebook usage and YouTube usage have a stronger impact on academic achievement scores of students of rural secondary schools, with Internet usage contributing to a lesser extent

10. EDUCATIONAL IMPLICATIONS

The findings on the impact of social networking sites (SNS) like Internet usage, Facebook, YouTube, and other platforms on the academic achievement of secondary school students highlight several important educational implications for students, educators, parents, and policymakers. Understanding these implications can help create a balanced approach to social media use within academic settings, maximizing benefits while mitigating potential drawbacks and are as follows:

- Incorporation of Digital Literacy in Curriculum-Given the pervasive role of social networking sites in students' lives, digital literacy should become an essential part of the secondary school curriculum. Teaching students how to use social media responsibly, manage their time effectively, and recognize credible information sources can help them avoid distractions and misinformation, promoting healthier, more productive engagement with these platforms.
- Guidance on Time Management and Healthy Online Habits-The research indicates that excessive time on social media can negatively affect academic performance by diverting attention from studies. Schools can play a role in helping students develop better time-management skills and establish boundaries for social media use. Workshops or counselling sessions on balancing social media with academic and personal responsibilities can provide students with practical tools to manage their online time effectively.
- Integration of Educational Content on Social Media Platforms-Social networking sites can also serve as powerful tools for learning and engagement when used appropriately. Educators can leverage platforms like YouTube and educational pages on Facebook to share academic content, interactive learning resources, and study groups that supplement classroom learning. Encouraging students to follow educational channels can foster a positive use of social media that aligns with academic goals.
- Parental Awareness & Involvement- Parents play a crucial role in monitoring and guiding their children's social media usage. Educating parents about the potential impact of SNS on academic performance and helping them set realistic limits on usage can support students in maintaining a healthier balance between social networking and academic work. Schools might consider parent workshops or informational sessions to provide strategies for creating a supportive home environment that prioritizes learning.
- Focus on Psychological and Social Well-being -Excessive social media use can lead to issues like anxiety, peer pressure, and comparison, which may also affect students' academic focus and self-esteem. Addressing these aspects through school counselling services and integrating well-being programs into the curriculum can help students navigate the social challenges of online environments. Educators and counsellors can help students build resilience, fostering a more positive approach to social media interactions.
- Policy Formulation on School-Based SNS Usage-or policymakers, the study's findings suggest the need for well-defined guidelines on the appropriate use of social networking sites within school environments. Policies that regulate or limit SNS usage during school hours can help minimize distractions. At the same time, creating structured ways for social media to be used as a learning tool rather than purely for recreation can reinforce positive academic impacts.
- Encouraging Critical Thinking and Discernment-Since social networking sites expose students to vast amounts of information, not all of which are reliable or educational, teaching critical thinking skills becomes even more essential. Educators can help students develop discernment when navigating online content, learning to evaluate sources, and making informed decisions about the information they encounter on SNS.

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By addressing these educational implications, schools can promote a balanced and beneficial approach to social networking, supporting students in harnessing the positive aspects of these platforms while minimizing their potential to distract from academic achievement.

11. SUGGESTIONS FOR FURTHER RESEARCH

Here are some suggestions for further research based on the study titled "Impact of Usage of Social Networking Sites on Academic achievement among Secondary school students " and are as follows:

- Longitudinal Studies on Social Media Usage and Academic Outcomes
- Comparative Studies Across Different Age Groups and Educational Stages Exploring the Role of Specific Social Networking Platforms
- Impact of Social Media on Cognitive and Mental Health Aspects Related to Learning
- Evaluating the Educational Potential of Social Media Platforms
- Examining Socioeconomic and Cultural Factors in SNS Usage and Academic Impact
- Investigating Parental and School Interventions on SNS Use
- Impact of Social Media on Study Habits and Time Management Skills
- Exploring Gender Differences in the Impact of Social Networking Sites on Academics
- Analyzing the Impact of New and Emerging Social Media Trends

Limitations of the study:

1. The study is limited to YouTube, Internet, Facebook of Social networking sites of the study.
2. The study is limited to 9th standard students of secondary school.
3. The study is limited to secondary schools only.

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