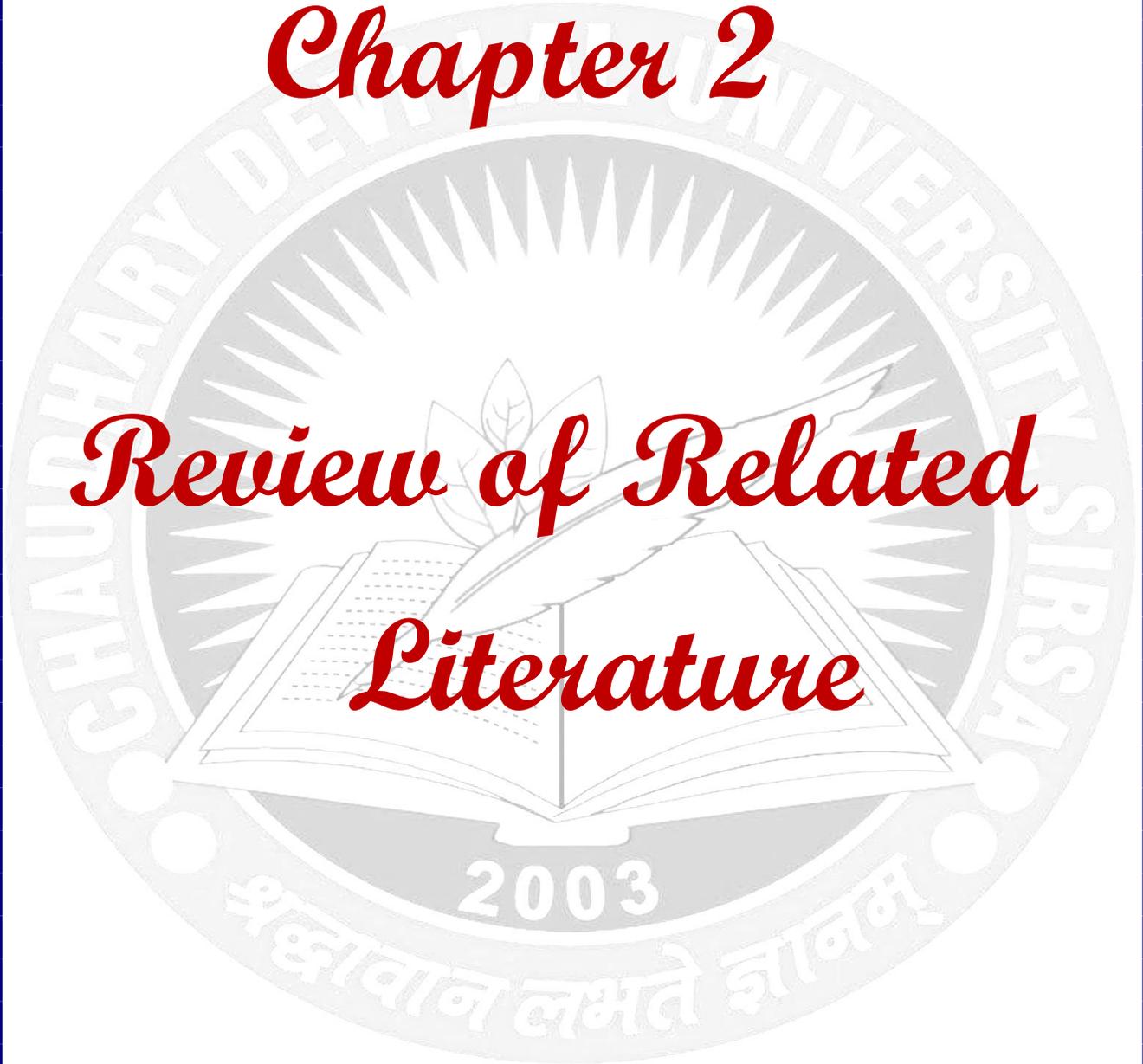# Chapter 2

Review of Related Literature

2.0   Introduction

Literature review is an essential and crucial aspect of research work. It is a pivotal step of research which explores the unknown concepts and the researcher collects the knowledge of the works that has been done in the area of his choice. A successful attempt towards the unknown could be made only after a thorough study of the review of the related literature. The research which is done without any deep study of review literature is like a building without any foundation. So, it is most essential for a researcher to be well equipped about both the specific problem under investigation and related studies. The study of related literature gives a peep glance into the problem and helps the investigator to acquaint with the techniques and methodology followed by earlier investigators to found an outcome to the problem under investigation.

Literature review is an account of published material or articles by researchers and scholars related to the study under investigation. It provides the present status of the research under investigation. It helps the researcher to avoid the wrong moves and proceed on his work in the light of previous researches. Review of related literature means evaluation, detection and reading of the latest and past research studies which are associated with the planned work. An attentive study of the research articles, journals, research reports, abstracts, theses, books, dissertations, periodicals etc. is an important step to understand the planned study deeply.

2.1   Importance of Review of Related Literature

The importance of literature review cannot be denied in any research. It allows the researcher to acquaint himself with the latest information related to the area in which he wants to conduct the research with the latest knowledge in the area in which he is going to conduct the research. No doubt this step takes a long period of a researcher but it is so beneficial part of a research work. Survey of related studies helps in avoiding the risk of duplication, provide theories, ideas, explanations or hypotheses valuable in formulating the problem. Review of related studies allows the researchers to acquaint with up to date knowledge of the field in which he is going to conduct her research. It helps the researchers in the selection of that appropriate area in which their efforts will add something innovative to the previous knowledge in a meaningful way. It is also fruitful in selecting methodology and preparing and comparing results meaningfully. Thus, the survey of related literature accomplishes numberless purposes and makes the researcher confident for pursuing his work.

Present review is an attempt to indicate the latest trends in this specific area of research and endeavour of the researchers which are, direct or indirect, related to the present investigation. Keeping in view the importance of review of related studies, the investigator reviewed the related literature material as much as she can from the different sources i.e. online Research Journals, Research Abstracts and Encyclopedias available online, universities' libraries, theses, dissertations etc. On the basis of the review collected from different sources, the investigator presented the whole review under following headings:

- Studies related to Usage Patterns of Internet
- Studies related to Alienation
- Studies related to Academic Achievement
- Studies related to Internet and Alienation
- Studies related to Internet and Academic Achievement
- Studies related to Alienation and Academic Achievement
- Studies related to Internet, Alienation and Academic Achievement

2.2   Studies Related to Usage Patterns of Internet

J. Steve et.al. (2002) found in his study that eighty-six percent of college students have gone online, compared with 59% of the general population. College students are frequently looking for email, with 72% checking email at least once a day. About half (49%) first began using the Internet in college; half (47%) first began using it at home before they arrived at college. Seventy-eight percent of the college students admit that at one time or another they have gone online just to browse for fun, compared to 64% of all Internet users. It is also found that 60% of college Internet users go online to download music files while 28% of the overall population download music files when they go online. 79% of college students admit that Internet use has a positive impact on their college academic experience. Only 19% of students said they communicate more with their professors via email than they do face-to-face. Nearly three-quarters i.e. 73% of college students said that the Internet is their primary source of searching information. They use it more than the sources of library. While only 9% of college students said they use the sources of library more than the Internet for searching any information.

LaRose, R. et.al.(2003) conducted a study on Unregulated Internet Usage: Addiction, Habit, or Deficient Self-Regulation? The impact of deficient self-regulation on media

behavior was examined in a sample of 465 college students. A measure of deficient self-regulation drawn from the diagnostic criteria used in past studies of pathological Internet usage was significantly and positively correlated to Internet use across the entire range of consumption, including among normal users who showed relatively few of the "symptoms." A path analysis demonstrated that depression and media habits formed to alleviate depressed moods undermined self-regulation and led to increased Internet usage.

Hanauer, D. (2004) conducted a survey on college students. The results of his survey revealed that community college gave free internet facilities to their students. 97% of the students reported that they accessed the internet. It was also found that 83% of the college students made use of internet at their home. 51% of the students used internet in their college library. 81% of the college students revealed that they used internet for the academic purposes while 80% of the students used it for e-mail and chatting with friends and family.

Weiser, E. B. (2000) assessed gender differences in specific uses of the Internet. The survey included 19 items and was made available to Internet users. For comparison, a paper-and-pencil version was administered to several hundred introductory psychology students. Numerous gender differences in preferences for specific Internet applications emerged. The results of the study revealed that showed that women use internet mainly for interpersonal communication and educational purposes, whereas males use the it mainly for entertainment and leisure purposes. However, additional analyses showed that several gender differences were mediated by differences in age and Internet experience.

Mishra, O.P., Yadava, N. and Bisht, K. (2005) undertook a study on the internet utilization pattern. The sample of the study was undergraduate students of G.B. Pant University of Agriculture and Technology, Pantnagar. The findings of the study indicated that Out of the total Internet users 67.7% were male students and 32.3% female students. A major part of the sample 85.7% used the internet. 61.5% of the male students made use of the internet for academic activities while 51.6% of the females students made use of the internet for academic activities.The results also indicated that 61.5% of the male internet users used internet services for preparing their assignments while 51.6% of the female internet users used it for preparing their assignments The findings of the study also showed that and used Internet for

preparing assignments. 83.1% male internet users and 61.3% female internet users indicated about the problem of slow functioning of the Internet connection.

Khare, S.K. et.al. (2007) carried out a study on the topic "Internet as a source of information: A survey of Ph.D. Scholars". Research Scholars, who used internet, were divided faculty wise in two groups. Out of the total sample 66% research scholars were internet users and 34% Research scholars were non-users of internet. Out of 34 non-users, 12 (35.29%) were males while 22 (64.71%) were females. There was too much difference in the use of internet in different facuties. In the faculty of technology and management, 100% research scholars made use of internet and in the faculty of Education, only 2% research scholars used the internet. Out of the total internet users, faculties if group 1 (faculty of life sciences, engineering, technology and management) made more use of internet than that of the faculties of group 2 (faculty of arts, social sciences, education, law and commerce). 69.69% research scholars of group 1 made use of the internet while 30.31% research scholars of group 2 made use of the internet.

Gordon, J. & Syed (2007) conducted a study on Internet use and well-being among college students. 312 college students were the sample of the study. The results indicated that male college students made more use of internet that the female college students. The top five uses which female college students exhibited were taking help of internet for homework, e-mail family and friends, messaging and talking or chatting with friends. The top five uses which male college students exhibited were listening and downloading music, taking help of internet for homework, e-mail family and friends, messaging and talking or chatting with friends. It was also found that internet was an important aspect of the lives of college students

Harmon (2007) explored a study on the topic "Let them use the internet: Why college instructors should encourage student internet use." He found that for new generation, Internet will be the first source of information. He concluded that college life may be very good and best opportunity for learning internet skills. Their college instructors can help them to learn to evaluate the quality of information they search online and to learn the effective use of the internet.

Johnson, G. M. (2007) carried out a study on College Student Internet Use: Convenience and Amusement. Four hundred five college students completed a questionnaire that assessed patterns of Internet use. Results describe college students, with rare exception, as Internet users. The vast majority of college students frequently

communicate online and access websites. While an Internet game experience is typical, relatively few college students are heavy online gamers. Overwhelmingly (i.e., 77.8%), college students conceptualized the Internet as a convenience, although 17.8% considered the Internet a source of amusement. Approximately 5% of college students reported that internet is just frustrating and sheer wastage of time.

Egea J.M.O. et.al. (2007) investgated the European citizens' adoption and use of Internet-related technologies. European citizens are classified according to their Internet usage patterns. They were classified among different segments on the basis of their usage patterns of internet. 16% of the sample were identified as Laggards, 2% of the sample were identified as Confused or Adverse, 19% as Advanced users, 19% as Followers and 44% as Non-Internet users. Sex provides significant differences between the identified Internet user segments: more frequent and innovative Internet uses are found among male respondents. The most advanced Internet users were found between the age of 20-29 years old, followed by internet users between the age of 30-39 years old. Education of the European citizens is also a distinguishing feature which shows clear differences between more and less innovative Internet users. While most Advanced Users hold college degrees, the majority of people without finished formal studies can be currently characterized as Non-Internet Users. A high number of Non-Internet Users can be found among unemployed people, which point to the existence of both financial and knowledge entry barriers in the use of Internet services. On the other hand, the highest percentage of Advanced Users has been found among service workers (white-collar employees). Location is also related to the frequency and innovativeness of Internet uses. Most advanced Internet users are usually located in metropolitan areas, whereas a higher share of non-Internet Users can be found in rural surroundings.

Bansode, S.Y. and Pujar, S.M. (2008) explored the Use of Internet by research scholars at Shivaji University, Kolhapur. The data was collected from 122 research scholars and found that all the scholars have adequate knowledge of Internet. Out of the total sample 59.83% were male scholars and 40.17% were female scholars. It was also found that majority of the users use Internet daily. 79.50% research scholars browse the internet once in a day. 14.75% research scholars browse the Internet 2-3 times in a week and 5.75% research scholars browse the Internet once in a week.

Grover, S. (2010) studied the usage patterns of Internet among people of different professions and the impact of Internet use on their personal, social, and occupational

life. The mean duration of Internet use was 73.43 months , and this was significantly longer for males compared to females . 65.38% of them had been using Internet on a regular basis for more than a year, and the mean duration of daily Internet use was 39.13 months and this was significantly longer for males than for females . The average time spent on Internet was calculated 2.13 h everyday . No significant difference was found between males and females. More than half of the sample i. e. 56.73% had been using Internet at least for 2 h/day. More than half of the sample i.e. 58.6% had been using internet daily for 1-3 h. Nine (8.65%) subjects had a first-degree relative who was currently using or had used alcohol or any other drug of abuse, leading to marked dysfunction in social and occupational functioning. When the respondents were asked to rank the purposes of their Internet use on a scale of 1 (i.e., most common purpose for use) to 5 (i.e., least common purpose for use). Education was the most common purpose of using internet for 62.5% of the sample. Other common purposes of using internet were chatting (50.9%), recreational (37.5%), and e-mailing (33.6%).

Gencer, S. L. (2012) explored Internet abuse among teenagers and its relations to some Internet usage patterns and demographic characteristics in a digitalizing country, Turkey. The researcher designed a cross–sectional research on three types of schools. Those schools differed in their academic performances. Data collection was done from 1380 high school students through a questionnaire. The results indicated that a small number of students were identified as Internet abusers who were experiencing severe problems. One fourth of the sample were identified as possible abusers who were experiencing occasional problems in their lives. The study also revealed that Internet abuse differed significantly in relation to gender and perceived academic achievement. On the other hand, no significant differences were found in relation to perceived socio–economic status and the type of school attended.

Aderonke, O.O. (2013) undertook a study on Internet Access and Use among Undergraduate students and the findings were : Major access to the internet are through their mobile phones, with 52.7% of the respondents, 33.9% access from their laptop using modem, 8.1% from home, only 6.4 % access through the University Digital centre while none access through the University Library. Frequency of use showed that 68.8% used the internet daily, 20.1% monthly, and 4.7% used weekly. 41.6% of the sample spent 7-9 hours in a week, 27.9% students spent 2-4 hours in a week, 18.5% students spent 5-6 hours in a week, 6.4% students spent less than 2

hours in a week, and 4.4% students spent 10-20 hours in a week while 1.3% students spent above 20 hours in a week. Academic purpose is the main purpose of using the internet by college students and online shopping is the least purpose of using internet. 88.9% college students agreed that internet facilitates the accession of information on research activities. 81.6% students agreed that the impact of internet on their academic work is positive. 81.2% students agreed that accessing information on the internet is far easy than in the library.

Hkawng, Z. (2016) conducted a study to find out the purposes of using Internet by the students of Eastern Theological College of Jorhat in India. And revealed that 5% respondents did not use Internet because of their lack of knowledge on the positive aspects of the Internet. 74% college students used Internet for the purposes of entertainment and social networks such as facebook, youtube, viber, etc. 32% students used Internet everyday. And 63% students used Internet 3-4 days in a week. 13% college students used internet for downloading reading materials related to their studies.

2.3   Studies Related to Alienation

Yin, R. K. & Lucas, W.A. (1973) investigated the decentralization and alienation and suggest that decentralization may affect alienation in terms of reducing sense of powerlessness, but it has no impact on people's trust in government. Decentralization of public services may therefore be one of many steps taken to reduce citizen alienation toward government, but it will not, contrary to expectations, significantly impact on alienation by itself.

Dong, Y. & Jin fu, Z. (2000) attempted to determine the Relationship between Alienation and the values of College Students and observed that the persons with strong sense of self dissociation pay more attention to the values of the orientation of fame and gain, while persons with strong sense of powerlessness pay less to it. Alienation has an apparently negative correlation with the orientation of individual happiness, social development, natural protection and interpersonal harmony. The findings of T test shows: the persons with strong sense of alienation differ apparently from those with weak sense of alienation in the orientation of individual happiness, natural protection, social development and interpersonal harmony.

Balachandran. M. et.al. (2007) conducted a study on the topic "Life Satisfaction and Alienation of Elderly Males and Females". Objective of the present study was intended to compare the alienation and life satisfaction of elderly men and women.

For this a sample of 74 men and 102 women belonging to Thiruvananthapuram district of Kerala were selected. Life satisfaction and Alienation were measured using appropriate standardized psychological tests. The results showed that elderly men experience less alienation than the elderly women, and the results were found to be significant. Both the groups do not exhibit significant differences in their life satisfaction.

Shrivastava, A. and Mukhopadhyay, A (2009) conducted a study on Alienation and Emotional Intelligence of Adolescents with Internalising Symptoms and assessed the emotional intelligence and alienation levels of students. Firstly, the researcher used Multi-dimensional Assessment of Personality test for the screening of the students. The sample of the study was 510 adolescent students. The range of age of the students was 14-18 years. These students were studying in different schools. The adolescent students were classified among four groups i.e. Affected group, Moderate group, Mild group and Normal group on the basis of the obtained score in the screening test. After the classification, questionnaires on alienation and emotional intelligence were administered to all the four groups. The results of the study revealed that affected group is more alienated than the normal group. And affected group is emotionally immature than the normal group in awareness and management.

Qiao-qiao, L. (2010) collected data from 270 students of Shanxi Agricultural University using stratified sampling method. The data were obtained through questionnaire investigation, and were analyzed by symptom checklist 90 and alienation test from Maddi et al to study the relationship between students' sense of alienation and mental health. The results showed that there was significant correlation between each dimension of college students' sense of alienation and each factor of mental health, expect adventure and somatization, nihilism and somatization,and nihilism and terror. Most of differences in high and low score groups of each dimension of college students' sense of alienation with each factor of mental health were significant, expect nihilism and somatization, and interpersonal sensitivity and terror.

Hascher, T. & Hagenauer, G. (2010) performed two studies with the aim to understand the time course of alienation from school and school factors that may influence alienation from school during early adolescence. In first study, 434 students were taken as the sample of the study. They all were from grade 5 - 8 . In second study, 356 students were taken as the sample of the study. These students were taken

from grade 6 - 7. The results of the study indicated that boys and low academic achievers were alienated. At the stage of early adolescence, the positive teacher – student unification and positive student – student unification are determining factors of academic alienation.

Bekhet, A. K. (2011) undertook a study on the effects of positive cognitions on the relationship between alienation and resourcefulness in nursing students in Egypt. A descriptive, correlational, cross-sectional design was used to examine hypothesized relationships among the study variables in a convenience sample of 170 first-year nursing students aged 17 to 20 years. Results showed that positive cognitions had a moderating and a partial mediating effect on the relationship between alienation and resourcefulness. It is imperative for nurse educators to generate interventions to enhance positive cognitions among nursing students.

El-Deeb, H. (2012) undertook a study to know the the levels of Alienation of Rural and Urban College Students. The sample of the study was 150 students of Zagazig University. The sample was randomly selected by the researcher. The researcher collected data through questionnaires and interviews. The results indicated that out of the total sample, the female students who faced self alienation were 71.59%, the female students who faced powerlessness were 53.4% of the total female students. The female students who faced the feelings of meaninglessness and isolation were 62.5% and 46.6% respectively. Out of the total sample, the male students who were having the feelings of normlessness and alienation were 48.38% and 50% respectively. The results also revealed that negligible significant difference between the alienation of males and females students. And significant difference was found between the alienation of rural and urban students.

Hui, Y. & Ai-shu, L. (2012) conducted a study whose topic was "Characteristic of Rural College Students' Alienation and its' Affect to Friendship Quality". 500 college students were administered Adolescent Alienation Scale and Friendship Quality Scale. The results of the study revealed that out of the total sample of 500 college students, 29.8% students were alienated. Out of the alienated students, 64.4% students were belonged to rural locality. The results of the study found significant difference between the alienation of urban and rural students. Significant difference was found between the alienation of rural college students in relation to gender and grade. Significant difference was found on friendship quality of different levels of alienation:

Low alienation group Medium alienation group High alienation group. Significant negative correlation was found between the friendship quality and alienation.

Cenk et.al. (2013) attempted to determine the work alienation level of physical education (PE) teachers who worked for public primary and secondary schools and to investigate their work alienation level. Data was collected from 264 PE teachers through internet and 144 PE teachers through face to face interviews. The results of the study, the level of PE teachers' alienation to work in the subscale of occupational isolation and powerlessness was determined as high and vocational alienation and meaninglessness was determined as low. There was significant difference in vocational alienation subscale between male and female PE teachers. According to marital status, there were significant differences in meaninglessness and vocational isolation subscales. Also, there were significant differences in meaninglessness and vocational isolation subscales according to school type. According to years of working experience and seniority, there were significant differences in work alienation levels of PE teachers in subscales of powerlessness and vocational alienation. Also, there were no significant differences in work alienation levels of PE teachers according to their school type.

Ozdemir, A. & Rahimi, A. (2013) revealed that classroom environment definitely has an effect on student engagement and learning. Students expect a pleasant, constructive environment where they feel relaxed and stress-free and an environment which enhances their learning. Another conclusion that can be drawn out of this study is the effect of the classroom environment on student achievement. All the students point out that their achievement depends highly on a competent teacher with strong skills of class management, appropriately designed materials and a variety of activities and teaching methods. Thus, it can be concluded that student learning is influenced by classroom environment. Furthermore, teacher attitude, peer attitude, task and material varieties are the main variables determining whether students are engaged and learning or are alienated from learning.

Erbas, M. (2014) conducted a study to determine the alienation levels and attitudes of physical education teacher candidates towards the teaching profession and identify the relationship between their alienation levels and their attitudes towards teaching. The study group consisted of 695 teacher candidates studying in physical education and sports teaching departments. It was found that the average scores of the male candidates were higher compared to the female candidates in terms of three

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dimensions, which were powerlessness and meaninglessness. For the isolation sub-dimension, a significant difference was found. The average score for the alienation level of male teacher candidates was higher than for female candidates. When the professional love dimension, which is one of the sub-dimensions of the attitude towards the teaching profession, was examined, it was seen that the average scores of the female teacher candidates were higher compared to the scores of the male teacher candidates. For the professional concern sub-dimension, the average professional concern scores of the male teacher candidates were higher than for the female candidates. For professional attitude, when the total average scores were examined, no significant difference between male and female teaching candidates was found. The results of the study showed that there were moderate alienation levels and attitudes of physical education teacher candidates towards their teaching profession. And their alienation levels were important predictors of the attitude levels towards the teaching profession.

Contucci, P. & Vernia, C. (2014) examined alienation in Italian cities. Social network fragmentation from collective data findings show that large cities display the behaviour of highly fragmented trust networks where individuals face possible phenomena of alienation. Smaller cities and villages instead behave like fully connected social systems with a rich tie structure, where isolation is rare or completely absent.

Juyoun, Y. and Kyung-Sook, B. (2015) attempted to study perceived alienation of, and social support for, siblings of children with cancer and found that the participants' perceived alienation showed a negative correlation with general social support, but no relationship with nurses' support. Although direct relationships between nurses' support and the siblings' alienation were not found in this study, the siblings perceived that the support of nurses was moderately helpful. Nurses can help siblings by providing support.

Kaçire, I. (2015) explored a study to know the level of alienation and it's impact on general satisfaction of university students'. The sample of the study was 551 students. The data was collected by using scales on alienation and general satisfaction. It was found in the study that level of alienation of university students negatively and significantly affects and explains their perception of general satisfaction.

Hernandez-Martinez, P. (2016) conducted a study on the topic "Lost in transition": Alienation and drop out during the transition to mathematically-demanding subjects at

university and explored the reasons why some previously engaged students drop out during their transition to mathematically-demanding university degrees. The concept of alienation is used to explain drop out: alienation occurs when social practices restrict the individuals' agency in such ways that they are unable to transform the social conditions in which they participate, even though they might place a great effort in doing so, hence becoming alienated objectively and subjectively. So, for instance, engineering students that see themselves as 'practical', find that the theoretical/academic practice of university mathematics becomes irrelevant to their aspirations and ways of learning, i.e. alien to their identity as learners. The impossibility of changing this situation becomes recognised and results in their drop out.

Monika & Devi, N. (2017) carried out a comparative Study of Alienation among Urban and Rural College Students of Delhi University. The sample of the study were 200 college students. These students were undergraduate students of colleges of Delhi University. Data was collected by using Alienation scale of Dr R.R. Sharma. The results of the study showed that in colleges of urban locality, male students showed high scores than the males of colleges of rural locality. This showed that male college students of urban locality were more alienated than male college students of rural locality. Difference was found insignificant between the alienation levels of male and female students of Delhi University. Difference was found insignificant between the alienation of male and female college students of urban area. Difference was found insignificant between the alienation of male and female college students of rural area. Difference was found insignificant between the alienation of male college students of urban and rural locality. Difference was found insignificant between the alienation of female college students of urban and rural locality.

Öksüz,Y. & Öztürk,M.B. (2017) undertook a study on the topic "Relationship between Levels of Student Alienation and Hemsehrilik Attitudes of University Students: A Study on Kyrgyz-Turkish Manas University Students". The sample of 300 university students were taken for the study.It was found that there was difference between the mean scores of female and male university students. This indicate that male students of university are more alienated than the female university students but the difference in the mean scores was not significant. The results also indicated that level of alienation of university students was affected by the class and home city of

their parents. There was not significant relationship between level of alienation and "hemsehrilik" attitude of university students.

Qadir, F. & Basu, N. (2018) undertook a study to assess the alienation among rural and urban higher secondary school students of Kashmir valley. A sample of 600 students from higher secondary schools was taken for the study. Data was collected through Student Alienation Scale developed by Dr R.R. Sharma. The results of the study revealed that the difference between the alienation of urban and rural students of Kashmir valley was found significant. The school students of urban locality showed high alienation level than that of school students of rural locality.

Gupta, S. (2018) conducted a study on the topic "Alienation of male and female adolescents in relation to locus of control". A sample of 100 adolecent students was chosen randomly. The objectives of her study were: (i) To identify alienation of the students at the adolescent stage. (ii) To ascertain the effect of locus of control on alienation at adolescent stage. (iii) To explore the relation of alienation with locus of control at adolescent stage.(iv) To find out the difference in alienation of male and female adolescent stage.

She found all the adolescents of Bahadurgarh town were found to have average alienation. There exists significant effect of locus of control on alienation. Significant and negative relation exists between alienation and locus of control. No significant difference found in male and female adolescents on alienation.

2.4 Studies Related to Academic Achievement

Sood, R. & Kumar, D. (2007) explored a study of 100 students from 10 senior secondary schools of Haryana. In which 50 students were first generation learners and 50 subsequent generation learners. The tools used included study habits inventory by M.N. Palsane and Anuradha Sharma (Agra, 1989). In the study academic achievement was taken as the total marks obtained by students in previous years. After collection of the data a qualitative analysis was done to it. The study reveals that learners belonging to good study habit groups have better academic achievement. The rural and urban subsequent generation learners have better academic achievement than rural and urban first generation learners.

Singh, A. & Singh, A. K. (2007) found that there is no significance difference in mean achievement score of forward caste and backward caste students, even if mean score of forward caste students is higher than backward caste. There is significant difference in mean achievement scores of boys and girls students in mathematics.

Since the mean score of the boys was superior to the girls, it may be said that boy students seem to be better in achievement in mathematics than girl students. There is significant difference in mean achievement score of urban and rural students in mathematics. Since the mean score of urban students is superior to rural students, it may be said that urban students seem to be better in achievement in mathematics than their rural counterparts are.

Ghosh, A. (2007) revealed significant positive relationship between siblings with respect to their self-efficacy beliefs in arithmetic, achievement in arithmetic and reading comprehension. Linear regressions analysis indicated that for this group of students achievement in arithmetic and reading comprehension can be efficiently predicated by one's perceptions of self-efficacy. Different group of siblings revealed more or less similar pattern of relationship between judgements and arithmetic. Participant mobility by parents, siblings, peers and teachers can play an important role in this aspect of school training.

Vishwakarma, R. S. (2008) concluded that the impact of school environment on academic achievement of the boys and girls of the urban government upper primary schools is higher. The impact of rural non-government upper primary schools' learning behaviour is higher on boys and girls in comparison to rural government upper primary schools' learning behaviour. The impact of school environment on learning behaviour of the boys and girls of urban non-government upper primary schools is higher.

Mittal, A.(2008) assessed Academic Achievement of Secondary Level Students in Relation to their Mental Health and Locality. And revealed that significant difference was found in the academic achievement of urban and rural students of secondary level. Students of urban locality performed academically better than the students of rural students. The difference between mental health of secondary level students of different localities is not significant. There is no significant difference in mental health of secondary level students of rural as well as urban localities. The relationship between academic achievement and mental health of students of secondary level of urban locality is highly significant. The relationship between academic achievement and mental health of students of secondary level of rural locality is highly significant. There is no significant difference between correlation coefficient of academic achievement and mental health of secondary level students of different localities.

Xuehui An et.al. (2008) observed that perceptions that teachers treat students fairly are significantly related to current achievement, net of prior achievement and other factors. In addition, two items tapping perceptions of classroom teaching style — lecturing and encouraging questions — are marginally significantly related to achievement, with students who report less lecturing and more questioning showing higher scores. They also observed that two dimensions of engagement, namely academic confidence and alienation, are significantly associated with current achievement, net of prior achievement and other measured factors. Children who report more confidence and less alienation are children who score better.

Palta Singh, S.(2008) performed a study on 180 students of class IX of two Oriya medium secondary schools and found that significant and positive correlation was found between creativity and intelligence students of Oriya medium secondary schools. Significant positive correlation was found between secondary school students' creativity and science achievement. Significant and positive correlation was found between secondary school students' creativity and scholastic achievement scores. Significant positive correlation was found between intelligence and science achievement students of Oriya medium secondary schools. Significant and Positive correlation was found between total intelligence and academic achievement of students of Oriya medium secondary schools.

Mohalik, R.(2008) reviewed the Impact of In-service Teacher Education Programmes on Teacher Effectiveness and Students Achievement in English and found that In-service teacher education has significant impact on teacher effectiveness of secondary school English teachers taken as a whole. Teacher effectiveness of female teachers having B.Ed qualification is influenced by their participation in In-service Teacher Education (ISTE) programmes. When considered separately about the impact of ISTE on teacher effectiveness of urban teachers, male and teachers having M.A., B.Ed qualifications, it showed no impact on their teacher effectiveness . (2) The achievement of students in English is influenced by their teacher's participation in ISTE. The achievement of rural and urban, boys and girls students taught by teachers participated in ISTE is better than the students taught by teachers without having ISTE.

Yadav, M. K.(2009) undertook a study in two English medium schools (following CBSE pattern) of Indore. The purposive sampling technique was used to select the sample from these schools. The sample thus comprised of 86 students, in which 59

were boys and 27 girls. They revealed that the accuracy of self assessment of achievement in Mathematics was found to be independent. The ASAAM was found to be independent of the interaction between gender and dependence when intelligence and achievement were taken as covariates. The ASAAM was found to be significantly influenced by the achievement level of students when intelligence and dependence were taken as covariates High achievement were found to self assess themselves more accurately than the low achievers. The ASAAM was found to be independent of interaction between gender and achievement when intelligence and dependency were taken as covariates.

Devi Uma. M. R.(2009) conducted a study which focussed on Problem Solving Ability and Academic Achievement of Students of Secondary Schools. The objectives of the study were; (i) To investigate the problem solving ability of IX standard students based on sex and type of school. (ii) To investigate the mean differences, if any, between the level of problem solving ability of IX collected data from 200 IX standard students of which 100 boys and 100 girls were selected randomly from both private and government secondary schools of Davangere city, Karnataka. And found that difference was found insignificant between the problem solving ability of students with respect to gender. Difference was found insignificant between the problem solving ability of students studying in government and private schools. Significant difference was found among academic achievement of students with high, moderate and low problem solving ability. There is a positive relationship between problem solving and academic achievement of IX standard students.

Muola, J. M. (2010) attempted to determine the association between academic achievement motivation and home environment. The sample of the study was 235 students of class 8th. These Kenyan students were taken from six primary schools of urban and rural locality. The students were of age between 13 and 17 years old. Data was collected through two questionnaires which provided information about students' levels of academic motivation and home environment. The results showed significant and positive association between home environment and academic achievement motivation of students of class eighth. Relationship was not found significant between Parental encouragement and academic achievement motivation.

Awan, R. et. al. (2011) conducted a study that aimed to examine the achievement and its relationship with achievement motivation and self concept. The subjects consisted of 336 students (146 males and 172 females) from four public and four private

schools of the Sargodha district at the secondary level. Intact groups of all eight schools enrolled in 9th grade were involved in the study. The results revealed that achievement motivation and self concept are significantly related to academic achievement. Significant gender differences were discovered which were in favor of girls. It was suggested that teachers must use motivational strategies to involve students in academic activities for improving their grades.

Alokan, F. B. & Arijesuyo, A. E.(2013) investigated the difference between the academic performance of students from rural environment and students from urban environment. A descriptive research design of survey type was adopted for the study. The sample consisted of 240 students from six randomly selected schools. The results of the study revealed that difference was found insignificant between rural and urban students with respect to their academic performance. It can be concluded from the result that, all else equal, rural students do not suffer disadvantage in their academic performance simply as the result of their residence in rural areas or their attendance at rural schools. It was recommended, among others that rural deficit model should be further examined as educators take a new and more objective look at the performance of the many different types of rural students. Also, parents and students should not feel that they must attend metropolitan schools in order to achieve success.

Barkur, R. R. (2013) performed a study which involved 244 second year Bachelor of Medicine and Bachelor of Surgery (MBBS) students of Melaka Manipal Medical College and these students were categorised as high performers and low performers based on their first year university examination marks. The result showed a strong positive correlation between performance approach, performance avoidance and work avoidance orientations. Of the four goal orientations, only the mean scores in work avoidance orientation differed for low performers and high performers. Work avoidance type of goal orientation among the low performer group may account for their lower performance compared with high performer group. This indicates that academic achievement goal orientation may play a role in the performance of undergraduate medical students.

Sharma, A. (2014) attempted to study whether the students of different academic achievement levels have the same emotional intelligence and examined if there is any correlation between the two variables — EQ and academic achievement. She found insignificant difference between high and low achievers with respect to their emotional intelligence. Difference was found insignificant between average and high

achievers with respect to their emotional intelligence. Significant difference was found between average and low achievers with respect to their emotional intelligence. Significant difference was found between high achiever males and females with respect to their emotional intelligence. Significant difference was found between average achievers males and females with respect to their emotional intelligence. Difference was found insignificant between low achiever males and females with respect to their emotional intelligence. There is significant difference among emotional intelligence of low, high and average achievers. There is insignificant correlation between emotional intelligence and academic achievement.

Goni, U. et.al. (2015) examined the differences between students' gender and academic achievement in Colleges of Education in Borno State. The results indicated that there was no significant differences exist between gender and Academic performance in Colleges of Education in Borno State, in favour of female students therefore, the null hypothesis was accepted. The recommendation advanced was that: the male students lack pocket money thus, and state government should increase their annual scholarship so as to support their academic activities.

Joseph, A. et. al. (2015) studied the relationship between student's gender and academic performance in computer science in New Bussa, Borgu local government of Niger state. Questionnaire which consist of 30 multiple-choice items drawn from Senior School Certificate Examination past questions as set by the West Africa Examination Council in 2014 multiple choice past question was used as the research instrument consist. The questionnaire was administered to 275 students from both private and public schools in the study area. The students' responses were marked and scored, afterward analysed using independent t-test. The results of the study showed that even though the male students had slightly better performance compared to the female students, it was not significant. This better performance was found to be pronounced in the private school which was shown to possess the best male brains found in the study area.

Bichi, A. A. (2015) examined the gender difference in the performance of students in English language in Nigerian secondary schools. Ex-post facto design of descriptive research was adopted for the study. A proforma was used to collect data from a sample of three hundred (300) students, selected using stratified random sampling procedure from the Science secondary schools in Kano state Nigeria. The data collected were the students' performances in English language achievement test.

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Overall results showed that students perform below average and a significant gender difference exists in English performance, significant gender difference was also observed with respect to school location; Females performed above average in both urban and rural schools while males performed below average. It was recommended that English teachers should regularly test students on the various English concepts and feedback provided should be used to prepare them for credible performance in English at both internal and external examinations.

Baruah, G. and Borbora, R. (2016) studied the influence of security on the academic achievement of both Male and Female students of Higher Secondary level and found that low Security has negative influence on Academic Achievement. Test context security is the most influencial variable to affect the security level of the children. The pass percentage of Female students is better than the Male students in their Higher Secondary Examination at different levels of security. It has been found that Male students are more prone to Perspective context insecurity than the other areas. While on the other hand Female students showed more insecurity in the area of Family context. Therefore it can be concluded that Security has a significant influence on the academic achievement of both Male and Female students in their Higher Secondary examination of Guwahati.

Faisal, R. et.al. (2016) evaluated the academic achievement of rural and urban undergraduate medical students in pharmacology examinations. For evaluating the students' academic performance, urban and rural students were divided into four groups: Group 1: who got <50% marks in exams; Group 2: who scored between 50% and 69% marks; Group 3: who scored between 70% and 79% marks; Group 4: who got ≥80% marks. The results indicated that significant difference was found with *P*-value 0.038. Additional comparison revealed insignificant difference in multiple choice questions (MCQs) with *P*-value 0.152 while significant difference was established in short essay questions (SEQs) with *P*-value 0.043. Overall conclusion of the present study showed significant difference between the academic performance of urban and rural students.

Frimpong, K. et. al. (2016) conducted a study which seeks to determine how often students use their phones in the classroom, examine mobile phone technologies available for learning, and find the effects of mobile phone usage on the students' academic performance. A sample size of three hundred and six was chosen for this study. On the students' use of mobile phone in the classroom, 93.5% have ever used a

mobile phone during classes' hours with 91.8% using mobile phones in class to enhance their understanding of topics understudy. Almost half of the respondents agreed that mobile phones usage distract them during lectures and hence can lead to a decline in GPA since these distractions were in the form of visiting social media site, text messages and receiving calls instead of concentrating on on-going lectures. Although most disagreed but rather said the use of mobile phones causes an increase in GPA since it can lead to increase in information research skills, increase in academic reading skills, increase in academic writing skills as well as an increase in social life of students.

Sherafat, R. and Venkatesha Murthy, C.G. (2016) attempted to understand whether study habits affect academic achievement among secondary and senior secondary school students. Results indicated that the study habits facilitate higher academic achievement. Further, it was also found that secondary school students are significantly better than senior secondary students on study habits. Thus, study habit is found to be an important correlate of academic achievement.

Owoh, T. M. (2016) examined students' academic achievement in Basic Electronics in six technical colleges in Enugu State. The findings revealed that the females performed better than their male counterparts. The findings further revealed that the urban students performed better than their rural counterparts. Difference was found significant between the mean scores of male and female students in Basic Electronics in Urban and Rural technical colleges. There is no significant difference in the mean academic achievement of urban and rural students in Basic Electronics in technical colleges in Enugu State. Based on the findings of the study, it was recommended that learning should be improved upon to enhance the academic achievement of students.

Shin, T. et. al. (2017) compared the effects of instructor and peer rationales on 59 undergraduates' motivation and achievement in an online course. Both peer and instructor rationales positively influenced students' interest in and perceived utility value of upcoming course content in the short term, but only peer rationales increased students' applied knowledge and final grades at the end of the semester. Unexpectedly, peer rationales also decreased students' relatedness to instructors. Qualitative results suggest that peer rationales may influence achievement by way of identification processes, while instructor rationales focus students' attention on content.

Waswa,. N. N. (2017) investigated the influence of Principals' communication skills on students academic performance. The study adopted a mixed methods approach and a descriptive survey design. Using purposive and simple random sampling techniques, a sample size of 44 principals, 369 class teachers and 369 class prefects was selected to participate in this study, giving a sample size of 782 respondents Data was collected by administering a likert scale questionnaire and an interview schedule. Quantitative data was analyzed using descriptive statistics of frequencies, percentages, means and standard deviation. Qualitative data was analyzed by describing emerging content from the respondents in relation to the study objectives. The study established that communication skills influence teaching and learning. From the results it is concluded that academic performance is improved if school communication was enhanced.

Faisal, R. et. al. (2017) attempted to examine the Academic performance of male in comparison with female undergraduate medical students in Pharmacology examinations.Objective of the study was to compare the academic performance of male and female medical students in Pharmacology examinations.The study was conducted at Rehman Medical College, Peshawar, Pakistan, from March to August 2015. For evaluating the students' academic performance, male and female students of academic sessions 2013-14 and 2014-15 were divided into 4 groups. Group 1: < 50% marks; Group 2: 50-69% marks; Group 3: 70-79% marks; and Group 4: >80% marks. Of the 200 medical students enrolled, 102(51%) were male and 98(41%) were female. There was no significant difference in the academic performance in terms of gender in multiple choice questions (p=0.811) and short essay questions (p=0.515). The effect of attendance was also insignificant (p=0.130). Significant difference was found between the academic records of urban male and female students compared to rural students (p=0.038). Boarder students' results were insignificantly different from those of day scholars (p=0.887). Difference was found insignificant between male and female students with respect to their academic performance.

Islam, M.R. & Khan, Z.N. (2017) studied the impact of residential locality of the students and school management types on academic achievement of the student at national level. The major objectives of the study were (i) to know the differential impact of locality of student on their academic achievement, (ii) to examine the impact of types of school on student''s academic achievement. The whole study was based on secondary data derived from sources like- NAS-NCERT, ESG-MHRD etc.

The results showed the difference in academic achievement of the 10th grade students exist at national level on an average on the ground of living locality. It shows that school students who are living in the rural areas got less marks in all the subjects i.e. English, Mathematics, Science, and Social Science than the students who are from urban areas. Rural students scored 247 on an average on Math, Science and Social science whereas urban students scored 257 much higher than their rural counterpart. It also shows that extreme difference prevailed between rural and urban students in their achievement in English. The difference may be because of funding, lack of infrastructure and many more.

Haolader, F.A. et. al. (2017) conducted a research under the topic "A Comparative Study on the Academic Performance of Students in Bachelor's Degree of Information Technology Having Arts and Science Background in Uganda" The purpose of this study therefore, was to compare the academic performance of students in the Bachelor's degree of Information Technology (BIT) having Arts and Science backgrounds in universities of Uganda. In order to achieve the objective of this study, a sample of 202 (130 Arts and 72 Sciences) final year BIT students were purposively selected from two universities in Uganda. The results revealed that difference was found significant between Arts and Science students. Science students outperforming their Arts colleagues in the overall semester final examinations. Nevertheless, Arts students slightly perform better than the Science students in some course units of this programme though the difference is not statistically significant. Therefore, according to results from the analysis, the researcher concludes that Science students perform better than Arts students in this course.

Laur, B. (2017) analyzed the effect of academic motivation (high, average and low academic motivation) and locality (rural and urban) on biology achievement among students of senior secondary school. Descriptive survey method was adopted. For this purpose, a sample of 326 students was drawn randomly from private senior secondary school affiliated to CBSE from Rohtak district of Haryana State. Academic Achievement Motivation Test (AAMT) by Sharma (2005) and a self developed Biology Achievement Test were administered to assess the level of academic motivation and achievement in biology respectively. The collected data was analyzed with the help of two-way AVOVA with 3×2 factorial design. Results of the study revealed that significant relationship was found between academic motivation and the

academic performance of the students. Interaction effect of academic motivation & locality was found significant on the academic achievement.

2.5 Studies Related to Internet and Alienation

Kraut R. (1998) conducted a study to examine the effects of the Internet on social involvement and psychological well-being. In this sample, the Internet was used extensively for communication. Nonetheless, greater use of the Internet was associated with declines in participants' communication with family members in the household, declines in the size of their social circle, and increases in their depression and loneliness.

Shaw, L.H. and Gant, L.M. (2002) undertook a study on the topic ' In defense of the internet: the relationship between Internet communication and depression, loneliness, self-esteem, and perceived social support'. The participants of this study were observed in five chat sessions in which they were engaged with an anonymous partner. They were administered scales at three different intervals to measure their levels of depression, loneliness, self-esteem, and social support. Time to time, any changes in their scores were tracked. It was found that use of Internet decrease loneliness and depression significantly, while the use of internet increase the perceived social support and self-esteem significantly.

Slater, M. D. (2003) conducted a research on the topic, ' Alienation, Aggression, and Sensation Seeking as Predictors of Adolescent Use of Violent Film, Computer, and Website Content' This study examined predictors of various types of self-reported use of violent media content by 8th graders (N = 3,127) from 20 schools around the U.S. Hierarchical regression analyses indicated that gender, sensation seeking, aggression, and frequency of Internet use had relatively strong contributions to explaining the use of violent media content composite and the measure of violent website content use. Alienation variables contributed significantly, though modestly, to variance explained in the use of violence-oriented websites, but not to the composite measure. Alienation from school and family also appeared to partially mediate effects of sensation seeking and aggression on use of violent Internet content. A negative feedback loop model for linking uses and gratifications approaches to the study of effects of violent media content on adolescents is suggested.

Chak, K. and Leung, L. (2004) examined the effect of shyness and locus of control, online experiences, and demographics on Internet addiction. The data was collected from 722 Internet users.Online and offline methods were used to collect the

data of the study. The results of the study revealed that shyness and internet addiction were highly correlated with other. The more the person is addicted to the internet, the shyness of the person increases. Persons who are internet addicted, showed high use of internet per week and time of using internet in one session. These sessions were related to e-mail, chatting, news and online games.

Erdoğan,Y. (2008) investigated the associations among Internet usage, attitudes towards Internet and loneliness. of Turkish adolescents. The researcher collected data by using Internet usage questionnaire, Internet attitudes scale and UCLA loneliness scale. Data was collected from 1049 adolescent students. The findings of the study revealed that there was positive significant relationship among loneliness, Internet attitudes and increased Internet usage. The mean scores of the adolescents who made excess use of internet for non-academic activities like messaging, games, emailing were higher than the students who did not made use of internet for non-academic activities. Male adolescents felt more loneliness than female adolescents. Frequency of internet usage was observed higher in the male adolescents. Frequency of e-mailing was observed higher in the female adolescents. It was also observed that male adolescents showed higher frequency of web surfing and online games than females.

Li, X. et. al. (2010) worked on, 'Resilience as a predictor of internet addiction: The mediation effects of perceived class climate and alienation'. The reseaecher examined the relationship between resilience and internet addiction anomg vocational technical school students of Hebei province. Data was collected from 348 students through self-reported questionnaire. The results of the study showed that there was negative relationship between resilience and internet addiction. This relationship was partially mediated by perceived class climate and alienation.

Traub, Eric (2010) examined the relationship between internet usage and an individual's level of social alienation and type of locus of control. The study collected data from 269 participants who completed three surveys: the Dwight Dean 1961 Alienation Scale, Rotter's Locus of Control Scale and a demographic questionnaire. The participants were selected by word-of-mouth, electronic mailings, and other lists. Among the variables examined, there was a significant, positive relationship between the percentage of daily electronic communication and external locus of control. Additionally, there was a significant, negative relationship between level of education and social alienation.

Shelia R. Cotton (2013) undertook a study to examine how Internet use affects perceived social isolation and loneliness of older adults in assisted and independent living communities. And the study also examined the perceptions of how Internet use affects communication and social interaction. The results suggests that the frequency of going online impacts loneliness, but not perceptions of social isolation, with higher frequency associated with lower levels of loneliness but not with lower levels of perceived social isolation. It may be that perceptions of social isolation are related more to face-to-face contact than online contact with network ties; thus, frequency of going online is not related to perceived isolation. Using the Internet may be beneficial for decreasing loneliness and increasing social contact among older adults in assisted and independent living communities.

Dhull, I. & Sangeeta (2016) conducted a study to examine the relationship of internet usage and self regulated learning, social support and alienation among senior secondary students and findings of the study revealed that obtained value of 'r' for Internet usage and alienation was -0.00729, which was not significant at any level of significance. Thus, it could be inferred that there was negative relationship between Internet usage and alienation but this relationship was not significant. There was significant negative relationship between Internet usage and self regulated learning of senior secondary students. If level of self regulated learning increases, Internet usage decreases. Significant positive relationship was found between Internet usage and online social support as a dimension of social support indicating that if level of online social support increases; the usage of the Internet also increases.

2.6 Studies Related to Internet and Academic Achievement

Kubey, R. W. et. al. (2001) conducted a study on Internet Use and Collegiate Academic Performance Decrements. The data was collected from a survey of 572 students at a large public university. The results indicated that heavy use of Internet for recreational purposes was highly correlated with poor academic performance. A significant percentage of students in the academically impaired subgroup in this study reported that their Internet use had kept them up late at night, that they sometimes felt tired the next day, and that they missed class due to Internet use. Just over 9% (9.26%, 53 students) of the sample agreed or agreed strongly that they might have become a little psychologically dependent on the Internet. Internet-dependent students also spent nearly three times as much recreational time online each week than did nondependent student. Internet-dependent students also indicated significantly more

years of experience using the Internet than nondependent students; 79.2% of dependents had used the Internet for 2 to 3 years or longer compared with 55.1% of nondependent students, and five times as many dependent students (35.9%) had used the Internet 4 years or longer compared with only 7.5% of nondependent students.

Jones, S. and Madden, M. (2002) conducted a study on college students' Internet usage. The findings were : browsing the Internet was a daily activity; 73% of college students used the Internet more than the library for research. 79% of the students reported that there was positive impact of Internet use on their college academic achievement.

Scealy, M. et. al. (2002) attempted to investigate that shyness and anxiety are the consequence of patterns of internet usage. The researcher distributed 300 questinnaires but only 177 were returned. The sample of the study were taken from universities and others from libraries and cafes. The results indicated that use of internet for emailing and chatting was not related to anxiety and shyness. It was suggested that shyness and anxiety were not create any hindrance to these internet apps. Male participants made more use of internet for entertainment/recreational purposes. Male participants with high education made use of internet for banking, paying bills etc. Shyness or anxiety do not influence the communicative functions of the internet.

Jackson, L. A. et. al. (2006) carried out a study to examine the influence of home internet use on the academic achievement. of children from low-income families. The sample of the study was taken from 140 children belonged to low-income families. Among the sample, 83% of the students were African American and 75% children were living with single parent. The results showed that the children who made more use of internet reported high academic achievement than those who made less use of it. It was also revealed that older children used the Internet for more time than did younger children. And there had no differential impact of age on the nature or the academic performance benefits of Internet use.

Chen, Y. F. & Peng, S. S. (2008) reported that controlled internet users seemed to have better relationships with others, better academic grades, and a higher level of academic satisfaction. On the contrary, heavy internet users are found to be more likely to get depressed, physically-ill, lonely, and introverted. Heavy internet users, though, were found to have a difficult time in their learning, but not necessarily in terms of their academic achievements.

Asdaque, M. M. et. al. (2010) attempted to determine the effect of internet use on the academic performance, social life and outdoor activity of University students in Pakistan. The study revealed that internet use affects the university students' scholastic performance and social life. There was great impact of time of using internet on the CGPA of the students if it was used for academic purposes. The students achieve good CGPA, who used internet for academic purposes. The graphical representations about the use of internet and its impact on students' social life indicate that the maximum use of internet, minimize the university students' social activities. The results also showed that academic use of internet was positively related to university students' academic achievement and negatively related to university students' social life.

Kim, S. (2011) conducted a research to know the effects of internet use on South Korean Adolescents' Academic Achievement and Behavioral Adjustment. The researcher observed that adolescent girls used the internet for educational proposes more often and longer than boys while adolescent boys used the internet for recreational purposes more often and longer than girls. The effects of internet use do not differ among boys and girl on academic achievement and problematic behaviors.

Austin, W. & Totaro, M. W. (2011) conducted a study to examine the impact of internet usage on High School Students' academic performance. The researcher collected data from 12184 high school students of the age group 12-17 years. The researcher divided the internet users among Intense users, Moderate users and Light users on the basis of their places of accessing internet. The results of the study revealed that moderate use of internet had positive impact on the students' academic achievement and students were able to earn top grades in their studies. And light and intense/excessive use of internet had negative impact on students' academic achievement and students were fail to earn good or top grades in their studies.

Ogedebe, P.M. (2012) examined the extent of usage of Internet among undergraduate students of Nigerian University and its impact on their academic achievement. The sample of the study was 350 undergraduate students. 45% students used the internet for searching material related to their academic course, 13% students used internet for emailing, 7% students used internet to supplement their lectures. 60% students revealed that they used the internet at cyber cafes. 79% students used the internet to enhance their academic achievement. 87% students revealed that they got relevant information to their studies when they browse the internet.

Ellore, S.B. et. al. (2014) in her research entitled 'The Influence of Internet Usage on Academic Performance and Face-to-Face Communication', reported that perceived use of the Internet had non-significant impact on the perceived academic performance but perceived use of internet has a strong positive impact on face-to-face Communication. The study also revealed that there is impact of actual everyday use of the Internet on the actual academic performance of the students. The study also suggested that perceived use of Facebook has an insignificant impact on student's perceived academic performance and perceived use of Facebook has non-significant impact on face-to-face Communication.

Ivwighreghweta, O. & Igere, M.A. (2014) investigated the impact of the internet on the academic performance of students in tertiary institutions in Nigeria. They adopted survey research method in conducting their research. Questionnaire was used for data collection. Data was analysed by employing frequency count and simple percentage. A sample of 6000 students was drawn from the University of Benin, Benin City, Delta State University, Abraka, Western Delta University, Oghara and the Delta State polytechnic, Otefe. The study found that majority of the respondents were computer literate and they make use of the internet, it was discovered that the students frequently access the internet from Cyber Café, and that they consult the internet in order to retrieve relevant academic materials. 90% i.e. 4500 students revealed that their GPA had improved with the use of internet. They also indicated that with the help of the internet, they are better prepared for their examinations. E-journals and E-books were among the resources the students mostly used on the internet. It was also revealed that Power outage, slow internet speed, lack of computer terminals, too many hits or information overload, Insufficient computers were some of the problems militating against effective internet access in tertiary institutions in Nigeria.

Siraj, H. et.al.(2015) attempted to examine the relationship between Internet usage and academic performances of student of a public University of Malaysia. The researcher took 234 students of medical stream as the sample of the study. 176 students returned the questionnaire after completing it. 73% of the sample was female students and 27% students were male students. 69% of which resided in the campus. Results revealed that 71.6% students made use of internet for less than 6 hours on weekdays. 28.4% students used internet for more than 6 hours on weekdays. 45.5% students made use of internet for less than 6 hours during weekends. 54.5% students made use of internet for more than 6 hours during weekends. It was also found that

dependency of internet was not significantly related to CGPA of the students. 64.4% students perceived that internet usage was helpful in supplementing their lectures. It was concluded that more use of internet by medical students was associated with good academic achievement.

Dorji, L. (2015) carried out a study in Bhutan on the topic, ' The Impact of the Internet on Academic Performance of the students at the tertiary level of Education'. He found that academic achievement was improved only when students used internet for academic activities. There was found significant difference between internet usage and gender. There was significant difference between internet usage and educational institutions in Bhutan.

Pardhasaradhi, V. & Goel, V. (2015) conducted a study to examine the impact of excessive use of internet on intermediate adolescents' academic achievement. The sample of this study was 300 adolescent students of classes 11th and 12th of district Ghaziabad. The results of the study revealed that there was significant negative correlation between the excessive use of internet and academic achievement of adolescent students. The result shows that the male adolescents are more addicted to internet usage. This further indicates that male adolescents access internet more than the female adolescents. It was also found that average to high use of internet positively influenced the academic achievement while no usage and extremely high usage had a negative impact on academic achievement of the students.

Galgao, G. (2015) attempted to examine the Perceived Effects of Internet Usage on Academic Achievement Among College Students of Southeast Asia. The researcher drew data from the college students of eight countries of Southeast Asia. Data was collected with the help of questionnaire. The results indicated that most of the respondents logged on to the internet 3-5 times a day (51.4%) and half of the respondents spent 3-5 hours online daily (50%). The study also revealed that the respondents' Perceived Level of Internet Addiction does not significantly predict CGPA and Perceived Effect of Internet Use on Emotions insignificantly predicts CGPA. The participants in this study perceived that internet usage had little to no effect on their academic achievement.

Hasnain, H. et. al. (2015) undertook a study to know the university students' usage of social media on their academic performance. The data was collected from 171 students who were currently enrolled in the 7 known universities and other institutions. The study revealed that the usage of social media has an inverse

relationship with academic performance of students. This suggests that the more students spend time on social media, the more their GPA is affected.

Suphasawat, A. et. al. (2016) investigated the relationship between internet usage behavior and academic achievement among elementary school students from grade 4-6 in Bangkok. The researcher employed Multi-stage Sampling to recruit 297 samples. The results revealed that there was negative correlation between the internet usage and student's reading achievement, maths achievement and spelling achievement. More surprisingly, negative correlation was found between academic oriented internet usage and maths achievement. Correlation was found between the social media oriented internet usage and academic achievement in maths and reading. Negative correlation was found between the entertainment oriented internet usage and academic achievement in spelling, reading and maths.

Emeka,U.J. and Nyeche,O.S. (2016) conducted a study on the Impact of Internet Usage on Academic performance of undergraduate students of University of Abuja, Nigeria as a case study. The researcher adopted survey method of research. Data collection was done with the help of questionnaires. The researcher distributed questionnaires to 375 university students but 200 students returned the completed questionnaires. The results of the study indicated that internet is not only beneficial for business area but it is equally beneficial in the academic area. It helps a lot in improving students' academic skills and capabilities. It is equally profitable to the teachers' professional life. Students revealed that they faced some problems related to internet usage like slow speed of internet, problem of payment in online services and lack of computer skills.

Torres-Díaz, J.C. et.al. (2016) attempted to determine the relationship between Internet Use and Academic Success in University Students. A total of 4,697 students were surveyed at random, of whom 48.5% were men and 51.5% were women. Two hypotheses were posed, which stated that

the use of technology for both academic and entertainment purposes had a positive effect on academic achievement. The results of the study indicated that the influence of Internet use on academic achievement was significant. The study showed that students have greater academic success when they make a balanced use of Internet tools for their coursework.

Jehopio, P.J. et.al. (2017) explored a study which focused on the influence of heavy Internet usage on academic performance of university students. 312 university

students were taken as the sample of the study. The researcher categorized the sample among heavy internet users, average internet users and light internet users in which 193 students were heavy internet users and 102 students were light internet users. The results of the study revealed that the academic use of internet was positively correlated with the high academic achievement. The heavy internet users who use internet with the harmony of their academic course were able to had good academic performance than the heavy internet users who do not use internet with the harmony of their academic course. Compared to light internet users and average internet users, heavy internet users had better academic achievement who made harmonious use of internet with their studies.

Kim, S. Y. et.al. (2017) carried out a study to explore the associations of school performance with internet use for study and for general purpose in a large population of Korean adolescents. The sample was drawn from 59,105 adolescents by the researcher. The age of the adolescents who were taken as the sample of the study ranged between 12-18 years old. It was a nation-wide study. Higher school performance was positively associated with longer internet use for study but negatively associated with longer internet use for general purpose. Higher academic achievement was signicantly and positively correlated with Academic oriented internet usage but it was negatively correlated with general internet usage. Academic use of the internet could be a means of achieving good school performance.

2.7   Studies Related to Alienation and Academic Achievement

Srivastava, B. N. (1980) undertook a study to know the effects of Self-Esteem and Academic Performance on Alienation among Students in an Indian Educational Environment. Results revealed a significant main effect of self-esteem and an interaction effect of self-esteem and academic performance. The two salient findings of the study were (*a*) a higher degree of alienation among low self-esteem *S*s, irrespective of their academic performance, than among the high self-esteem *S*s, and (*b*) a differential responsiveness of the high self-esteem *S*s at varying levels of academic performance.

Ghaith, G.M. (2002) investigated into the relationship between cooperative learning, perceptions of classroom social support, feelings of alienation from school, and the academic achievement of university-bound learners of English-as-a foreign language. One hundred and thirty-five participants (73 males, 61 females, and one participant with missing gender data) enrolled in 10 sections of an introductory English course at

a private university in Lebanon participated in the study. The data revealed that cooperative learning and the degree of academic support provided by teachers are positively correlated with achievement, learners' feelings of alienation from school were found to be negatively correlated with achievement. Likewise, the analysis revealed that cooperative learning is positively correlated with the perceived degrees of academic and personal support provided by teachers and peers, but not correlated with the feelings of alienation from school.

K. Sunwoo and K. Rando(2002) carried out a study on the topic " A Study of Internet Addiction: Status, Causes, and Remedies- Focusing on the alienation factor " and reported that the single group and high school students (or teenagers) showed a relatively high degree of alienation. Those who perceived their living standard as under lower-middle have high degree of alienation. Alienation also showed a striking association with internet addiction. The dimensions of alienation i.e. powerlessness, normlessness, and isolation are all closely related to internet addiction.

Lee, E. (2004) investigated the influencing factors on alienation among high school students. Data was collected by questionnaires from 550 students of academic and vocational high schools. The data was analyzed using descriptive statistics, pearson correlation coefficients, and stepwise multiple regression. The scores of alienation among students in financially lower middle class and lower class were higher than those of the upper middle class students, resulting in significant differences. A sense of alienation showed a significantly negative correlation with the scores of responding parenting style , family cohesion , school attachment , academic performance , peer relationships , self-control , and social skills . The most powerful predictor of alienation among high school students was school attachment and the variance explained was 26%. A combination of school attachment, self control, peer relationships, family cohesion, demanding parenting style, and academic performance account for 40% of the variance in alienation among high school students. This study suggests that school attachment, self control, peer relationships, family cohesion, demanding parenting style, and academic performance are significant influencing factors on alienation in high school students.

Huang, H. & Leung, L. (2009) conducted a research on the topic Instant messaging addiction among teenagers in China: shyness, alienation, and academic performance decrement. And found shyness and alienation from family, peers, and school are significantly and positively associated with levels of IM addiction and both the level

of IM use and level of IM addiction are significantly linked to teenagers' academic performance decrement.

Atnafu, M. (2012) examined tenth grade students' motivation, social support, alienation from school and their impact on mathematics achievement of Addis Ababa secondary schools. The participants were 864 students. The results obtained were: the extrinsic motivation of students was greater than the intrinsic motivation; the intrinsic motivation, extrinsic motivation, motivation in general and social support of the females were significantly less than that of the males, but for alienation from school, females were greater than males. For all the variables except alienation from school, the higher achievers had significantly the highest value and lower achievers had the least value, but for alienation from the school, the higher achievers had significantly the least value and lower achievers had the highest value. The contribution of all the independent variables collectively and individually significantly affected mathematics achievement. All the path coefficients from the independent variables to mathematics achievement were significant and achiever levels had the highest direct effect. In conclusion, all independent variables were around the average value and affected significantly mathematics achievement. There were also significant positive direct effects of sex, achiever levels, and social support and negative direct effect of alienation from the school on mathematics achievement.

2.8   Studies Related to Internet, Alienation and Academic Achievement

Johnson,G.M. (2005) investigated to understand the relationships among college student's alienation, academic achievement, and use of Web CT. Students of Western Canadian College of educational psychology course were invited to take part in this study by the researcher. Out of 80 students, only 53 students were gave their consent to include in the study. The students included in the study were required to participate in online group discussions. Out of the total sample, 90% of the students were female. The results of the study indicated that There was significant relationship between peer alienation and student WebCT use. Negative relationship was found between learning alienation and academic achievement.

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