



INTERNET USAGE AMONG SENIOR SECONDARY STUDENTS IN RELATION TO ALIENATION

Indira Dhull¹ , Ph,D , Ms. Sangeeta²

¹Professor, Department of Edu. M.D.U. Rohtak.

²Research Scholar, Dept. of Edu., M.D.U. Rohtak.

Abstract

In the present study, the investigators attempt to find out the significant difference, if any, between the high and low alienated students. For this purpose 400 senior secondary students of Haryana were taken as a sample using multistage random sampling. 'Alienation Scale' by R.V. Patil was used to see the level of alienation among students. Amount of time spent on the Internet during a week was self reported by the respondents. The findings of the study revealed that internet usage among senior secondary students is independent of alienation.



Scholarly Research Journal's is licensed Based on a work at www.srjis.com

The Internet, name for a vast, worldwide system consisting of people, information and computers, is used by millions of people all over the world to access and exchange information. Users range from researchers, educators, students, government officials and business personnel to private citizens. The Internet has revolutionized the computer and communication world like nothing before it. It has evolved as a new scholarly communication system. It represents one of the most successful examples of the benefits of sustained investment and commitment to research and development of information infrastructure. Beginning with the early research in packet switching, government, industry, and academia have been partners in evolving and deploying this exciting new technology. (B. Leiner, V. Cerf, D. Clark, R. Kahn, L. Kleinrock, D. Lynch, L. Roberts and S. Wolff, 2003: A brief history of the Internet).

The Internet, the world's most interesting and valuable achievement, provides a world-wide mechanism for user-to-user, computer-to-computer communication that crosses the corporate and national boundaries (Miller, 2004). It is a communication revolution that is sweeping through the world (Dinnick, 2000). An individual can access vast amounts of information and search databases on computers connected to the Internet, or communicate with someone located anywhere in the world as long as one has the proper equipments (Handy Science Answer Book, 2003). The internet has made communication much easier than before. Today, the Internet can link all online computers so that people can use it to communicate throughout the world. It enables multiple communication functions, such as e-mail, instant messaging, chats and blogs to allow adolescents to participate and construct their own environments (Greenfield and Yan, 2006). The Internet has made distances shorter and the world smaller. Alienation among school students in India is increasing day by day. Stresses and strains due to physical and physiological changes affect the adolescents' interests, social adjustment and feelings about themselves. Technical advancement, industrialization, urbanization and excessive competition in urban areas results in alienation (Sharma, 2002). "Alienation" is one of the greatest problems confronting us today (Mohan, *et al.*, 1999). Alienation is an experience which has become more and more a fact of life in these days of modernization. According to Kanungo (1997), the term alienation is used to describe people who feel they have few or no opportunity to have any power or control over their lives. They feel lack of the freedom to make changes or seek personal achievement.

Alienation: Kalekin-Fishman (1996: 97) believes "The term alienation refers to objective conditions, to subjective feelings, and to orientations that discourage participation" and remarks that, "In modern sociology [...] alienation is a term which refers to the distancing of people from experiencing a crystallized totality both in the social world and in the self" (Kalekin-Fishman, 1998: 6). Alienation is an individuals' feeling of uneasiness or discomfort which reflects his exclusion or self-exclusion from social and cultural participation. It is an expression of non-belonging or non-sharing, an uneasy awareness or perception of unwelcome contrast with others. Research results indicate that Internet communication may be especially advantageous for shy, socially anxious or marginalized youth, enabling them to practice social skills without the risk associated with face to face interactions (Heitner, 2002; Mckenna, Green and Gleason, 2002; Subrahmanyam et al., 2004). Existing researches demonstrated that adolescents with high alienation were inclined to use Internet excessively. Xu Fu-Zhen, Zhang Wen-Xin (2011)

revealed in a study that adolescents with a higher level of alienation also tended to report more pathological Internet use. Family functioning could moderate significantly the relationship between adolescents' alienation and their pathological Internet use. Specifically, healthy family functioning played a protective role for adolescents with higher alienation in reducing their pathological Internet use. The internet has positive aspects including informative, convenient, resourceful and fun. The Internet has a Janus face. On the one hand, it gives every facility for us. More importantly, it is usually considered as a window of opportunity for the alienated. On the other hand, anonymity in the cyber space makes people insensible to abuse on the Internet. In spite of the two-edged effect, it is clear that we cannot do without the Internet. As the average amount of time spent on the Internet is rapidly increasing, the starting age of Internet users are steadily decreasing (Erdoğan 2008). Thus, parents, psychologists, educators, technology creators and lawmakers must become aware of the potential risks and rewards of this phenomenon.

OBJECTIVES OF THE STUDY: The study intended to attain the following objectives:

1. To compare high alienated and low alienated senior secondary students on their internet usage
2. To compare the high alienated and low alienated senior secondary students (male and female) on their internet usage
3. To compare the high alienated and low alienated senior secondary students (arts, commerce and science) on their internet usage
4. To compare the high alienated and low alienated male senior secondary students (arts, commerce and science) on their internet usage
5. To compare the high alienated and low alienated female senior secondary students (arts, commerce and science) on their internet usage

HYPOTHESES OF THE STUDY: The following are the hypotheses of the present study:

1. There exist no significant difference between high alienated and low alienated senior secondary students on their internet usage
2. There exist no significant difference between the high alienated and low alienated senior secondary students (male and female) on their internet usage
3. There exist no significant difference between the high alienated and low alienated senior secondary students (arts, commerce and science) on their internet usage

4. There exist no significant difference between the high alienated and low alienated male senior secondary students (arts, commerce and science) on their internet usage
5. There exist no significant difference between the high alienated and low alienated female senior secondary students (arts, commerce and science) on their internet usage

METHODOLOGY: Normative survey method was used to study the internet usage among senior secondary students in relation to alienation as this method is concerned with surveying, describing and investigating the existing phenomenon or issues.

SAMPLE: The sample for the present study consisted of 400 senior secondary school students of Haryana. The sample included both Male and Female students of Arts, Science and Commerce Academic Stream. A multi-stage random sampling technique was used to collect the data. Haryana was divided in four zones on the basis of commissionerates headquarters i.e. Ambala, Hissar, Rohtak and Gurgaon. In order to draw a representative sample, twelve senior secondary schools from these districts of Haryana State were selected. The selection of the schools was done randomly by the investigator and the subjects within the schools were also selected on the basis of randomization technique of sampling.

TOOL USED: After seeking due consent from the principals of the schools ‘Alienation Scale’ by Dr. R.V. Patil’ published by Agra Psychological Research Cell, Agra, was administered to know the level of alienation. Students were supposed to fill personal details regarding name, gender, class, academic stream, school and average amount of time spent on the internet in a week.

ANALYSIS OF DATA: After scoring the data, it was analyzed using statistical techniques. Mean and SD were computed and t- test was used to know the significance of the difference between two groups in accordance with the objectives of the study. The results so obtained were tabulated for interpretation and conclusions as follows:

1. Internet usage between high and low alienated senior secondary students with respect to their gender

Mean scores, S.D. and calculated ‘t’ value of the high and low alienated male students, high and low alienated female students and high and low alienated students have been presented in the table given below:

Internet usage of High alienated and low alienated senior secondary students (male and female)

Table 1 Means, SDs, and ‘t’ Value of High Alienated and Low Alienated (Male, Female and Total) Senior Secondary Students on Internet Usage

Gender	Level of alienation	N	Means	SDs	‘t’ value	Level of Significance
Male	High Alienated Students	107	5.785	6.003	0.0076	N.S.
	Low Alienated Students	118	5.779	5.788		
Female	High Alienated Students	78	3.621	5.599	0.666	N.S.
	Low Alienated Students	97	4.227	5.066		
Total Students	High Alienated Students	185	4.227	5.933	0.357	N.S.
	Low Alienated Students	215	5.079	5.528		

The table 1 depicts that the mean scores of high alienated senior secondary male, female and total students are 5.785, 3.621 and 4.227 respectively and of low alienated male, female and total students are 5.779, 4.227 and 5.079 respectively. The ‘t’ value being 0.0076, 0.666 and 0.357 is statistically not significant at both levels 0.01 and 0.05 level of significance. This indicates that the two groups do not differ significantly. So, null hypotheses are retained and we can conclude that the high alienated and low alienated senior secondary students whether they are male or female do not differ significantly on internet usage.

2. Internet usage between high and low alienated senior secondary students with respect to their academic stream. Mean scores, S.D. and calculated ‘t’ value of the high and low alienated male students, high and low alienated female students and high and low alienated students of Arts, Commerce and Science stream have been presented in the table given below:

Internet usage of High alienated and low alienated senior secondary students (opting for Arts, Commerce and Science stream)

Table 2 Means, SDs, and ‘t’ Value of High Alienated and Low Alienated Senior Secondary Students (opting for Arts, commerce and Science stream) on Internet Usage

Stream	Gender	Level of Alienation	N	Mean	SD	t-value	Level of Significance
ARTS	Male (28)	High	15	5.767	5.954	0.4388	N.S
		Low	13	6.692	5.198		
	Female (67)	High	35	2.814	4.3409	1.237	N.S.
		Low	32	4.406	5.979		
Total students of Arts (95)		High	50	3.7	5.065	1.21	N.S.
		Low	45	5.067	5.857		
Commerce	Male (92)	High	43	7.314	7.431	0.0281	N.S.
		Low	49	7.357	7.193		
	Female (59)	High	30	4.95	7.051	0.1304	N.S.
		Low	29	5.155	4.847		
Total Students of Commerce (151)		High	73	6.342	7.369	0.172	N.S.
		Low	78	6.538	6.509		
Science	Male (105)	High	49	4.489	3.942	0.3999	N.S.
		Low	56	4.187	3.762		
	Female (49)	High	13	2.731	4.002	0.4507	N.S.
		Low	36	3.319	4.109		
Total students of Science stream (154)		High	62	4.089	4.0166	0.368	N.S.
		Low	92	3.848	3.925		

Table 2 reveals that there is no significant difference between high and low alienated male, female students of arts, commerce and science in their internet usage. The calculated t values are less than table values. Hence the null hypotheses are retained.

FINDINGS AND CONCLUSIONS

1. No significant difference was found between high alienated and low alienated senior secondary students on their internet usage.
2. No significant difference was found between the high alienated and low alienated senior secondary students (male and female) on their internet usage.
3. No significant difference was found between the high alienated and low alienated senior secondary students (arts, commerce and science) on their internet usage.
4. No significant difference was found between the high alienated and low alienated male senior secondary students (arts, commerce and science) on their internet usage.
5. No significant difference was found between the high alienated and low alienated female senior secondary students (arts, commerce and science) on their internet usage.

Internet has become an indispensable tool in business and academia and personal use is increasing every day. Society has reached such a level that it is difficult rather impossible to live without the internet. Thus on the basis of findings it may be concluded that gender and stream of the high and low alienation do not contribute in the internet usage of senior secondary school students. So, internet usage among senior secondary school students is independent of alienation.

References

- Dinnick, R. (2000). *The Internet atlas*. Ohio: PRC Publishing Inc.
- Erdoğan, Y. (2008) Exploring the relationships among internet usage, internet attitudes and loneliness of turkish adolescents. *Cyberpsychology: Journal of Psychosocial Research on Cyberspace*,2(2),article1. Retrieved on August 12, 2011, from <http://cyberpsychology.eu/view.php?cisloclanku=2008111802&article=1>
- Greenfield, P., & Yan, Z. (2006). Children, adolescents, and the Internet: A new field of inquiry in developmental psychology. *Developmental Psychology*, 42, 391-394.
- Handy Science Answer Book* (3 ed.) (2003). Carnegie Library of Pittsburgh. U.S.: Visible Ink Press.
- Heitner, E. L. (2002). The relationship between use of the Internet and social development in adolescence. *Dissertation Abstracts International* 63, 4371.
- Kalekin-Fishman (1996-97) The concepts of alienation retrieved on Dec. 08, 2011 from http://en.wikipedia.org/wiki/Social_alienation

- Kanungo, R.N. (1979) The concepts of alienation and involvement revisited. *Psychological Bulletin*, 86, 119-138.
- Leiner, B. M., Cerf, V. G., Clark, D. D., Kahn, R. E., Kleinrock, L., Lynch, D. C., Postel, J., Roberts, L. G., & Wolff, S. (2010). *A brief history of the Internet*. Retrieved from <http://www.isoc.org/Internet/history/brief.shtml>
- McKenna, K. Y. A., Green, A., & Gleason, M. (2002). Relationship formation on the Internet: What's the big attraction? *Journal of Social Issues*, 58, 9-31.
- Miller, M. A. (2004). *Internet technology handbook: Optimizing the IP network*. New Jersey: John Wiley & Sons Inc.
- Mohan, J., et. al. (1999) A study of alienation among adolescents. *Asian Journal of Psychology & Education*, 32 (1), 11-16.
- Patil, R.V. (1988) Manual for Alienation Scale. Agra, Agra Psychological Research Cell.
- Sharma, P. N. (2002) Academic alienation among university students in relation to sex, social class, residential background and discipline. *Asian Journal of Psychology and education*, 35, (5-6) 16-22.
- Subrahmanyam, K., Smahel, D., & Greenfield, P. (2006). Connecting developmental constructions to the Internet: Identity presentation and sexual exploration in online teen chat rooms. *Developmental Psychology*, 42, 395-406.
- Zhen X.F.& Zhang W. X. (2011) Relationship between adolescents' alienation and pathological internet use: testing the moderating effect of family functioning and peer acceptance, retrieved on December 07, 2011 from <http://journal.psych.ac.cn/xuebao/qikan/epaper/zhaiyao.asp?bsid=3209>