INTERNET IMPACT ON THE ACADEMIC PERFORMANCE OF TEENAGERS IN URBAN AREAS

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ABSTRACT

At an effort to boost the academic performance of their populations, governments all over the globe have increased the amount of money allocated to the provision of internet and computer access in educational institutions. Although these initiatives were initiated in developed countries such as the United Kingdom, the United States of America (Office of Educational Technology, 2004), and Europe, significant advancements have also been made in developing countries such as Brazil, Nigeria. To paraphrase what Livingstone (2012, page 10) said so eloquently: "...with government policies in recent years to provide internet access for every children and every school, with industry supporting diverse digital education initiatives, and with families gaining internet access at home, much rides on the claim that digital technologies will be as important in the 21st century as the book was in the 19th." Several studies have been conducted to investigate the effect that students' access to the internet has on their academic performance. The first one acknowledges that learning is no longer restricted to just taking place in traditional classrooms (Coleman, 2012), and it investigates the environments in which learning takes place. The authors Furlong and Davis (2012) argue that labelling the use of technology at home as "informal learning" may be misleading. According to the research, the primary location for students' engagement with information and communication technologies (ICTs), especially the internet, is now the home, not the school. Therefore, the authors suggest that environments such as the home, which are becoming more common places for learning to take place, should be considered seriously.

Keywords: Internet, Performance, Academic, Teenagers

INTRODUCTION

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According to Erstad (2012), young people as learners move between different sites of learning, both offline and online, and that researchers need to understand the interconnection between schooling and the use of technology in and out of the classroom. In addition, Erstad (2012) asserts that researchers need to understand the interconnection between schooling and the use of technology in and out of the classroom. The second topic up for debate is the influence that the use of technology has on the educational process. Both Vigdor and Ladd (2010) and Malamud and Pop-Eleches (2011) argue that an increase in the availability of high-speed internet is associated with a decrease in the frequency of computer use for homework. Additionally, they suggest that access to broadband internet may actually crowd out studying effort by introducing new options for recreational use. ISTE (2008) researchers argue that the right deployment of educational technology is vital, having observed studies on the usefulness of technology in education on the results of students for more than 20 years. Lei and Zhou (2012) discover that pupils' test results increase when they have access to the internet at home and are also supported by their parents.

Both lines of inquiry are challenging to study empirically due to the fact that in-depth statistics on internet usage at home as well as information on the particulars of how the technology is being utilised are required, yet this information is seldom gathered. In the research on education production functions, you may find a debate on a topic similar to this one. This literature defines student, school, and family factors as inputs that are utilised to evaluate cognitive success (Todd and Wolpin, 2003). Not only is it impossible to see the endowed capabilities of pupils, but statistics on the contributions made by schools or families are sometimes lacking as well. Alternative specifications have been employed in order to estimate the education production function, and this is contingent on the kind of data restrictions that are present. This study makes use of a dataset that was compiled by a government organisation known as the "Instituto Nacional de Estudos e Pesquisas Educacionais Ansio Teixeira" (National Institute of Educational Research Ansio Teixeira) or INEP. This dataset's exceptional level of detail makes it possible to at least partially circumvent the data shortcomings that were previously mentioned.

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The conditional independence assumption (CIA) serves as the foundation for the validity of the estimates presented in this work. This assumption states that the selection process is exclusively determined by the variables that were observed by the researcher. In order to determine whether or not findings are stable when subjected to selection on unobservable, the authors of this work make use of a method that was presented by Ichino et al. (2008). The use of instrumental variables is an alternate method that is widely acknowledged and used in the literature as a technique to manage selection on unobservable. This method may be found in the literature. Despite this, there are certain drawbacks to this method.

LITERATURE REVIEW

Several studies were carried out in the United States of America and in other industrialized nations. Jackson et al. (2006) investigate the influence that children from low-income families' usage of the internet have on their academic achievement. Participants consisted of 140 children who lived in a medium-sized urban community in the Midwest of the United States. The majority of the participants were African American (83%), the majority was boys (58%) and the majority lived in single-parent households (75%). The median annual income for these households was less than $15,000 (US dollars). According to the findings, the

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scores on standardized reading achievement exams as well as grade point averages are higher for children who use the internet more often as compared to those who use it less frequently. Access to and use of a home computer, the presence of a computer area in classrooms, frequent use of the internet, proficiency in computer use, and the status of attending a low-poverty school were all positively correlated with academic achievement, according to research conducted by Judge et al. (2006) who utilised a nationally representative dataset covering the first four years of elementary school for children that was collected by the United States Department of Education.

On the other hand, Goolsbee and Guryan (2006) investigated the effect that the E-Rate Program had on the rate of technological adoption in California's public schools between the years 1996 and 2000. According to the findings of the authors, the increased availability of internet connection in schools had no impact on the kids' performance on standardized tests. The researchers Vigdor and Ladd (2010) analysed the effect of kids' access to home computers and the internet on their academic performance by using the test results of fifth through eighth graders who attended public schools in North Carolina between the years 2000 and 2005. The authors contend that the advent of high-speed internet access was connected with poorer exam results in mathematics and reading. It is important to note, however, that the authors based their estimates of residential internet access on the FCC's estimates of the availability of internet service by zip code. The availability of the internet in a given zip code does not necessarily imply whether or not students in that area have access to the internet in their homes.

In Brazil, attempts to use technology as a teaching aid began in the 1960s, despite the fact that by that time, the many programmes were dispersed and separated from one another (Fidalgo-Neto et al., 2009). Since that time, many public institutions, ranging from public schools and colleges to regional and federal secretaries of education, have made a variety of efforts to introduce computers and other forms of technology into educational settings (Fidalgo-Neto et al., 2009). One recent initiative that is connected to this research is called the "Broadband in Schools" Program. Broadband in Schools was a programme that was started in 2008 with the collaboration of a number of government agencies, including the ministries of education and communication, as well as ANATEL, the regulatory agency for the telecommunications sector. Its goal was to bring broadband internet access to all urban public elementary and middle schools in the country by the end of 2010, which would benefit more than 64,000 schools.

Bergh and McKenna (2004) wrote an article on the subject. The telegraph, telephone, radio, and television were the previous major technical advancements in the field of interpersonal communication, and the Internet is the most recent of these developments. It incorporates the unique aspects of its forerunners, such as the ability to bridge large distances and communicate with a large number of people. The Internet does, however, provide several innovative aspects, the most important of which are the relative anonymity it provides to users and the availability of group settings in which users may meet people who share similar interests and beliefs. We situate the Internet within its historical development, the establishment and upkeep of personal connections, the construction of group memberships and a sense of social identity, the working environment, and participation in community activities. The evidence suggests that these effects, while they are largely dependent on the particular goals that users bring to the interaction such as self-expression, affiliation, or competition, also interact in important ways with the unique qualities of the Internet communication situation. For example, while these effects are largely dependent on the

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particular goals that users bring to the interaction, such as self-expression, affiliation, or competition.

RESEARCH METHODOLOGY

When determining the various stages of the research process, the methodology plays an important and decisive role. The current research focuses on adolescents, defined as those who are between the ages of 13 and 19 and who have access to the internet in the cities of Bidar and Gulbarga. When surveying teenagers, education is a primary factor that is considered. Teenagers currently enrolled in the eighth through tenth grades, pre-university education, diploma programmes, and the first year following graduation were polled for this study. As a result, the cities of Bidar and Gulbarga serve as the study's universe, while the participants' ages are used as the variables. The classification of the respondents in this study is determined by the type of the teenagers living in each of the cities that are being looked at. The basic selection and collection criteria for primary data from adolescents are their level of education and age group.

SAMPLE SIZE AND SELECTION PROCEDURE:

It was determined to conduct the research on a total of 600 adolescents after taking into account the constraints placed on the researcher in terms of their time, money, and energy. Out of the total of 600 responders, 300 are from the city of Bidar and 300 are from the city of Gulbarga.

Selection of Sample:

It has previously been mentioned that the researcher was only able to afford to investigate 600 of the people who responded to the survey because of time and financial constraints. It is impossible to generalise from a population as large as thousands of youths who are attending a variety of educational programmes due to the small sample size of 600. The following is an explanation of the Simple Random Sampling Method, which is used to pick the samples:

Selection of Samples

Sl. No.	Standards/ Class of Study	Bidar City	Gulbarga City	Total Students	Samples Surveyed
1	High School/ Secondary Education (8th to 10th Std)	12,267	31,268	43,535	231
2	Pre-University	13,291	24,260	37,551	205
3	Graduation- Ist Year	2,914	5,435	8,349	89
4	Diploma	1,179	5,043	6,222	75
	Total	29,651	66,006	95,657	600

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It has been observed that the vast majority of students who are currently enrolled in high schools are not even familiar with the internet and other applications of this kind; as a result, a smaller percentage of the students who were chosen were those who were enrolled in high school or secondary education. Even pre-university students taking art classes are numerous, but many of them are clueless about how to use the internet; as a result, fewer pre-university students were chosen for the programme. However, in spite of our best attempts to gather replies from a greater number of respondents, a significant number of respondents did not cooperate in delivering the essential answers. In the end, we were forced to stop sending them surveys.

DATA ANALYSIS

The personal and social circumstances of teens have a significant role in determining the amount of their internet literacy and the ways in which they use the internet. For instance, if adolescent children come from wealthy families, those children will have their very own laptops and mobile phones that are capable of connecting to the internet. On the other hand, if the children come from economically disadvantaged families, those children will have to rely on the internet that can be accessed in cyber cafes, colleges, or other internet centres. Teenagers who live in urban areas are more acquainted with more recent online devices than their counterparts who are raised in rural regions, who have a lower level of awareness about newer internet gadgets. The manner in which teens navigate the internet is another area that is significantly impacted by these regions. For example, in backward cities, teens with lower levels of education and awareness, as well as those with more conventional ways of thinking, are hesitant to attend cyber cafes. This is particularly true for teenage girls who are hesitant to visit cyber cafes to search the internet.

When surfing the internet, information according to one's age is very necessary. Teenagers who have not yet reached the age of 18 are considered minors. These adolescents may have a limited understanding of the benefits that may be gained via the internet, and they may use it only for recreational purposes.

Technological Aids/ Tools Owned

Particulars	Teenagers Living in				Total	
	Bidar City		Gulbarga City			
	F	%	F	%	F	%
Computer System/ Laptop/ Tab	56	18.67	43	14.33	99	16.50
Cell Phone/ Mobile	42	14.00	51	17.00	93	15.50
Smart Watch	15	5.00	27	9.00	42	7.00
Owned by Parents	66	22.00	29	9.67	95	15.83
All of the Above	121	40.33	150	50.00	271	45.17
Total	300	100	300	100	600	100

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$X^2=23.5$, df=4 Not Significant at 0.05 level

According to the statements made by the students who are currently attending school in Bidar city, 56 (18.67%) of them have owned a computer system, laptop, or tablet; 42 (14.00%) of them have owned cell phones or mobile phones; 15 (5.00%) of them have owned smart watches; 66 (22.00%) of them have these gadgets owned by their parents; and 121 (40.33% of them) have owned or their parents have owned all technological aids, gadgets, and tools and are using the technological aids According to the testimony of adolescents residing in the city of Gulbarga, 43 (14.33%) of them have owned computers, laptops, or tablets; 51 (17.00%) of them have owned cell phones or mobile phones; 27 (9.00%) of them have owned smart watches; 29 (9.67%) of them have mentioned that their parents have owned the same; and 150 (50.00%) of them have owned or their parents have owned all of these technological aids.

Nature Of Family

Particulars	Teenagers Living in				Total	
	Bidar City		Gulbarga City			
	F	%	F	%	F	%
Joint	94	31.33	132	44.00	226	37.67
Nuclear/ Single	206	68.67	168	56.00	374	62.33
Total	300	100	300	100	600	100
$X^2=10.3$, df=1 Significant at 0.05 level; Probability: 0.001						

The data shown in the table above makes it abundantly evident that just 94 (31.33%) of the adolescents in the city of Bidar live in joint families, while 206 (68.67%) reside in nuclear or single homes. On the other side, of the adolescents residing in the city of Gulbarga, only 132 (44.0%) are part of mixed families, while 168 (56.0%) are part of nuclear families. To summarise, out of the total respondents, 226 (37.67%) live in nuclear or single households, whereas 374 (622.33%) live in joint families. This demonstrates that there is a shift toward the culture of nuclear families and single-parent households in metropolitan regions. 124 The original data was obtained from the respondents themselves on the size of their families in terms of the number of family members, and it is presented in the following table as a result of the fact that the vast majority of the respondents are living in nuclear families.

Attitudes of Parents Toward Female Education

Particulars	Teenagers Living in		Total
	Bidar City	Gulbarga City	

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	F	%	F	%	F	%
Encourage	65	21.67	83	27.67	148	24.67
Treat Equal with Males	142	47.33	111	37.00	253	42.16
Suppress	41	13.67	52	17.33	93	15.50
Not Applicable/ No Sisters	52	17.33	54	18.00	106	17.67
Total	300	100	300	100	600	100

$X^2=7.33$, df=3 Not Significant at 0.05 level; Probability: 0.062

The data presented in the table above made it abundantly clear that, of the adolescents in Bidar city who were polled, only 65 (21.67%) of them mentioned that their parents encourage female education, 47.33%) of them mentioned that their parents treat females equally with male children, 41 (13.67%) of them mentioned that they have the impression that their parents suppress females in education, and 52 (17.33%) of them stated that this does not apply to them as they steers. Only 52 (17.35%) of the respondents studying in Gulbarga city have stated that their parents suppress female children with reference to education, while it is not applicable to 54 (18.00%) of the respondents. Of the respondents studying in Gulbarga city, only 83 (27.67%) have mentioned that their parents encourage female education, 111 (37.00%) have felt that their parents treats female children equally with male children, and 111 (37.00%) have felt that their parents treats female children equally with male children. To summarise, according to the statements made by all of the respondents who were included in the study, 148 (24.67%) of the respondents have stated that their parents encourage girl children to participate in education, 253 (42.16%) of the respondents have stated that their parents treat female children on an equal level with male children, 93 (15.50%) of the respondents have agreed that their parents suppress female children in education, and 106 (17.67%) of the respondents do not have sisters, so this does not apply to them.

Career Aspirations Thought Out By Parents

Particulars	Teenagers Living in				Total	
	Bidar City		Gulbarga City			
	F	%	F	%	F	%
Doctor/ Engineer	49	16.33	66	22.00	115	19.17
Govt. Job	86	28.67	113	37.66	199	33.17
Better Marriage Prospects	51	17.00	38	12.67	89	14.83
Never Thought Anything	114	38.00	83	27.67	197	32.83

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Total	300	100	300	100	600	100

X^2=13.0, df=3 Significant at 0.05 level; Probability: 0.005

49 (16.33%) of the respondents studying in Bidar city were in agreement that their parents thought that they should become a doctor or engineer in the future, 86 (28.67%) of the respondents have felt that their parents have planned for their Government Job in the future, 51 (17.00%) of the respondents have mentioned that their parents are planning for their better marriage prospects after education, and 114 (38.00%) of the respondents have expressed that their parents have not thought for them in terms of a career path at all. Among the adolescents who are currently attending school in the city of Gulbarga, there are 66 (22.0%) who have stated that they are in agreement with their parents' plans for them to become a doctor or an engineer, 113 (37.66%) who have mentioned that their parents should thought that they should get a job with the government, 38 (12.67%) who have stated that their parents planned for their marriage after they completed their education, and 83 (27.67%) who have remarked that their parents The respondents' parents provided the following information on their children's future professional aspirations:

In conclusion, when asked about the career goals of teenagers as envisioned by their parents, 115 (19.17%) of them said that they agreed that their parents thought that they should become doctors or engineers in the future, 199 (33.17%) of them said that they felt that their parents thought that they should get a job with the government, 89 (14.83%) of them said that their parents are planning for their marriages, and 197 (32.83%) of them said that their parents have not thought for their future at all The educational and professional futures of their children are being significantly influenced by their parents. As a result of this, the parents of many children need to pay a great deal of attention to their education by ensuring that their children are enrolled in English-speaking schools, receiving coaching for competitive exams, being sent to spoken English lessons, receiving tuition, and so on. Some of the parents are also not paying a lot of attention to the professional future of their children, and even if they do, parents nevertheless play an advising role in their children's career choices, as the respondents stated it, the table below tabulates the results as follows.

Role Of Parents In Career Goals

Particulars	Teenagers Living in				Total	
	Bidar City		Gulbarga City			
	F	%	F	%	F	%
Force to Go for Particular Career	78	26.00	85	28.33	163	27.17
Decided by Parents	56	18.67	71	23.67	127	21.16
Advisory	73	24.33	50	16.67	123	20.50
Parents Never Thought about Career	93	31.00	94	31.33	187	31.17
Total	300	100	300	100	600	100

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X^2=6.38, df=3 Not Significant at 0.05 level; Probability: 0.095

Respondents studying in Bidar city were asked their opinions regarding the role of parents in career choices. Of those polled, 78 (26.00%) stated that they felt their parents forced them to choose and go for a particular career, 56 (18.67%) agreed that their future career is decided by their parents, 73 (24.33%) stated that the role of parents in career choices is advisory, and 93 (31.00%) stated that their parents never thought about their career. According to the responses of the teenagers polled in Gulbarga city, 85 (28.33%) of them have agreed that their parents forced them to choose and go for a particular career, 71 (23.67%) of them have felt that the career choice is decided by their parents, 50 (16.67%) of them have remarked that the role of parents in career choices is advisory, and 94 (31.335) of them have expressed the opinion that their parents have never thought about the career future of their children.

Annual Fees Collected By Colleges

Particulars	Teenagers Living in				Total	
	Bidar City		Gulbarga City			
	F	%	F	%	F	%
Nil	--	--	--	--	--	--
Up to Rs. 5000	76	25.33	71	23.67	147	24.50
Rs. 5001 to Rs. 10000	83	27.67	75	25.00	158	26.33
More than Rs. 10000	141	47.00	154	51.33	295	49.17
Total	300	100	300	100	600	100

the teenagers studying in Bidar city have mentioned that they have paid annual fee up to Rs. 5000, 83 (27.67%) of the respondents have mentioned that they have paid annual fee between Rs. 5001 and Rs. 10000, and the remaining 141 (47.00%) of the respondents studying in Bidar city have stated that they have paid annual fees of more than Rs. 10000. On the subject of the annual fees collected by their colleges, the teenagers studying in Bidar city have According to the statements made by those who are currently enrolled in classes in Gulbarga city, the majority of students, 154 (51.33%), have paid an annual fee that is greater than Rs. 10,000. This is followed by 75 (25.00%) students who have paid an annual fee that is between Rs. 5001 and Rs. 10,000, and the remaining 71 (23.67%) students who have paid an annual fee that is less than Rs. 5000.

Paid Donations/ Capitations

	Teenagers Living in	Total

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Particulars	Bidar City		Gulbarga City			
	F	**%**	**F**	**%**	**F**	**%**
Yes	111	37.00	137	45.67	248	41.34
No	146	48.67	93	31.00	239	39.83
Don't Know	43	14.33	70	23.33	113	18.83
Total	300	100	300	100	600	100
X^2=20.9, df=3 Not Significant at 0.05 level; Probability: 0.000						

According to the information presented in the table above, as reported by the adolescents who are currently enrolled in educational institutions in the city of Bidar, 111 of them (37.00%) have made donations while applying for admission to schools or colleges, whereas 146 of them (48.67%) have not made donations to schools and colleges during the application process, and 43 of them (14.33%) have not expressed their views on the topic. Among the respondents who are currently enrolled in educational institutions in the city of Gulbarga, 137 (45.67%) have stated that they have paid donations in order to gain admission to schools and colleges. On the other hand, 93 (31.00%) have stated that they have not paid donations in order to gain admission, and 70 (23.33%) have no awareness about the practise.

.Amount Of Donations Paid

Particulars	Teenagers Living in				Total	
	Bidar City		Gulbarga City			
	F	**%**	**F**	**%**	**F**	**%**
Up to Rs. 25000	27	9.00	23	7.66	50	8.33
Rs.25000 to Rs. 50000	36	12.00	40	13.34	76	12.67
More than Rs. 50000	48	16.00	74	24.66	122	20.33
Not Applicable	189	63.00	163	54.34	352	58.67
Total	300	100	300	100	600	100
X^2=7.99, df=3 Significant at 0.05 level; Probability: 0.046						

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On the amount of donations paid by the teenagers studying in Bidar city, 27 (9.00%) have expressed that they have paid donations up to Rs. 25000, 36 (12.00%) have mentioned that they have paid donations up to Rs. 25000 to Rs. 50000, 48 (16.00%) have stated that they have paid donations ofmore than Rs. 50000 to schools and colleges and it is not applicable to 189 (63.00%) of the respondents as they were not paid any donations to schools and colleges. On the other hand, as stated by the respondents studying in Gulbarga city, 23 (7.66%) have mentioned that they have paid donations upto Rs. 25000, 40 (13.34%) have stated that they have paid donations between Rs. 25000 to Rs. 50000, 74 (24.66%) have remarked that they have paid donations of more than Rs. 50000 and it is not applicable to 163 (54.34%) of the respondents as they were not paid donations to get admissions to schools and colleges.

CONCLUSION

The Internet has had an effect on society in every conceivable way. Primarily, it had a significant impact on a person's education and learning. As a consequence of this, there are a great deal of websites on the internet that provide information on a variety of topics, including general knowledge. Interactions between instructors and students, parents and children, friends residing in distant locations, topic experts and learners, and so on have all been made easier by the faster and more two-way communication tools made available via the internet. The internet has made it possible for people of all ages to continue their education at any time and in any field they want. Learning and exchanging information is now possible on a global scale, and as a result, it is a boon for underdeveloped nations to exchange technology with wealthy countries so that they may progress at the same rate. As a consequence, the internet has contributed to the unceasing and unrelenting progress of the planet. In addition to these educational facilities, there is also an increase in international trade, which makes e-commerce more simpler. In addition, the greatest quality items are made accessible to buyers at prices that are fair, and it is made easier for people all over the globe to conduct monetary transactions. The provision of numerous government programmes, facilities, and services over the internet, such as Sakal services in Karnataka, is one example of how the internet has contributed to increased openness and accountability in administrative processes. It is also the most popular form of entertainment media due to the availability of a large number of comedic video clips, movies, songs and music of a variety of genres, games both online and offline, and so on. As a result of improved communication, the latest news and information on happenings may be sent within a matter of seconds; hence, it has become one of the most popular mass media. Therefore, the internet has had a favourable impact on the society of today. On the other side, children and teens have had their lives negatively impacted by the internet, as shown by the fact that a large number of teenagers and children do not use the internet regularly. 211 A significant number of the research found that pornographic material and indecent portrayals of women are to blame for the rise in violent acts committed against women.

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