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IS FAMILY INCOME AFFECT THE IMPACT OF THE INTERNET ON SECONDARY SCHOOL STUDENT LEARNING

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ABSTRACT

The main aim of this study was to investigate the effect of family income on the use of the internet in secondary school students learning. A descriptive survey research design was employed. The target population was students in secondary school students of Kolkata. 540 students were taken from the target population through simple random sampling. The results showed us that first, we find that only 37% of the students have a high level of using the internet, which has a higher impact on learning, and 28% very low level of using the internet on the internet. A higher percentage of scores lying above M±1 SD is expected. The Means and Standard Deviation for the scores in each variable are presented one by one after this initial summary.

Second, there is a significant difference between the impacts of internet on secondary school students due to family income. It was recommended that families should access education to encourage their children in schools. Moreover, socioeconomic policies should be formulated to enable children from low economic status to have equal opportunities as children from high economic parents to maintain harmony among children in the nation.

KEYWORDS: ***Internet, secondary school, family income***

INTRODUCTION

Two-thirds of the world's school-age children – or 1.3 billion children aged 3 to 17 years old – do not have internet connection in their homes, according to a new joint report from UNICEF and the International Telecommunication Union (ITU). "That so many children and young people have no internet at home is more than a digital gap –it is a digital canyon," said Henrietta Fore, UNICEF Executive Director. "Lack of connectivity doesn't just limit children and young people's ability to connect online. It prevents them from competing in the modern economy. It isolates them from the world. And in the event of school closures, such as those currently experienced by millions due to COVID-19, it causes them to lose out on education. Put bluntly: Lack of internet access is costing the next generation their futures."

Information and communication technologies (ICT) are playing an ever-greater role in the economy, the workplace, education, and our daily leisure. Children in the world's developed countries are spending ever-greater amounts of time working on and playing with computers of various descriptions. Such knowledge is elusive because the Internet is being appropriated into young people's lives as part of larger hypothesized trends towards, first, the individualization (by contrast to the communal nature) of media use and second, privatization (meaning both the use of media in private spaces and the commercialization of the symbolic realm more generally)

In this situation, a researcher wants to know if family income is related to using the internet in their education system. Here is a big question that arises. This is further supported by Ahawo (2009) who observed that in modern society, family influence played a very important role in the academic life of a student. Otula (2007) also supported this by stating that effective learning involves a partnership of students, teachers, and parents. He also observed that families' involvement determines the emotional and material input that further determined the motivation level of students toward education. The socioeconomic status of families in one way or another way affects academic Achievement. Omoraka (2001) noted that all children have certain needs, physical and sociological which when met contribute positively to their academic Achievement. These needs may include a conducive reading atmosphere, good food, a playing ground, provision of books and other material, and attendance at the best schools available. All of these help students promote effective learning and good Achievement in schools. Quality education is a key to providing the right human resources for social and economic production sectors facilitating wealth creation and improving living standards (Abdullah, 2011).

Phipatseritham. N (2019) the purpose of this study is to analyze the impact of internet usage on households' income in Thailand. **Results indicate that internet usage has a significant positive impact on households' income**. When categorizing households' income into three groups, including wage, non-agricultural income, and agricultural income, it is evident that internet usage has a positive impact on households' wage and non-agricultural income but has no impact on agricultural income. In addition, this study also analyzes the relationship between the impacts of internet usage and household characteristics. Results suggest that internet usage

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has a positive impact on wages only for households in which the household head has at least lower-secondary education. In addition, the adoption of the internet also has a positive impact on wages only for households in non-municipal areas.

ReQuest data were analyzed with a binary Logit model. Respondents' access to the Internet (residential access only for 1997 data) was explained with the price of access, household income, and other variables. Notably, the price used for a specific consumer depended on whether the consumer subscribed to Internet service. If the consumer subscribed to Internet service, the price reflected the reported monthly price that the subscriber paid. If the consumer did not subscribe to Internet service, the price was imputed as the average price paid by subscribers in the state in which the consumer lived.

THE OBJECTIVE OF THE STUDY

Objective 1: To find out the nature of using the Impact of the Internet on the Learning of Senior Secondary Students of Kolkata City.

Objective 2: To find out the effect of family income status on secondary school students' learning.

METHODS

A descriptive survey research design was employed in carrying out this study. The target population consisted of one higher secondary school, Kolkata West Bengal. The sample used for this study from 14 schools 540 students participated in this study. A simple random sampling technique was employed the researcher used questionnaires.

The first set of questionnaires contained questions on specific demographic information about respondents, Likert scales on the influence of family level of education, family support, and the influence of family income on students' academic achievement to test research questions.

A pilot study was conducted on 150 students who represented the population character but did not constitute the sample to check the reliability by using Cronbach Alpha. Accordingly, the researcher was able to decide the characteristics of the questionnaire that need to be adjusted or to change some technical words or phrases that seem to be technical for these respondents. The reliability of the questionnaire was calculated as 0.80. Therefore, it was suitable to use them.

To make the interpretation of the findings descriptively easier, the researcher used statistical techniques descriptive (means, and standard deviation) to characterize the dispersion or variability of the respondents. Furthermore, inferential statistics (ANOVA) were used to show the degree of difference among and within groups and estimate the most likely value of those variables respectively. The significance level was taken as $\alpha = 0.05$.

RESULTS AND DISCUSSIONS

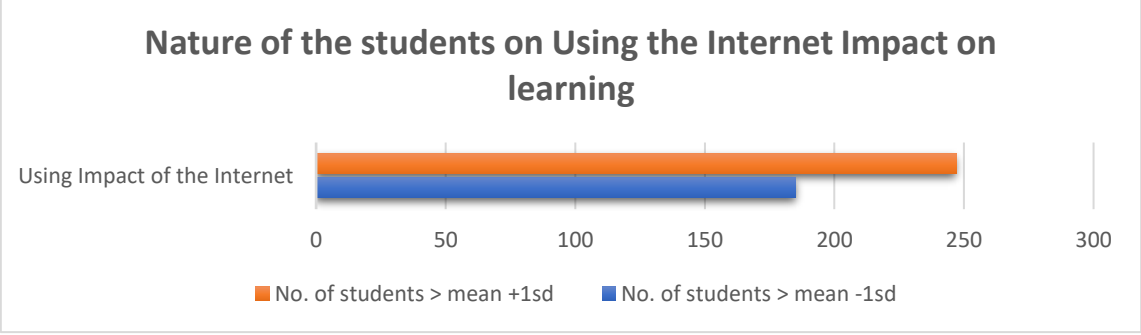
Objective 1: To find out the nature of using the Impact of the Internet on the Learning of Senior Secondary Students of Kolkata City.

As per the requirement of the objective, the statistical descriptions data were necessary which included computing Means and Standard Deviations of the scores in all the variables for all the sample groups and subgroups and preliminary distribution of sample showing the nature of the distribution.

Table 1: Showing the number of students above and below 1 Standard deviation from the mean as well as their percentage.

	No. of students > mean -1SD	% of students less than mean-1SD	No. of students > mean +1SD	% of students more than mean+1SD
Impact of the Internet	185	28%	247	37%

Figure 4.1: Graphical representation of the Nature of the student.



From the above table, we find that only 37% of the students have a high level of using the internet, which has a higher impact on learning, and 28% very low level of using the internet on the internet. A higher percentage of scores lying

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above M±1 SD is expected. The Means and Standard Deviation for the scores in each variable are presented one by one after this initial summary.

Table 2: Mean and Standard deviation of in Impact of the Internet on Learning Scores on Family Income.

Family Income	Mean	N	Std. Deviation
Less than 1 lac	102.36	353	17.007
1 to 3 lac	101.59	61	15.609
More than 3 lac	112.58	126	11.509
Total	104.66	540	16.307

From table number 2 we can show that those students' family income is more than 3 lac who users Internet more than other groups, we are seen that family income are any impact on using the Internet in their study. Here from the data, we have seen that students whose family income of more than 3 lac those students are using the Internet more than other groups.

$H_0$1: There is no significant difference in the Impact of the Internet on Learning due to Economic background.

Table 3: Multiple factor ANOVA for I.I.L (Family income).

Tests of Between-Subjects Effects

Dependent Variable: **I.I.L**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	92566.347[a]	24	3856.931	39.126	.000
Intercept	778394.670	1	778394.670	7896.342	.000
Family income	4280.817	2	2140.409	21.713	**.000**
Error	50766.956	515	98.577		
Total	6058256.000	540			
Corrected Total	143333.304	539			

a. R Squared = .646 (Adjusted R Squared = .629)

✓ There is a significant difference in the impact of the Internet on Learning due to Family income. (P ≤.05=.000) Therefore H_o4 is **rejected.**

Family Income

Multiple Comparisons

Dependent Variable: total

Tukey HSD

(I) Family Income	(J) Family Income	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Less than 1 lac	1 to 3 lac	.77	1.377	.841	-2.46	4.01
	More than 3 lac	-10.22*	1.030	.000	-12.64	-7.79
1 to 3 lac	Less than 1 lac	-.77	1.377	.841	-4.01	2.46
	More than 3 lac	-10.99*	1.549	.000	-14.63	-7.35
More than 3 lac	Less than 1 lac	10.22*	1.030	.000	7.79	12.64
	1 to 3 lac	10.99*	1.549	.000	7.35	14.63

Based on observed means.

The error term is Mean Square (Error) = 98.577.

*. The mean difference is significant at the .05 level.

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From the above table, we can see that there is a significant difference in using the internet among secondary school students due to family income. Phipatseritham. N (2019), and Otula (2007) also support this result. They also found the difference between using the internet and family income. It was found that family income might affect both sexes on their academic achievements. In support of this finding, Oloo (2003) stated that familial influence is an important factor affecting both female and male students' academic achievement.

CONCLUSIONS

Based on the results of the current study, the following conclusions were drawn. There were significant relationships between the use of the internet and family level of income.

The following recommendations were made based on the findings of the current study. Firstly, the government should sensitize families on the need and importance of supporting their children's education for better academic achievement. Secondly, university leaders, school supervisors, school principals, homeroom teachers, and education supervisors should advise families on how to properly use their resources on supporting their children's academic achievement at any level of education. Thirdly, the government should balance the effect of affirmative action in education by providing equal chances for both female and male students even though education of females, in particular, contributes to various aspects of their lives such as increased longevity, family health and nutrition, reduced fertility rates, and reduced related child mortality rates.

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