

# Clicks and Connection: How Internet Habits and Family Bonds Impact Student Success!

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## Abstract

The internet has ingrained itself into peoples' daily lives. It is regarded as the media that is used the most extensively worldwide. The development of the internet has altered many facets of daily life, including how people engage with one another and amuse themselves thanks to the plethora of social networking sites. The goal of the current investigation was to find out how internet addiction & parent-child relationship affected secondary school children' academic performance. The study categorised academic performance as a dependent variable and parent-child relationship & internet addiction as independent variables. Study's methodology was descriptive survey. Using a multistage random selection approach, 700 Sec. School students were selected as a sample. In order to gather the data, Internet Addiction Scale by Gulati, Kurisunkal & Bakliwal (2021) and Parent-child Relationship by Nalini Rao (2016) were used. For the Academic performance measure, the researcher had to depend upon the school examination record of the respective schools. Academic performance of secondary school pupils and internet addiction were shown to differ significantly. Students in secondary schools were shown to have a substantial impact on their academic achievement from their parent-child relationship. The study's conclusions showed that there was a substantial double interaction impact between internet addiction & parent-child relationships on secondary school students' academic performance.

**Keywords:** “Internet Addiction, Parent-child relationship, Academic Performance, Sec. School Students”

## INTRODUCTION

In the current epoch, the Internet has seamlessly woven itself into the very fabric of daily existence, transcending geographical and societal boundaries. This pervasive integration is underscored by the WHO declaration in 2014, acknowledging the indispensability of internet usage in modern life, a trend that has witnessed a global upsurge in recent decades (World Health Organization, 2018). As of January 2021, an astonishing 4.6 billion individuals worldwide are active internet users, a testament to the ubiquitous influence of this digital medium (International Telecommunication Union, 2021). In general, parents support their children's demands for relatedness, competence, and autonomy, which helps to enhance their drive to learn. In addition to meeting all of their needs, parents are in-charge of their kids' academic performance. Academic performance of children is also influenced by factors such as family structure, parental education, social standing, etc. “Students whose parents hold high expectations receive higher grades, achieve higher scores on standardized tests, and persist longer in school than do

those whose parents hold relatively low expectations” (Davis-Kean 2005; Pearce 2006; Vartanian et al. 2007).

### **CONCEPT OF INTERNET ADDICTION**

The concept of "Internet addiction disorder," initially proposed by Ivan Goldberg in 1996, illuminates a condition characterized by pathological and compulsive internet usage. This phenomenon goes beyond mere engagement with the digital world; it signifies an individual's inability to control their internet use, leading to profound psychological, social, academic, and professional challenges (Goldberg, 1996). The increasing prevalence of this disorder amplifies concerns about its potential impact on individual well-being and societal functioning. In the educational realm, where technology and pedagogy intersect, the surge in internet use assumes paramount importance. Students, as primary consumers of digital content, grapple with the challenges and opportunities presented by the digital landscape. The escalating number of internet users annually necessitates a nuanced understanding of its effects, particularly concerning academic performance.

The scope and scale of internet usage in education have witnessed unprecedented growth. The advent of online learning platforms, digital resources, and collaborative tools has transformed traditional educational paradigms. However, this transformation brings forth a conundrum – the potential pitfalls of excessive internet use leading to addiction & its subsequent impact on academic outcomes. As we navigate this digital terrain, it is imperative to recognize the multifaceted nature of internet usage. The internet is not merely a tool but a dynamic environment that shapes cognitive processes, social interactions, and information consumption patterns. Understanding its impact on students' academic journeys requires an interdisciplinary approach, drawing from psychology, education, and technology studies.

In the contemporary era, the pervasive use of the internet has given rise to a critical concern – internet addiction, particularly among teenagers who grapple with the stressors of academic life. The omnipresence & accessibility of the internet through various devices have propelled this issue into a global spotlight. As individuals increasingly turn to the digital realm for entertainment and social interaction, the transformative impact of the internet on our lives is irrefutable. The sheer magnitude of internet usage is astounding, with the number of active users surpassing 4 billion globally. A snapshot of April 2022 reveals a staggering 5.32 billion mobile users, constituting 67% of the global population. Simultaneously, 5.00 billion individuals, or 63% of the global population, are active internet users, while 4.65 billion people, comprising 58.7% of the global population, engage with social media platforms (S. Kemp, Global Statshot Report, Datareportal, Vancouver, Canada, 2022). This data underscores the pervasive influence of the internet on a global scale. India, in particular, has witnessed an explosive growth in internet usage. Reports from 2013 indicate approximately 137 million internet users in the country & projections suggest that India is on track to become the world's second-largest internet user, following China, in the near future. This surge exemplifies the transformative influence of the internet on the demographic landscape of India.

### **PARENT-CHILD RELATIONSHIP**

In the intricate tapestry of education, the parent-child relationship emerges as a fundamental thread,

weaving its influence through the academic journey of sec. school pupils. The recognition of the parent-child relationship as a critical determinant of a child's holistic development has deep historical roots. Extending beyond the mere transmission of knowledge, this relationship encompasses cognitive, emotional, and social dimensions. Research consistently underscores the significance of parental involvement, communication styles, and emotional support in influencing educational outcomes (Desforges & Abouchaar, 2003; Hill & Tyson, 2009). In recent years, the educational landscape has witnessed a paradigm shift, with an increasing emphasis on the socio-emotional facets of learning. This shift is rooted in the understanding that a positive and supportive parent-child relationship not only contributes to psychological well-being but also serves as a catalyst for enhanced cognitive development and academic achievement (Valiente et al., 2012; Pomerantz & Eaton, 2001).

The secondary school phase, characterized by heightened academic challenges and the pursuit of greater autonomy, marks a crucial juncture in a student's educational journey. During this period, the influence of the parent-child relationship takes on added significance. Empirical evidence indicates that positive parent-child relationships are associated with better academic engagement, motivation, and overall achievement among secondary school students (Amato & Fowler, 2002; Wentzel, 1998). The emotional bond between parents and their children is foundational to the child's sense of security, self-esteem, and motivation to learn. Parental warmth and support create an environment that nurtures a child's curiosity, resilience, and intrinsic motivation—essential elements for navigating the academic challenges inherent in secondary school education (Dornbusch et al., 1987; Eccles & Harold, 1996). Moreover, the quality of parent-child communication emerges as a pivotal factor. Open, constructive communication fosters a shared understanding of academic expectations, goals, and challenges. Studies indicate that students with effective communication channels with their parents exhibit higher levels of academic self-efficacy and resilience (Hill & Tyson, 2009; Fan & Chen, 2001). Beyond the emotional and communicative dimensions, involvement of parents in a child's education significantly impacts academic outcomes. This involvement is varied & includes things like keeping an eye on homework, going to parent-teacher conferences, and having class discussions at home. Research consistently demonstrates a positive correlation between parental involvement and academic achievement (Desforges & Abouchaar, 2003; Jeynes, 2007).

In conclusion, our exploration into the dynamics of internet addiction and its interplay with the parent-child relationship in shaping the academic performance of secondary school pupils underscores the pressing need for a nuanced understanding. The exponential growth in global internet usage, with over 4 billion active users in 2022, accentuates the profound influence of the digital era on education. The rise in internet addiction, particularly among youth, highlights the importance of addressing this issue within the context of academic performance. The detrimental impact of internet addiction on academic outcomes necessitates recognition from educators, parents, and policymakers. The ubiquity of the internet through various devices has transformed student engagement with information, entertainment, and social interactions. Simultaneously, the influence of the parent-child relationship emerges as a crucial mediator in mitigating the effects of internet addiction. Strategies fostering open communication, parental guidance, and a balance between online and offline activities are advocated.

## VARIABLES USED

### ➤ **Dependent Variable**

- Academic Performance

### ➤ **Independent Variables**

- Internet Addiction (High & Low)
- Parent-child Relationship (Favourable & Unfavourable)

## OBJECTIVES

1. “To study the main effect of internet addiction on academic performance of secondary school students”.
2. “To study the main effect of parent-child relationship on academic performance of secondary school students”.
3. “To find out the double interaction effect of internet addiction and parent-child relationship on academic performance among secondary school students”.

## HYPOTHESES

**H<sub>01</sub>** “There is no significant main effect of internet addiction on academic performance of secondary school students”.

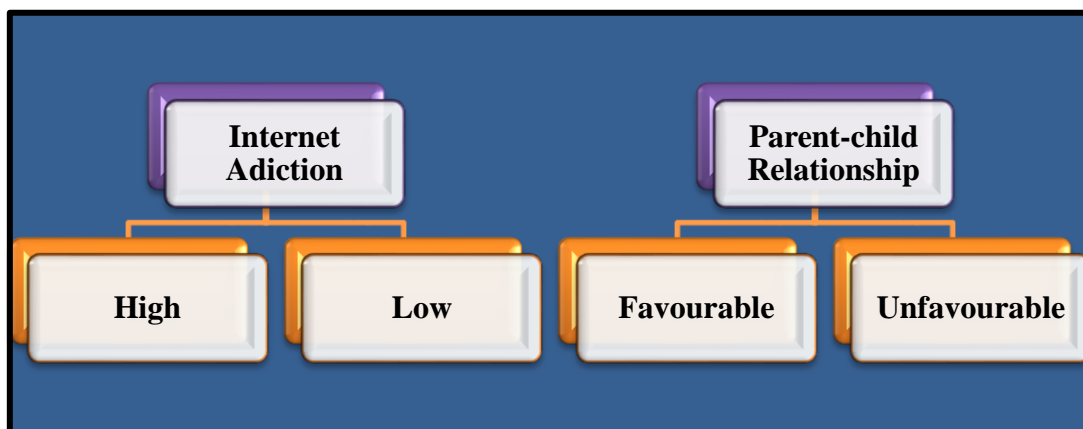
**H<sub>02</sub>** “There is no significant main effect of parent-child relationship on academic performance of secondary school students”.

**H<sub>03</sub>** “There is no significant interaction effect of internet addiction and parent-child relationship on academic performance among secondary school students”.

## METHODOLOGY

### ▪ **Research Method & Research Design:**

“The **Descriptive Survey Method** was used for the current analysis. The 2×2 factorial randomized group design was used to analyze the data. All the independent variables i.e. Internet Addiction (High & Low) and Parent-child Relationship (Favourable & Unfavourable) were varied at the two levels as given below”.



## POPULATION

All the Sec. School Students, studying in 9<sup>th</sup> class in various schools of Haryana State constituted the target population for the present study.

**SAMPLE**

To select a sample of 700 (male & female) sec. school students from Rohtak and Sonapat Districts, Multi-stage random sampling technique was applied.

**TOOLS USED**

- **Academic Performance:** For the Academic performance measure, the researcher had to depend upon the school examination record of the respective school of their previous test scores.
- **Internet Addiction Scale** by Gulati, Kurisunkal & Bakliwal (2021).
- **Parent-child Relationship Scale** by Nalini Rao (2016).

**STATISTICAL TECHNIQUES**

“Mean, SD, t-test & Two way ANOVA were employed to examine the effect of independent variables i.e. internet addiction & parent-child relationship on dependent variable i.e academic performance

**DATA ANALYSIS AND INTERPRETATION**

“In order to analyse the data, the 2-Way ANOVA with 2×2 factorial design was calculated. It was decided that the hypotheses will be rejected or retained at 0.01 and 0.05 level of significance. In order to confirm the objectives & to check the null hypotheses, the current investigation has been analyzed shown below”.

**Table-1**

**“Summary of 2 Way ANOVA (2×2 Factorial Design) for Academic Performance of Secondary School Students with respect to their Internet Addiction & Parent-child Relationship”**

Dependent Variable: Academic Performance					
Source of Variance	Type III Sum of Squares	df	Mean Squares	F-ratios	Sig.
Corrected Model	59502	7	8500.425	26.746	.000
Intercept	2010600.173		2010600.173	6326.224	.000
Main Effect					
Internet Addiction (A)	5272.856	1	5272.856	16.591	.000
Parent-child Relationship (B)	8389.863	1	8389.863	26.398	.000
Double Interaction Effect					
Interaction of Internet Addiction × Parent-child Relationship (AxB)	4257.523	1	4257.523	13.396	.000
Error	150011.016	472	317.820		
Total	2268572.000	480	7580.950		
Corrected Total	209513.992	479			

**Internet Addiction (A)**

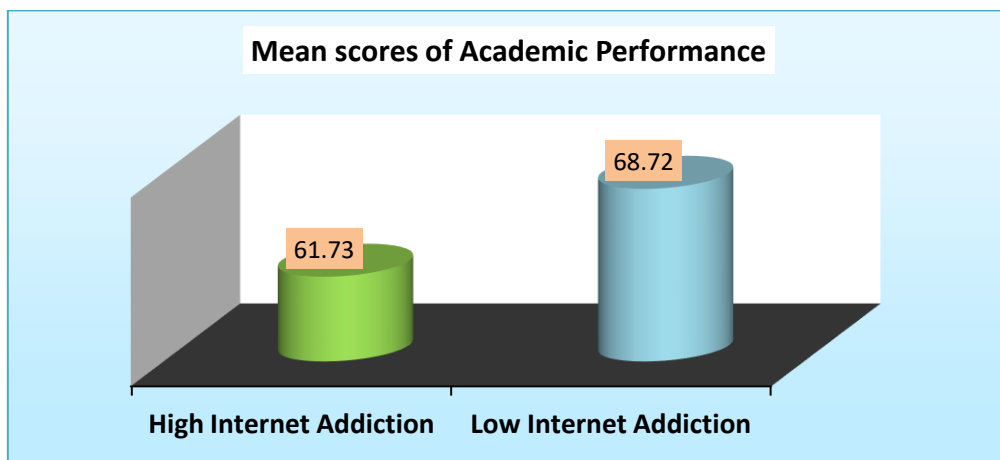
Table-1 makes it evident that the main effect of internet addiction on secondary school pupils' academic performance is significant at the 0.01 level, with an F-ratio of 16.591. Consequently, the null hypothesis

H<sub>01</sub> stands rejected. Thus, it can be said that pupils' academic performance is significantly impacted by internet addiction. The "t"-value was calculated in order to do more research, and it is shown in Table-2.

**Table-2 “Descriptive statistics related to the Academic Performance of Secondary School Students on the basis of Internet Addiction”**

Dependent Variable	Groups	N	Mean	SD	‘t’ value	Level of Significance
Academic Performance	High Internet Addiction	222	61.73	21.28	3.69	Significant at 0.01
	Low Internet Addiction	258	68.72	20.07		

Df: 478



**Fig. 1: Mean Academic Performance Scores of Sec. School Students on the basis of Internet Addiction**

The t-value (3.69) from Table-2 indicates a significant difference in academic performance of sec. school pupils on the basis of internet addiction at 0.01 level. Average scores depicted that pupils having high internet addiction (61.73±21.28) possess lower academic performance as compared to students having low internet addiction (68.72±20.07). So, it can be quite clear that those students who have higher addiction of internet have less academic performance than those students who have lower internet addiction.

**Parent-child Relationship (B)**

Table-1 further shows F-ratio of 26.398 that the main effect of the parent-child relationship on sec. school students' academic performance has a significant at the 0.01 level. As a result, H<sub>02</sub> is rejected. Thus, it can be said that a student's academic performance is significantly impacted by their parent-child relationship. The "t"-value was calculated in order to do more research, and it is shown in Table-3.

**Table-3 “Descriptive statistics related to the Academic Performance of Secondary School Students on the basis of Parent-child Relationship”**

Dependent Variable	Parent-child Relationship	N	Mean	SD	‘t’ value	Level of Significance
	Favourable	239	69.97	21.50	4.80	Significant at

Academic Performance	Unfavourable	241	61.04	19.35		0.01
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Df: 478

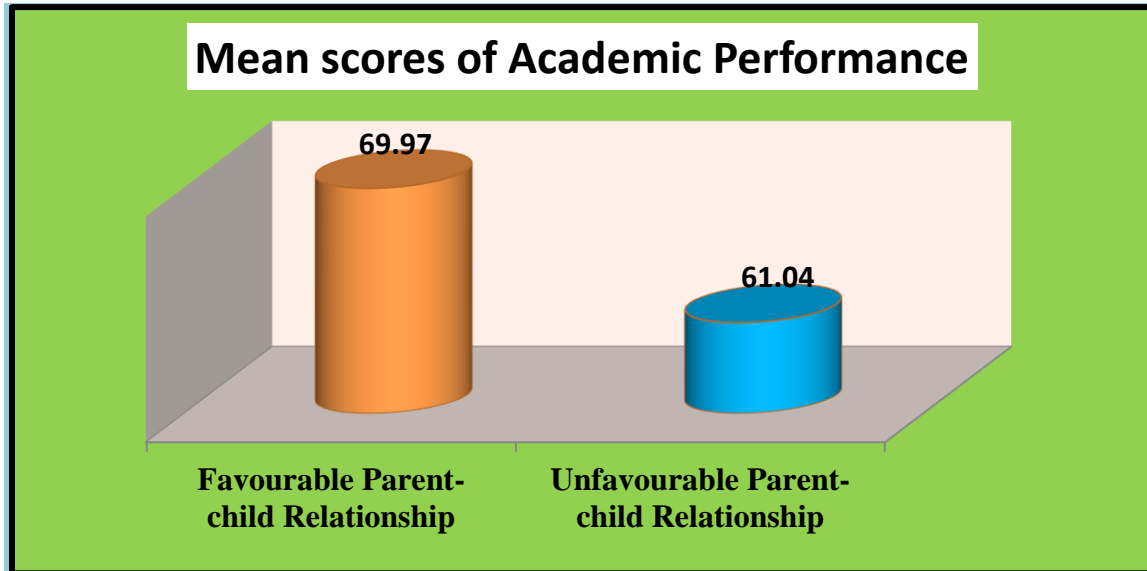


Fig. 2: “Mean Academic Performance Scores of Secondary School Students on the basis of Parent-child Relationship”

The t-value (4.80) vide Table-3 indicates a significant difference in academic performance of sec. school pupils on the basis of parent-child relationship at 0.01 level. Means scores represents that students having favourable parent-child relationship (69.97±21.50) possess higher academic performance as compared to students having unfavourable parent-child relationship (61.04±19.35). So, it can be concluded that those students who have favourable parent-child relationship got higher academic performance than those students who have unfavourable parent-child relationship.

**Internet Addiction & Parent-child Relationship (AxB)**

As evident from Table-1 that F-ratio (13.396) for the interaction of internet addiction & parent-child relationship is significant at 0.01 level. Therefore,  $H_{03}$  is rejected. As a result, it can be concluded that there is a substantial interaction among parent-child relationships & internet addiction when it comes to secondary school pupils’ academic performance. The significance of the differences in the mean academic performance scores for the different groups was also established using the "t" test. The same results shown in Table-4 & Fig. 3.

Table – 4 “t’-values for Mean Scores of Academic Performance of Secondary School Students for Different Groups of Internet addiction and Parent-child Relationship (AxB)”

Groups	N		Mean		S.D.		t’-values
A <sub>1</sub> B <sub>1</sub> vs A <sub>2</sub> B <sub>1</sub>	121	118	62.77	77.36	21.95	18.36	5.59**
A <sub>1</sub> B <sub>2</sub> vs A <sub>2</sub> B <sub>2</sub>	101	140	60.49	61.45	20.49	18.55	0.373(NS)
A <sub>1</sub> B <sub>1</sub> vs A <sub>2</sub> B <sub>2</sub>	121	140	62.77	61.45	21.95	18.55	0.521 (NS)
A <sub>1</sub> B <sub>2</sub> vs A <sub>2</sub> B <sub>1</sub>	101	118	60.49	77.36	20.49	18.36	6.39**

A <sub>1</sub> B <sub>1</sub> vs A <sub>1</sub> B <sub>2</sub>	121	101	62.77	60.49	21.95	20.49	<b>0.80 (NS)</b>
A <sub>2</sub> B <sub>1</sub> vs A <sub>2</sub> B <sub>2</sub>	118	140	77.36	61.45	18.36	18.55	<b>6.91**</b>

“\*\* Significant at 0.01 level \* Significant at 0.05 level NS= Not Significant”

A<sub>1</sub> = High Internet Addiction ;  
A<sub>2</sub> = Low Internet Addiction;

B<sub>1</sub> = Favourable Parent-child Relationship  
B<sub>2</sub> = Unfavourable Parent-child Relationship

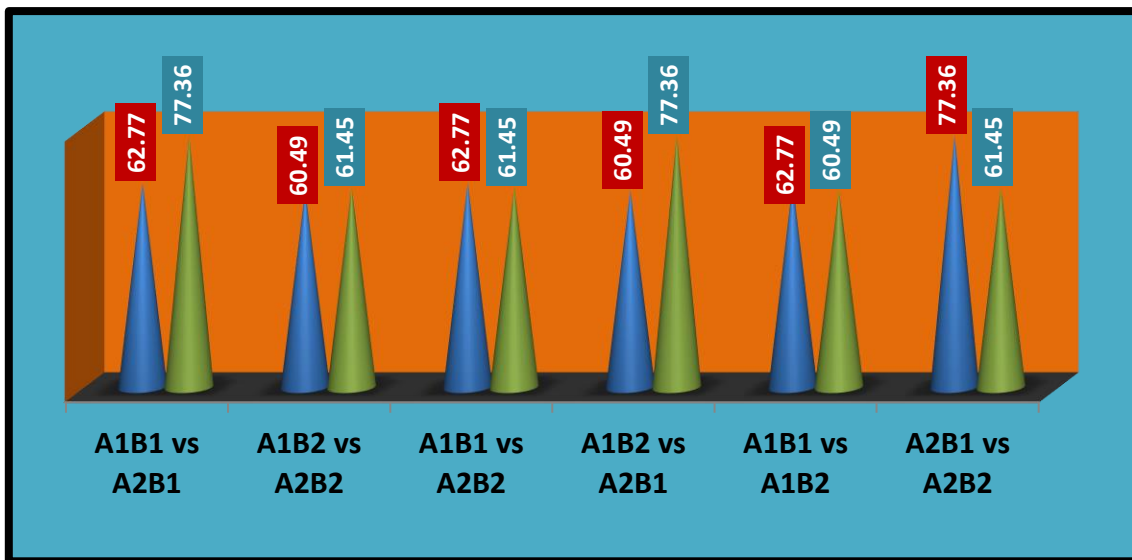


Fig. 3: “Mean Scores for Interaction Effect of Internet Addiction & Parent-child Relationship on Academic Performance of Secondary School Students”

Table-4 discovers that the t-value (5.59) for pupils having high internet addiction with favourable parent-child relationship (A<sub>1</sub>B<sub>1</sub>) and students having low internet addiction with favourable parent-child relationship (A<sub>2</sub>B<sub>1</sub>) is found significant at 0.01 level. Mean scores interpreted that pupils having high internet addiction with favourable parent-child relationship (62.77) have lower academic performance as compared to students having low internet addiction with favourable parent-child relationship (77.36). The t-values (0.373, 0.521 & 0.80) for students having high internet addiction with unfavourable parent-child relationship (A<sub>1</sub>B<sub>2</sub>) and students having low internet addiction with unfavourable parent-child relationship (A<sub>2</sub>B<sub>2</sub>); students having high internet addiction with favourable parent-child relationship (A<sub>1</sub>B<sub>1</sub>) and students having low internet addiction with unfavourable parent-child relationship (A<sub>2</sub>B<sub>2</sub>); and students having high internet addiction with favourable parent-child relationship (A<sub>1</sub>B<sub>1</sub>) and students having high internet addiction with unfavourable parent-child relationship (A<sub>1</sub>B<sub>2</sub>); respectively, are not found significant at 0.05 level. The t-value (6.39) vide Table-4.1.4(iii) for students having students having high internet addiction with unfavourable parent-child relationship (A<sub>1</sub>B<sub>2</sub>) and students having low internet addiction with favourable parent-child relationship (A<sub>2</sub>B<sub>1</sub>) is found significant at 0.01 level. Average scores defined that pupils having high internet addiction with unfavourable parent-child relationship (60.49) experienced lower academic performance than students having low internet addiction with favourable parent-child relationship (77.36). Lastly, the t-value (6.91) for students having high internet addiction with high parent-child relationship (A<sub>2</sub>B<sub>1</sub>) and students having low internet addiction with unfavourable parent-child relationship (A<sub>2</sub>B<sub>2</sub>) is found significant at 0.01 level. While comparing average scores, it can be seen that pupils having high internet addiction with favourable



parent-child relationship (77.36) possess higher academic performance as compared to students having low internet addiction with unfavourable parent-child relationship (61.45).

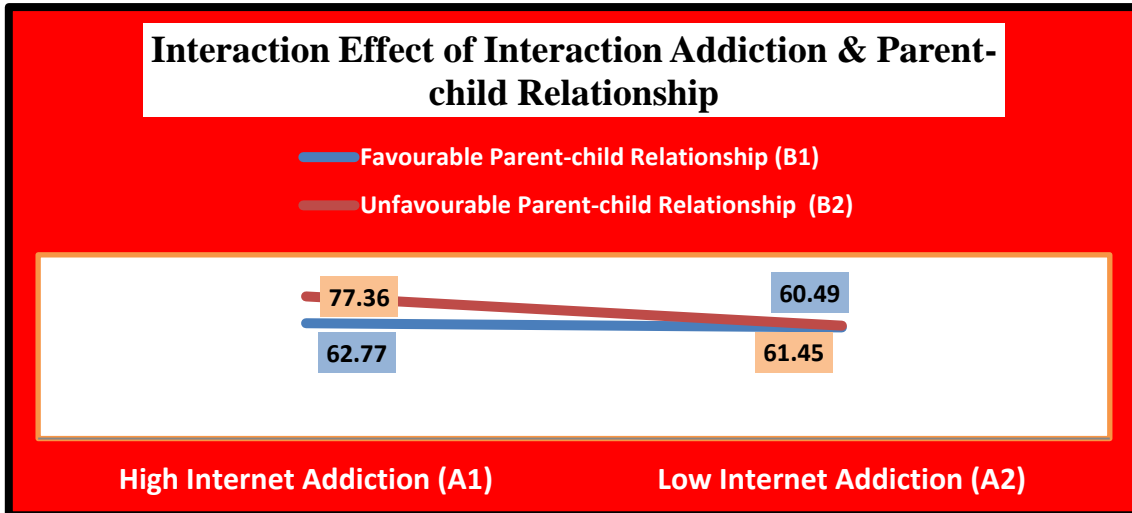


Fig. 4: “Interaction Effect of Internet addiction and Parent-child relationship (A×B) on Academic Performance of Secondary School Students”

“The interaction effect of internet addiction and parent-child relationship (A×B) on Academic Performance of secondary school students has been also presented in the form of line graph in Fig. 4.1.4(b). The mean  $M_{11}=62.77$  and  $M_{12}=60.49$  are marked for plotting line  $A_1$ . Similarly,  $A_2$  line is drawn by marking  $M_{21}=77.36$  and  $M_{22}=61.45$ . In the below figure,  $A_1$  and  $A_2$  lines touch at a point”. Consequently, this line graph lends credence to the conclusion that there is a strong connection between internet addiction (A) & parent-child relationships (B).

## DISCUSSION ON THE OBTAINED RESULTS

Currently, the internet is thought to be the medium that is utilised the most globally. It has gotten into every aspect of life and is now an inevitable part of what people do every day. Even while the internet is now a necessary tool for communication and information acquisition, the majority of students use it for enjoyment, amusement, and engagement, which diverts them from their academic work. Poor academic performance has been connected to excessive internet use. It was found that those students who spent more time on internet have significantly less academic performance. Acc. to Singh and Barmola's (2015) that kids with severe and deep online addiction were found to have negative consequences on their mental and academic health, compared to students with moderate internet usage addiction. An increasing number of people are worried about the potential effects that children's increased use of electronics and social media may have on their growth and academic performance. Positive parent-child relationships were also found to have a significant influence on children' academic success. Since every child is unique, it is crucial for parents to help their kids see the value of identifying their talents and to support them in pursuing a job in their area of expertise. Good parent-child relationships can help teens feel less stressed and irritable, which is protective for their everyday lives & studies (Janssens et al., 2021). This has a positive effect on students' academic performance during online learning (Tus, 2021). Students' academic performance was greatly impacted by parent-child connections (Lu et al., 2021).

## CONCLUSION

1. It was shown that students with higher internet usage had far worse academic performance.
2. It was found that students who have favourable parent-child relationship got higher academic performance than those students who have unfavourable parent-child relationship.
3. It was also found that students having high internet addiction with favourable parent-child relationship (62.77) have lower academic performance as compared to students having low internet addiction with favourable parent-child relationship.
4. Students having high internet addiction with unfavourable parent-child relationship experienced lower academic performance than students having low internet addiction with favourable parent-child relationship.
5. Students having high internet addiction with favourable parent-child relationship possess higher academic performance as compared to students having low internet addiction with unfavourable parent-child relationship.

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