



INTERNET AVERSION OF THE HIGHER SECONDARY STUDENTS

1. Dr. P. VAIYAPURI RAJA, M.Sc., M.Ed., Ph.D.,

2. Dr. M. ASOKAN, M.Sc., M.Ed., M.Phil., Ph.D.,

3. Dr. M. SENTHILKUMAR, M.Sc., M.Ed., M.Phil., Ph.D.,

1. Professor, SIGA College of Education, Tamilnadu

2. Principal, SIGA College of Education, Tamilnadu

3. Professor, TVM College of Education, Tamilnadu

ABSTRACT

In the present digital era, the development in various aspects of internet technology has reached beyond the imagination and expectation. It provides the platform for web services and the WorldWide Web. Internet users are fond of saying, "content is king," when it comes to the ultimate value of Internet use. People use the Internet because it provides them with information they need, and the ability to communicate with friends, colleagues, coworkers and peers from the world. It also provides a communication environment that encourages creativity, expression, enjoyment and experimentation. The term "aversion" which means "A fixed, intense dislike" is one of the major problems in human being. A feeling of repugnance toward something with a desire to avoid turns from it. An overall feeling of aversion while using internet based upon emotions is termed as internet aversion. Students suffering from internet aversion not only affected in studies but also in every social activities. Hence the investigators were interested to study the internet aversion of the higher secondary students. Using simple random sampling technique and normative survey method 200 higher secondary students were selected as the sample for this present study. Internet Aversion Scale (IAS) constructed and validated by Vennilla. S., (2011) has been used for the data collection. SPSS has been used for analyzing the collected data and found that a high level of internet aversion has been absorbed in the higher secondary students. Hence the investigators were interested to study the internet aversion of higher secondary students.

KEYWORDS:

Internet, Environment, Aversion,



INTRODUCTION:

In the present digital era, the development in various aspects of internet technology has reached beyond our imagination and expectation. It shared global computing network. It provides the platform for web services and the WorldWide Web. Internet users are fond of saying, "content is king," when it comes to the ultimate value of Internet use. People use the Internet because it provides them with information they need, and the ability to communicate with friends, colleagues, coworkers and peers from around the world. It also provides a communication environment that encourages creativity, expression, enjoyment and experimentation. Teaching and learning activities have a huge impact on educational technology. Internet is one of the major outcomes of the technology. While using internet the pupil can learn everything from their place. A means of connecting a computer to any other computer anywhere in the world via dedicated routers and servers. When two computers are connected over the Internet, they can send and receive all kinds of information such as text, graphics, voice, video, and computer programs. No one owns Internet, although several organizations the world collaborate in its functioning and development. The Internet grew out of the Advanced Research Projects Agency's Wide Area Network (then called ARPANET) established by the US Department Of Defense in 1960s for collaboration in military research among business and government laboratories. Later universities and other US institutions connected to it. This resulted in ARPANET growing beyond everyone's expectations and acquiring the name 'Internet.' The development of hypertext based technology (called World Wide Web, WWW, or just the Web) provided means of displaying text, graphics, and animations, and easy search and navigation tools that triggered Internets explosive worldwide growth.

As internet have a lot of applications in almost all fields, their presence cannot be ignored people feel comfortable and easy with the presence of internet in the modern world. A person can be called a literate, if he or she has an ability to read and write. Otherwise, he or she is known as an illiterate. But in the context of internet, meaning of the term literacy is something different and one should understand what internet literacy is. Internet literacy may be stated as awareness and

understanding of the internet, its role in society and its impact on education. But the total internet literacy must be comprehensive browsing, but also information retrieval, statistics and other related system applications. In other words, internet literacy includes both the operation and application of internet.

The term “aversion” which means “A fixed, intense dislike” is one of the major problems in human being. A feeling of repugnance toward something with a desire to avoid turns from it. According to Scheidler., (1989) there is uncertainly aversion if any convex combination of two acts is preferred to the least favorable of these acts. Now, aversion has become a major problem from child to adult. Aversion is one of the most potent forces that act against change. Students suffering from internet aversion not only affected in studies but also in every social activities. Internet plays a vast role in day to day activities such as ticket distributing purchasing etc. Students having internet aversion hesitate to be in the places where internet is used.

LITERATURE REVIEW:

Sindhu D C., and Vikesh Chandra Gupta., (2026) studied about the Impact of internet addiction among higher secondary students. Findings indicate that prolonged online engagement often leads to reduced concentration, poor academic achievement, sleep disturbances, and increased levels of stress, anxiety, and depression. Moreover, internet addiction fosters social isolation, weakens interpersonal relationships, and encourages dependency behaviors similar to substance abuse. While the internet provides valuable educational and recreational opportunities, its misuse poses serious challenges to students’ holistic development. The study emphasizes the importance of balanced digital habits, parental guidance, and institutional interventions to mitigate the adverse effects of internet addiction and promote healthier online practices among youth.

ShakshiSrivastava., and Chetan Kumar., (2024) studied about the adjustment, academic procrastination and internet addiction among school student. Findings reveal that internet addiction has positive correlation to academic procrastination and negative correlation to adjustment.

Manisha D. Bhatu., (2023), conducted a study of internet addiction of students studying in secondary and higher secondary schools. The results of the study show that there is a



significant difference in the impact of internet addiction in boys and girls. There is a significant difference in the effect of internet addiction of students studying in secondary and higher secondary schools. There is no significant difference in the effect of internet addiction among boys and girls studying in secondary and higher secondary schools.

NEED AND IMPORTANCE:

The education in the higher secondary school is purely mark oriented, the students don't have time to utilize, realize and practically learn about internet. Due to the lack of knowledge in overcoming the technological issues while using internet creates the aversion among students. Hence the investigator is interested to study the internet aversion of higher secondary students. The Internet is unlike any previous human invention in both scale and effect, and is now a global resource important to all of the people in the world. This unprecedented rapid growth and impact is largely due to its incorporation of a number of deeply powerful features that continue to accelerate its success, described in the following sections. Technology is power and, as such, can serve many purposes. Hence the investigators were interested to study the internet aversion of higher secondary students.

HYPOTHESIS:

The following were the hypotheses framed from the formulated objectives

1. The internet aversion of the higher secondary students is high.
2. There is no significant difference in internet aversion between the higher secondary boys and girls.
3. There is no significant difference in internet aversion between the higher secondary students studying in the schools located in the urban area and in the rural area.
4. There is no significant difference in internet aversion between the higher secondary students residing in the urban area and in the rural area.
5. There is no significant difference in internet aversion between the higher secondary students studying in the English medium and Tamil medium.
6. There is no significant difference in internet aversion between the higher secondary students who were hostellers and day scholars.



7. There is no significant difference in internet aversion between the higher secondary students from nuclear family and joint family.
8. There is no significant difference in internet aversion between the higher secondary students studying in the
 - a. Government school and Private school
 - b. Government school and Aided school
 - c. Private school and Aided school.
9. There is no significant difference in internet aversion between the higher secondary students studying in the
 - a. Boys' school and Girls school
 - b. Boys' school and co-education school
 - c. Girls' school and co-education school.

METHOD:

Normative survey method has been used in the present investigation.

SAMPLE:

Random sampling technique and normative survey method has been used in the selection of the sample of 200 higher secondary students studying in Villupuram district of Tamilnadu India.

TOOL USED:

One of the objectives of the present investigation is to study the higher secondary student's internet aversion and also to study if there is any significant difference between the selected pairs of sub-sample in respect of their internet aversion. In order to realize the objectives, the internet aversion scale constructed and validated by Vennila. S., (2011) was used in this study for the data collection. This scale is a two point scale, which consists of 32 statements (all are positive statements only). Each statement has the options namely 'TRUE' and 'FALSE'. The response of the subjects was scored by using the numerical values or arbitrary weights to the items. The statements were having the scoring as 1 and 0 for the responses 'TRUE' and 'FALSE' respectively.

An individual score is the sum of all the score of the 32 items. The score ranges from 0 to 32. The maximum score that one can get in this is 32. The intrinsic validity was found to be 0.87. The reliability of this scale by split half technique (consistency) followed by the use of spearman –brown prophecy formula is found to be 0.76. Thus the internet aversion scale has validity and reliability.

STATISTICAL TECHNIQUES USED:

Using the SPSS, the collected data were computed and the Mean and Standard Deviation for the entire sample and its sub-samples were computed for internet aversion scores. The test of significance ('t' test) was used in order to find out the significance of the difference between the means of the internet aversion score.

FINDINGS:

The following are the important findings of the present investigation.

1. The internet aversion of the higher secondary students is at high level.
2. There is no significant difference in internet aversion between the higher secondary boys and girls.
3. There is no significant difference in internet aversion between the higher secondary students studying in the schools located in the urban area and in the rural area.
4. There is no significant difference in internet aversion between the higher secondary students residing in the urban area and in the rural area.
5. There is no significant difference in internet aversion between the higher secondary students studying in the English medium and in the Tamil medium.
6. There is no significant difference in internet aversion between the higher secondary students who were hostellers and day scholars.
7. There is no significant difference in internet aversion between the higher secondary students from the nuclear family and from the joint family.
8. There is no significant difference in internet aversion between the higher secondary students studying in the Government schools and private schools.
9. There is no significant difference in internet aversion between the higher secondary students studying in the Government schools and aided schools.



10. There is no significant difference in internet aversion between the higher secondary students studying in the private schools and aided schools.
11. There is no significant difference in internet aversion between the higher secondary students studying in the boys school and girls school.
12. There is no significant difference in internet aversion between the higher secondary students studying in the boys school and co-education schools.
13. There is no significant difference in internet aversion between the higher secondary students studying in the girls school and co-education schools.

CONCLUSION:

The present investigation revealed that the higher secondary students were found to have a high level of internet aversion. So it can be revealed from the investigation that the higher secondary students should eradicate the internet aversion in a constructive way for their better future.

REFERENCES:

Best, John. W., and James, Kahn.V., (1999), “Research in education”, Seventh Edition Prentice Hall of India Private Limited, New Delhi, India.

Edwards. L. Allen., (1957), “Techniques of attitude scale Construction”, Vakils Feiffer and Simons (P) Ltd, Bombay, India.

Manisha D. Bhatu1 (2023), “A Study of Internet Addiction of Students Studying in Secondary and Higher Secondary School”, The International Journal of Indian Psychology v. 11, n. 3, pp. 1 -7.

ShakshiSrivastava., and Chetan Kumar., (2024), “Adjustment, Academic Procrastination, and Internet Addiction among School Student: A Correlation Study”, The International Journal of Indian Psychology v. 12, n. 2, pp. 1- 10.

Sindhu D C., and Vikesh Chandra Gupta., (2026), “Impact Of Internet Addiction Among Higher Secondary Students”, International Journal of Creative Research Thoughts (IJCRT), v. 14, n. 1, pp. 668 -684.

Vennilla.S., (2011), “A Study of internet Eversion of the higher secondary students” Unpublished M.Ed., distraction work, TNTEU, Tamilnadu.