The Correlation Among Academic Achievement and Internet and Social Networking Sites Attitude of Female Empowerment in Higher Secondary Stage

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ABSTRACT

Empowering female students in higher secondary education is crucial during adolescence, aiming to enhance their confidence, self-worth, and self-concept. This descriptive survey investigates the correlation between internet/social networking sites, academic achievement, and the empowerment of 300 adolescent girls in higher secondary stage. Utilizing structured questionnaires, the study examines adolescent females' perceptions of internet and social networking sites concerning academic success and empowerment. The study employs the Adolescent Girls Empowerment Scale (AGES) developed by Drs. Apana Singh and Devivra Singh Sisodia and the Internet and Social Networking Sites Attitude Scale (ISNSAS) developed by Dr. Subhash Sarkar and Prasenjit Das. Two structure questionnaires and total item was 99 .Both positive and negative are used in these questionnaires .The aim of this present paper was the correlation among academic achievement and internet and social networking sites attitude of female empowerment of higher secondary female students. The result of this present paper was. In order to test the hypothesis, Pearson Correlation Coefficient test was used .It can be indirect from the Table No.2 .That , there is a negative but not significant correlation(r =.065,p=.263) among the higher secondary female students, empowerment scores and academic achievement scores. The findings suggest a negative but not significant correlation (r = 0.069, p = 0.232) between internet and social networking sites and empowerment level scores of female higher secondary students moreover the score is not statistically significant at the conventional significance level (p < 0.01).

Keywords: Empowerment, internet and social networking sites attitude (ISNSAS), academic achievement.

INTRODUCTION

India's adolescent population, comprising 253 million, with females representing 47%, faces significant changes during adolescence, defined by the WHO as a period of rapid transformation.[1]. Social media, especially, plays a crucial role in raising awareness among higher secondary female students, not only fostering academic achievements but also promoting personal growth, including nutritional and mental well-being. Female students' academic progress not only promotes academic achievement but also personal growth, including mental health and nutritional knowledge, especially for those from low-income backgrounds. One important factor in this process is the efficient use of social networking sites

and the internet, which creates an atmosphere that is conducive to empowerment. Views on social media and internet use have a major role in determining how young women are taught, emphasizing how important it is to use digital technologies to inspire and engage students wherever they may be in the world[.2]

Attitudes towards education play a pivotal role in shaping the trajectory of educational planning for young women [3]. The academic success of female students is significantly impacted by their attitudes towards internet usage and engagement with social networking platforms [4]. Particularly during the formative phase of higher secondary education, it is imperative for the student demographic, including young women, to cultivate a robust sense of self-esteem and self-confidence. Adolescent girls often perceived as emotionally fragile, encounter obstacles in.

OBJECTIVE OF THE STUDY:
To identify the relationship among, academic achievement and Internet and social networking sites attitude and women empowerment of higher secondary female students

RESEARCH QUESTION:
Is there any significant relationship among, academic achievement and internet and social networking sites attitude and women empowerment of higher secondary female students?

HYPOTHESIS OF THE STUDY:
$H_0 1.$ There is no significant correlation between academic achievement and women empowerment of higher secondary students

$H_0 2.$ There is no significant correlation between internet and social networking sites attitude and women empowerment.

THE CONCEPT OF EMPOWERMENT
Depending on the political, social, and cultural context, empowerment can mean several things. Every local concept connected to empowerment that is globally investigated, has a wide range of definitions. These include qualities like strength, self-control, self-power, self-reliance, individuality, the capacity to defend one's rights, independence, the authority to make one's own decision According to Kabeer (2001), agency refers to the drive and meaning that people bring to their own actions, as well as their sense of agency and inner strength. The ability to harness the power of one's own inner strength can be fostered through development programs that support women's empowerment and recognize their capacity to think critically, weigh their options, make informed decisions, and gain life experience. Ions, freedom, etc.

SIGNIFICANCE OF EMPOWERMENT FOR ACADEMIC FEMALES:
Empowerment is crucial for the overall growth and well-being of teenage female pupils.. Teenage females can distinguish and respect their innate abilities, skills, and distinctive qualities when they are empowered, which helps them gain self-confidence. This prepared self-assurance becomes instrumental in confronting challenges, making judicious decisions, and passionately pursuing their aspirations. Empowered young women show a sensitive tendency for academic excellence. Improved academic

performance results from their focused goal of achievement, which is fostered by their self-belief and deep awareness for the importance of education.

PERCEPTION OF SOCIAL MEDIA AND THE INTERNET: Devices are connected globally through an international network of interconnected computer networks, known as the global network of interconnected computer networks, by means of established communication protocols. Internet. Data and information may be easily transferred between devices that are connected thanks to the Internet, which serves as a massive network backbone. Numerous services, including the World Wide Web (WWW) email, file sharing, online transactions and gaming, are supported by this adaptable network. The paradigms of information access, sharing, economic transactions and international communication have all been completely transformed by its widespread effect. India, the world's most populous country and the second-largest global marketplace for Internet users, provides a desired however extremely competitive environment. A substantial section of the population uses social media, with users spending an estimated 2.6 hours a day on various platforms, considering the fact that only 43% of the country's population now has access to the internet.[1]

THE CONCEPT OF ACHIEVING ACADEMIC ACHIEVEMENT:

A student's academic achievement or performance is a part of their overall behavior, according to Bhatnagar R.P. (1969).[1]It is the result of the student's unique interactions with his surroundings–the classroom, the teachers, and his peers. Academic achievement or academic success, like performance in other domains, is a multidimensional activity involving several phases, according to Gupta and Kapoor (1969).[2]

A favorable performance of understanding, abilities, and skills in academic subjects is known as academic achievement, and it is frequently measured using evaluation methods like grades and standardized assessments.

THE STUDY'S IMPORTANCE AND SIGNIFICANCE

The research emphasizes the significance it is to look into the way common social media and the internet have become in the modern age. With a substantial portion of the global population reliant on these platforms, particularly the youth demographic, understanding their impact is paramount. In India, where a significant majority consists of adolescents, the utilization of online resources for both educational and interpersonal purposes is pronounced. Adolescents use these methods for meaningful communication with friends and other people, as well as for academic improvement and the sharing of creative ideas.

THE RESEARCH METHODOLOGY.
RESEARCH DESIGN

In the present study quantitative approach has been followed considering its special compensation and trust on the nature of the study. Descriptive Survey is that method of analysis which endeavors to describe and interprets the nature of the data. Taking into consideration the demand and nature of the present study descriptive survey method has been used to find out the empowerment of female students in relations to academic achievement and Internet and Social Networking sites attitude.

POPULATION OF THE STUDY

In this study, the entire group of class XI-and XII adolescent female students belonging to Birbhum Dis-

trict of west Bengal constituted population of the study.
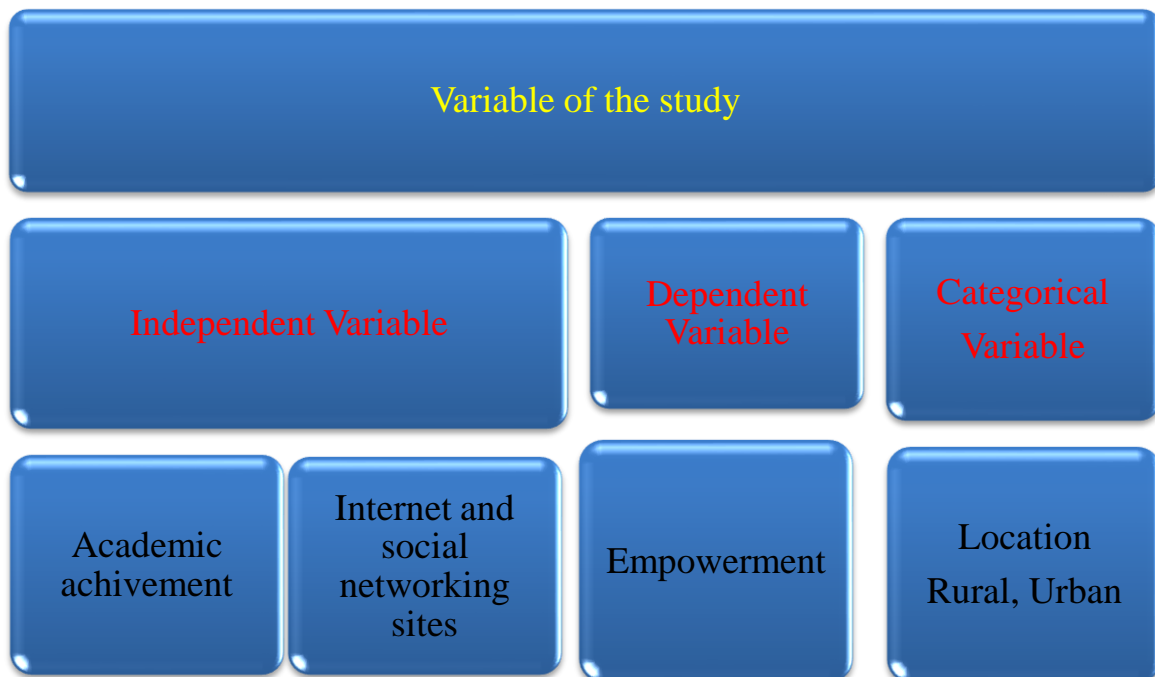
SAMPLE AND SAMPLING TECHNIQUE

In the study has meticulously chosen a sample comprising 300 female adolescents enrolled in classes XI and XII. This sample is drawn from two rural and two urban schools situated in Birbhum District, serving as a pertinent cross-section for the study. The application of a simple random sampling technique ensures an unbiased and statistically robust representation of the higher secondary female student population. For carrying out the study sampling has been used

Location wise Sample Distribution

Table No.1

		Location	No of participant
Total Sample	**300**		
		Urban	164
		Rural	134
Total			300

VARIABLES OF THE STUDY

Variable of the study

Independent Variable	Dependent Variable	Categorical Variable

Academic achivement	Internet and social networking sites	Empowerment	Location Rural, Urban

TOOLS USED FOR DATA COLLECTION

By observing this the following parameters are used to conduct the present study keeping in view the various objective purposes.

Table No. 2. Tools used for data collection

Tools No	Aspect/To measure	Name of the Test	Test Developer Name
1	Empowerment of Female Students	Adolescent Girls Empowerment Scale (AGES)	Dr.Devendra Singh Sisodia and Dr.Alpana Singh
2	Internet and Social Networking Sites.	Internet and Social Networking Sites Attitude Scale(ISNSAS)	Dr.Subhash sarkar and Prasenjit Das
3	Academic Achievement	Students academic record	WBCHS (West Bengal Council of Higher Secondary) Official websites

PROCEDURE OF DATA COLLECTION.

The researcher personally visited each selected higher secondary school. Upon arrival at the school, the researcher engaged with the Head of the institution, discussing the study and striving to establish a positive rapport with both the school staff and students. Following the meeting with the school's Head and obtaining necessary permissions, the researcher scheduled a date for gathering essential information from female students. On the designated day, the researcher, in collaboration with the relevant school teacher, distributed the questionnaire among the selected students. The sample students were requested to provide their responses, with an assurance that their input would be treated confidentially. The completion of the questionnaire by the participants took approximately 40 minutes to 1 hour. The required information was collected using the predetermined schedule, and after data collection, the researcher carefully stored the gathered information.

PROCEDURE OF DATA ANALYSIS.

The acquired data undergoes scoring through a manual tool, and subsequently, it is meticulously recorded in an Excel spreadsheet. The analysis is conducted in accordance with the hypotheses and research questions of the ongoing study, utilizing SPSS version 26 statistical software. Descriptive statistical measures such as frequency, percentage, mean, mode, median, and standard deviation are computed. Additionally, correlation analysis is employed to elucidate relationships, while the means of distinct dimensions are compared through the application of independent sample "t" tests and one-way ANOVA. The resultant data is aptly presented through both tabular and graphical representations.

ANALYSIS AND INTERPRETATION:

Ho.1 There is no significant correlation between **empowerment and academic achievements of higher secondary female students.**

Table No.3.Descriptive Statistics between empowerment level scores and academic achievements total scores of XI-XII girl students.
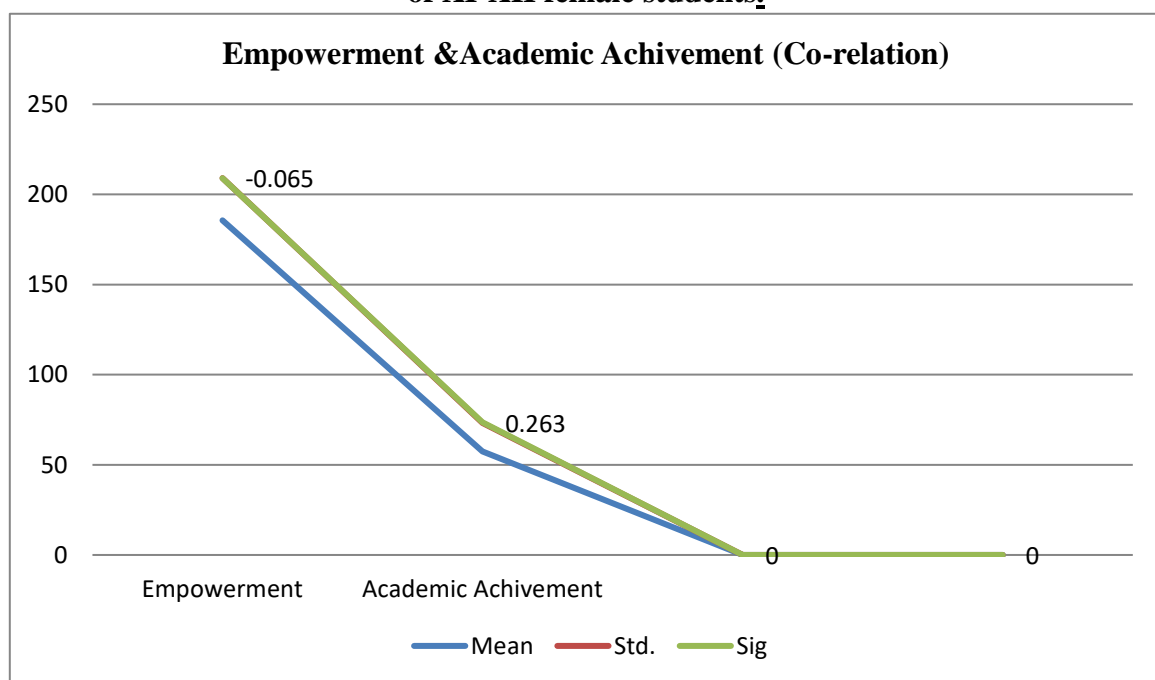
Empowerment Scores and academic achievement.

Variable Name	Mean	Std. Deviation	N (N=No. Sample)
Empowerment scores (AGES)	185.58	23.445	300
Academic achievement (A.A)	57.3444	15.94584	300

Table, No.4. Correlation between empowerment level scores and academic achievements total scores of XI-XII female students.

		Empowerment Level Total Scores	Academic achievements total scores
Empowerment Level Total Scores(AGES)	Pearson Correlation	1	-.065
	Sig.(2-tailed)		.263
Academic Achievements (A.A)Total Scores	N	300	300
	Pearson Correlation	-.065	1
	Sig.(2-tailed)	.263	
	N	300	300

Figure.1.Correlation between empowerment level scores and academic achievements total scores of XI-XII female students.

Observation:

The result of the descriptive Table.No.3. Show that the mean value of the score of Empowerment level, and Academic achievement is 185.58, and respectively standard deviation is 23.445. It is seen from Table No.4. That the obtained correlation coefficient value of the empowerment and academic achievement is. (-.065) and the level of significance (p-value) is.263

Interpretation:

In order to test the hypothesis, Pearson Correlation Coefficient test was used .It can be indirect from the Table No.4 .That , there is a negative but not significant correlation(r =.065,p=.263) among the higher secondary female students, empowerment scores and academic achievement scores(**p<0.01)(Table.No.2). Figure No.1. Also shows that there is a negative correlation between them. Moreover it is seen from the descriptive table that the mean value of the empowerment and academic achievement among the higher secondary female students is different

Ho.2. There is no significant correlation between **internet and social networking sites attitude (ISNSAS) Empowerment level of** higher secondary girl students

Table No.5.Descriptive Statistics between Internet and social networking sites attitude. Scores and empowerment level total scores of XI-XII female students.

ISNAS Scores& Academic Achievement.

Name of the Variable	Mean	Std. Deviation	N (N=No. Samples)
ISNSA	153.51	14.299	300
Empowerment level total scores	57.3444	15.94584	300

(N=No. Samples)

Table, No.5. Correlation between Internet and social networking sites attitude Scores and Empowerment level total scores   of XI-XII female   students.

		Internet and social networking sites attitude	Empowerment level total scores
Internet And Social Networking Sites Attitude (ISNSAS)	Pearson Correlation	1	.069
	Sig.(2-tailed)		.232
Empowerment level total scores	N	300	300
	Pearson Correlation	.069	1
	Sig.(2-tailed)	.232	
	N	300	300

Figure, No.2. Correlation between ISNSAS scores and Empowerment level total scores of XI-XII female students.
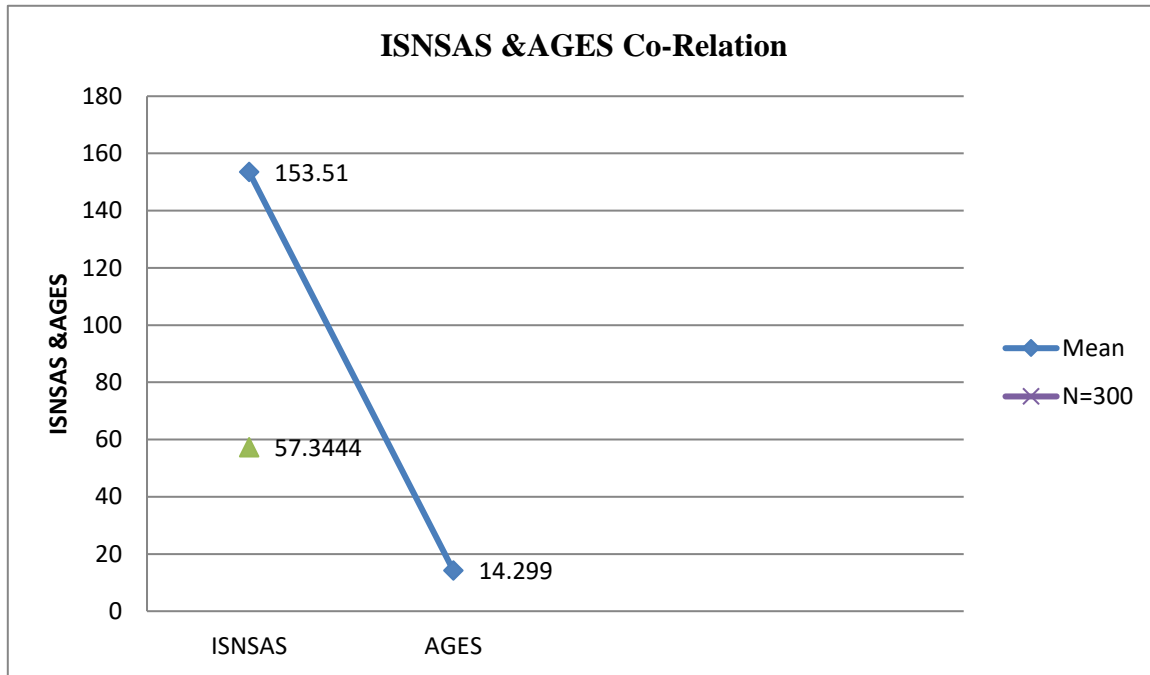
Observation:

The result of the descriptive statistics Table.No.5. Show that the mean value of the scores 57.3444 respectively and 15.9458. of internet and social networking sites, and empowerment level scores is 153.51, and standard deviation is 14.299 respectively. it is seen from Table No.6. That the obtained correlation coefficient value of the internet and social networking sites and academic achievement is .069 and the level of significance (p-value) is .232

Interpretation:

In order to test the hypothesis involved the application of the Pearson Correlation Coefficient test, as delineated in Table .No.6. The findings suggest a negative but not significant correlation ($r = 0.069$, $p = 0.232$) between internet and social networking sites and empowerment level scores of female higher secondary students moreover the score is not statistically significant at the conventional significance level ($p < 0.01$), as presented in Table. No. 6. This observation is further supported by Figure No. 2. This visually illustrates the negative correlation between these two variables.

Furthermore, an examination of the descriptive table reveals discernable differences in the mean values of Internet and social networking sites attitude and empowerment level scores among higher secondary female students.

Conclusion

In this segment of the research, a careful examination of one objective and two hypotheses has been undertaken through the application of both descriptive and statistical tests. Complementing this analysis, the inclusion of supporting tables, charts, and graphs serves to enhance the clarity and depth of understanding. Furthermore, the observations and interpretations derived from the analyzed hypotheses are systematically elucidated.

To augment the comprehensiveness of this research attempt, a consolidated tabular representation of the statistical tests employed for hypotheses analysis, along with the corresponding results, is meticulously presented. This strategic approach is designed to contribute to the scholarly rigor and precision of this section, ensuring a thorough and insightful exploration of the research objectives and hypotheses.

Discussion:

The examination of hypotheses H_01 and H_02 involved the correlation coefficient test, revealing the rejection of these hypotheses and indicating a negative, significant correlation between the variables. The presentation of calculated data was accomplished through tables and graphical representations to enhance clarity and professionalism in conveying the research findings.

The main focus of this data analysis section is on the important conclusions that were drawn from the data analysis and the discussion that followed. After that, the implications and limitations of this research. In conclusion, suggestions for additional research studies in this particular area are also discussed.

IMPLICATIONS OF THE STUDY

Implications of the present paper are

- Educational Policy and Interventions
- Digital Literacy Programs
- Gender Equality and Empowerment

LIMITATION OF THE STUDY:

- The study focuses only on higher secondary female students, limiting the generalize ability of the findings to other demographic groups. It may not represent the experiences of male students or those at different educational levels.

SUGGESTIONS FOR FURTHER RESEARCH

- The current investigation lays the groundwork for exploring several intriguing research possibility within the same domain. These potential research problems encompass:
- Conducting a comprehensive study on a broader sample, encompassing diverse districts and states, to delve into the socio-economic status and empowerment of adolescent girls within the educational sphere.

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