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INTERNET USAGE BASED ON ANXIETY, ATTITUDE AND SELF-CONCEPT

Manimekalai D.¹ and Dr. Bindhu K. C.²

¹Research Scholar, Department of Education, Mother Teresa Women's University, Kodaikanal, Dindigul, Tamil Nadu.

²Associate Professor & Head, Department of Education, Mother Teresa Women's University, Kodaikanal, Dindigul, Tamil Nadu.

ABSTRACT:

This study aims to investigate the Internet usage based on anxiety, attitude and self-concept among higher secondary school students and determine the relationships between certain population variables. A questionnaire contains an Internet usage anxiety scale, attitude scale and self-concept scale were administered and given to the

sample group of 150 higher secondary students based on their Internet usage. The collected data were used to provide a descriptive analysis. The result of the analysis indicated that the Internet usage is in itself an anxiety, attitude and self-concept sources among higher secondary students; however, it is the situations in which learners have to use the Internet that provoke Internet anxiety, attitude and self-concept. Furthermore, it was observed that factors such as gender, locality, studying class and information level on the Internet significantly differed with the level of variables. In the light of the findings of this study, some recommendations were noted.

INTRODUCTION:

The Internet is the publicly accessible method of interconnected networks that transmit data by packet switching using a standardized Transmission Control Protocol and Internet Protocol (TCP/IP). It consists of thousands of smaller academic, domestic, government and commercial networks. It has various information and services, such as online chat, electronic mail, collection of interlinked web pages through hyper links and other documents of the World Wide Web. The web pages accessed by people through search engines like Google,

Safari and so on.

Now-a-days, Internet usage is a major factor for people in shaping the new global environment and producing rapid change in society. Within the past decade, the new Internet applications have fundamentally changed the way people communicate and do their business. They have produced significant communication in education, industry, medicine, engineering, agriculture and other fields. In particular, the Internet tools implement the remote teaching-learning process in education and make effective learning gives for students.

Anxiety

The anxiety directly depends on the emotional state in which one perceive danger, feels powerless and experiences tension in preparation for an expected danger (Balu, 1955) and it can be classified into three types. Trait anxiety, a more permanent disposition to be anxious (Scovel, 1978), is viewed as an aspect of personality. State anxiety is an apprehension that is experienced at a particular moment in time as a response to a specific learning situation such as an examination or an oral presentation (Spielberger, 1983). Finally, Situation-specific anxiety is based on the general orientation

of anxiety on certain learning contexts in which learners do not perceive themselves linguistically capable (Ellis, 1994).

ATTITUDE

The attitude is generally positive or negative views of a people place thing or event-this is often referred to as the attitude object people can also have conflict or ambivalent toward an object, meaning that they and negative attitudes towards the items in questions.

SELF-CONCEPT

The self-concept is an internal model of humans which comprises self-assessment or self-awareness of Internet usage methods. Features assessed include but are not limited to: abilities, skills and Personality, occupations and hobbies, etc.

HYPOTHESES

1. There is no significant difference in anxiety, attitude and self-concept among male and female higher secondary students Internet usage.
2. There is no significant difference in anxiety, attitude and self-concept among rural and urban higher secondary students Internet usage.
3. There is no significant difference in anxiety, attitude and self-concept among XI standard and XII standard higher secondary students Internet usage.

METHODOLOGY

The sample for the present study consisted of 250 higher secondary students Internet usage (125 XI standard and 125 XII standard) from higher secondary schools. The required data for the present study was collected by using the Internet usage anxiety scale, attitude scale and self-concept scale developed by the investigator and K.C. Bindhu (2017)

In order to collect the data the investigator approached to the respondents in the schools through the headmasters of higher secondary schools in Namakkal district. The investigator administered the inventory to 250 higher secondary students (125 XI standard and 125 XII standard) to assess their Internet usage based on Anxiety, attitude and self-concept.

The data collected was subjected to the following statistical techniques as, Mean, Standard Deviation and 't' test was used to find the significant difference between gender, locality and class of study for Internet usage based on anxiety, attitude and self-concept of higher secondary students.

Analysis and Interpretation of Data

Table 1: Mean, SD and t-value of Anxiety, Attitude and Self-Concept among Male and Female Higher Secondary Students Internet Usage

Usage of Internet	Male (N=110)		Female (N=140)		t-value	Remark
	Mean	SD	Mean	SD		
Anxiety	54.84	7.530	55.78	8.198	1.977	Significant
Attitude	70.29	10.789	70.37	10.637	0.126	Not Significant
Self-concept	110.17	9.073	109.17	9.868	1.779	Not Significant

Table-1 shows that the mean comparison of male and female higher secondary students internet usage on the anxiety, attitude and self-concept. The calculated t-value of anxiety is 1.977 which

is greater than the table value at 0.05 level of significance. This indicates that there is significant difference in anxiety among male and female higher secondary students Internet usage and there is no significant difference in attitude and self-concept among male and female higher secondary students Internet usage.

Table 2: Mean, SD and t-value of Anxiety, Attitude and Self-Concept among XI Standard and XII Standard Higher Secondary Students Internet Usage

Usage of Internet	XI standard (N=125)		XII standard (N=125)		t-value	Remark
	Mean	SD	Mean	SD		
Anxiety	55.66	7.845	54.80	7.784	1.857	Not Significant
Attitude	69.96	10.323	70.71	11.052	1.974	Significant
Self-concept	109.14	9.555	110.02	9.546	1.553	Not Significant

Table-2 depicts that the mean comparison of male and female higher secondary students Internet usage on the anxiety, attitude and self-concept. The calculated t-value of attitude is 1.974 which is greater than the table value at 0.05 level of significance. This shows that there is significant difference in attitude among XI standard and XII standard higher secondary students Internet usage and there is no significant difference in anxiety and self-concept among XI standard and XII standard higher secondary students Internet usage.

Table 3: Mean, SD and t-value of Anxiety, Attitude and Self-Concept among Rural and Urban Higher Secondary Students Internet Usage

Usage of Internet	Rural (N=95)		Urban (N=155)		t-value	Remark
	Mean	SD	Mean	SD		
Anxiety	54.79	7.901	55.50	7.768	-1.482	Not Significant
Attitude	70.55	10.653	70.20	10.727	0.541	Not Significant
Self-concept	109.35	8.739	109.72	10.027	-0.666	Not Significant

Table-3 reveals that the mean comparison of rural and urban higher secondary students Internet usage on the anxiety, attitude and self-concept. The calculated t-values of anxiety, attitude and self-concept are -1.482, 0.541 and -0.666 respectively which are less than the table value at 0.05 level of significance. This indicates that there is no significant difference in anxiety, attitude and self-concept among rural and urban higher secondary students Internet usage.

CONCLUSION

- It was found that there is significant difference in anxiety among male and female higher secondary students Internet usage and there is no significant difference in attitude and self-concept among male and female higher secondary students Internet usage.

- While comparing the mean score of anxiety, the female higher secondary students have high anxiety to use the Internet application for their studies, playing, chatting and so on. While comparing the mean score of attitude, the male higher secondary students have high attitude to use the Internet application for their necessity. While comparing the mean score of self-concept, the male higher secondary students have high self-concept to use the Internet application for their education and other purpose.
- It has been found that there is significant difference in attitude among XI standard and XII standard higher secondary students Internet usage and there is no significant difference in anxiety and self-concept among XI standard and XII standard higher secondary students Internet usage.
- While comparing the mean score of anxiety, the XI standard higher secondary students have high anxiety to use the Internet application for their education and other purpose. While comparing the mean score of attitude, XII standard higher secondary students have high attitude to use the Internet application for their individual and group activity to improve their knowledge. While comparing the mean score of self-concept, the XII standard higher secondary students have high self-concept to use the Internet application for their development.
- It was also found that there is no significant difference in anxiety, attitude and self-concept among rural and urban higher secondary students Internet usage.
- While comparing the mean score of anxiety, the urban higher secondary students have high anxiety to use the Internet application. While comparing the mean score of attitude, rural higher secondary students have high attitude to use the Internet application. While comparing the mean score of self-concept, the urban higher secondary students have high self-concept to use the Internet application.

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