

THE DIGITAL DILEMMA: NAVIGATING THE ROLE OF THE INTERNET AS AN ALTERNATIVE TO TRADITIONAL FAMILY AND SCHOOL STRUCTURES

Abstract

The rapid expansion of the internet and communication technology enables individuals to swiftly connect and engage with people worldwide using their personal computers or mobile devices. Adolescents are particularly drawn to Social Networking Sites (SNS), which provide a platform for individuals to share ideas, express emotions, and reconnect with long-lost friends. The present study seeks to examine the role of internet as an alternative to traditional family and school structures. It also explores the correlation between internet usage and academic performance of students and the correlation between time spent on internet and the time spent on family social interactions. This study was carried out among 106 students from the city of Kolkata. A self-constructed questionnaire was used to collect the data. The analysis of the data revealed that 1) all students use social media, 2) 74 per cent students think that internet usage has a negative impact upon all age groups, 3) 83 per cent believed that traditional educational system cannot be substituted with online mode of education 4) 89 per cent considered the fact that traditional schooling is far better than online mode of education, 5) Time spent on internet and academic performance of students were found to be inversely and strongly related and 6) time spent on internet and time spent with family in social interactions were found to be inversely and strongly related.

Keywords: Internet usage, academic performance, social interaction, family, substitute.

Authors

Dr. Aju Kurian

Don Bosco School
136, Girish Ghosh Rd, Liluah
Howrah, West Bengal, India.

Zaid Hossain

Don Bosco School
Park Circus, Kolkata, India.

I. INTRODUCTION

The realm of education is increasingly becoming a prominent domain of scientific inquiry, with researchers acknowledging the advantages derived from harnessing the internet. Investigations into the Internet can encompass a diverse array of educational areas, themes, and subjects. The growth of an individual is substantially shaped by their social surroundings. In contemporary times, the Internet holds tremendous sway over both individuals and social collectives, particularly impacting younger generations who are extensively engaged in virtual spaces, often from a very early age. This has given rise to the term 'digital natives' to describe these youth. Virtual reality serves as both a communication medium and a platform where distinct societies evolve. Shifting a significant portion of one's life into the virtual realm undoubtedly impacts the shape of education, demanding alterations in children's upbringing and educational approaches. The internet can potentially serve as a positive catalyst for educational transformation. Nonetheless, it is crucial to acknowledge the 'shadow side' of the virtual world, where young individuals may encounter various risks. This awareness has been recognized by educators who explore the virtual realm to gain a comprehensive understanding of the modern world. This article provides an overview of both favorable and unfavorable viewpoints concerning the intersection of the internet and the lives of young individuals. It delves into research findings related to the cultivation of social skills in children and teenagers in the context of their engagement in virtual experiences. Additionally, the paper outlines studies that explore how internet involvement can impact academic performance. An integral aspect of this review is the analysis of research pertaining to the principal hazards associated with the virtual realm.

II. BACKGROUND OF STUDY

The Internet is a global system of interconnected computer networks that has become an integral part of modern life. Internet use has both positive and negative aspects. The positive consequences of Internet use include enhanced self-confidence, increased frequency of communication with family and friends, and feelings of empowerment. The world is today celebrating the improvements in communication technology which has broadened the scope of communication through Information and Communication Technologies (ICTs). Modern Technology in communication no doubt has turned the entire world into a "Global village". But as it is, technology like two sides of a coin, bring with it both negative and positive sides. Internet use to the point of addiction, however, can have wide-ranging adverse consequences that can affect interpersonal, social, occupational, psychological and physical domains of the individual's life.

The student community in the past few years have benefitted a lot through internet resources which continues to play a vital role by providing the students of all standards "unlimited resources" and lectures. The internet, although benefits the students may have pernicious effects if not used wisely. Over the past ten years, there has been a notable surge in research concerning the emerging issue of Internet addiction. Instead of solely examining Internet addiction as a whole, this study sought to establish connections between online activities and academic performance of teenagers. Internet as a source of communication has made interaction easy among family members, especially when it comes to distant family members. However, it is debatable as to what extent the internet has strengthened the familial bonds because internet addiction among students have unfavorably affected the relation

between parents and students. It has also created a virtual wall between families as everyone tends to spend time in social media instead of family in free time.

III. REVIEW OF RELATED LITERATURE

A thorough examination of relevant literature is a fundamental aspect of any research inquiry. It entails the methodical discovery, location, and scrutiny of various sources holding information pertinent to the research problem. This process serves multiple purposes, including guiding the researcher's path, facilitating the clear definition of objectives, and offering insight into the existing state of research. Furthermore, it empowers the investigator to build upon prior or analogous work, reducing redundancy and extraneous data in their own research.

Shirley & Kumar (2020) reported that there was no statistically significant correlation between screen time duration and composite academic performance. Smieszek (2018) delved into the complex relationship between internet activity among children and adolescents and its impact on their social and academic lives. He points out that as the internet evolves, new risks emerge. It's essential for parents and educators to acknowledge their responsibility in creating a safe virtual environment and teaching children how to use online resources in an educational manner. Smieszek's research underscores the importance of educators becoming authorities in educating young individuals about internet functionality and responsible usage, given the unlimited and unregulated access to the virtual world. Khalid (2017) explored the

Key Highlights of Digital Adoption and Usage in India in Early 2023, Reflecting the Widespread Integration of Media in Indian Life:

- India began 2023 with a staggering 692.0 million internet users, showcasing a 48.7 percent internet penetration rate.
- As of January 2023, India boasted 467.0 million social media users, accounting for 32.8 percent of the overall population
- In early 2023, India recorded a total of 1.10 billion active cellular mobile connections, constituting a substantial 77.0 percent of the entire population.

Source: <https://datareportal.com/reports/digital-2023india#:~:text=Internet%20use%20in%20India%20in,unchanged%20between%202022%20and%202023>

impact of the internet on social capital and relations. The results of this study show that geographic mobility, age, income, education levels, status and especially gender influences online investments in social capital and face-to-face communication. Meeting new people online seems to be pretty specific to young generations. As a result, young people might have social capital composed of more weak ties, these results show the critical role played by the Internet in the construction of social capital, even though the relations between strong-tie and weak-tie investments or between online and face-to-face investments are very multifaceted and require further study. In 2016, Apuke conducted an investigation into the impact of social media on the academic performance of undergraduate students at Taraba State University in Jalingo, Nigeria. The research findings indicated that the students at Taraba State University

had access to the internet, which they utilized through various means such as smartphones, tablets, and computers. The study also suggested that students who devoted more time to social media tended to perform less satisfactorily in their academic pursuits compared to those who did not. As a recommendation, the study advised that students should reduce their engagement with social media and prioritize their academic responsibilities. Especially for students aspiring to achieve significant academic success, it emphasized the importance of minimizing excessive use of social media.

In their 2014 study, Al-Harrasi and Al-Badi explored the influence of social networking on the behaviour of college students, uncovering three key observations: 1) College students allocate a significant amount of their time to engage with social networking platforms. 2) College students encounter challenges related to trust, filtering, and the selection of information when navigating the multitude of content available on social networking sites. 3) Social networks exert both positive and negative effects on students' lives. Grover, Chakraborty, and Basu's 2010 research aimed to investigate the usage patterns of the Internet among individuals from various professions with Internet access. They also sought to analyze how Internet use affected their personal, social, and professional lives. Additionally, the study assessed Internet use in relation to the International Classification of Diseases–Tenth Revision (ICD-10) dependence criteria and Young's Internet Addiction Diagnostic Questionnaire (IADQ). The study revealed that Internet addiction typically emerges during a person's late 20s or early 30s, a finding consistent with the mean age of the subjects in the study (27.73 ± 5.14 years). Subjects showed an average time lag of approximately 6 years (73.43 ± 44.51 months) from their initial computer use to the assessment for Internet addiction, a timeframe similar to that observed in other studies. On average, subjects spent 2.13 hours per day using the Internet, equivalent to 14.91 hours per week.

IV. SIGNIFICANCE OF THE STUDY

Teenage students' attitudes and behaviors have undergone transformations as a result of social networking sites, with a significant amount of their time now dedicated to communicating and chatting through these online platforms. The internet has effectively placed the entire world at their fingertips, enabling them to connect and interact with individuals from across the globe. Teenagers use social networking sites for various purposes, including activities like posting on their walls, updating their statuses, sharing activity feeds, giving thumbs up to posts, and managing their profiles. These features are commonly found on social network sites such as Facebook, MySpace, Twitter, and Google Plus. For some individuals, particularly students, the use of social networking sites has become a habitual part of their daily routine. They find it challenging to concentrate on their studies for even an hour without logging into a social network. The impact of social networking sites varies; some students have enhanced their intelligence and skills through positive interactions on these platforms, while others have experienced a decline in academic performance due to the negative consequences of excessive social media use. People invest a significant amount of time on social networking sites, engaging in activities like downloading, uploading content, and searching for information related to their academic work. They remain constantly connected to these sites, often unwilling to stay away from them for even a moment.

The internet has brought about substantial transformations in the way people lead their

lives and conduct their work. Nowadays, many families heavily rely on digital tools for various aspects such as communication, employment, education, and entertainment. Digital communication platforms like Facebook and email have proven to be time and cost-effective means for families to connect with friends and extended relatives, making communication more convenient, especially when geographical distances separate family members. Moreover, the internet has enabled parents to engage in telecommuting, allowing them to work from home while caring for their young children and providing easy access to educational resources. However, recent research indicates that the internet can also have adverse effects on family dynamics. Excessive internet use may spark conflicts between parents and teenagers, often centered on concerns about the younger generation's social skills. Furthermore, it can lead individuals to inadvertently neglect their familial relationships.

The current study aims at getting the youths' perspective on the way the internet has affected them with regards to familial relations and bonding, and also in the sphere of education. The ways to use the internet effectively as to prevent the ill-effects of it in terms of internet addiction which results in undesirable academic performances and bad relations within a family is also discussed.

V. OBJECTIVES OF THE STUDY

- To understand the perception of the students regarding internet.
- To study perspective of youth regarding internet as a replacement for family and school.
- To study the correlation between the time spent on the Internet and the academic performance of the students
- To study the correlation between the time spent on the internet and the quality time spent with family in social interactions.

VI. HYPOTHESIS

- There is no significant correlation between the time spent on the Internet and the academic performance of the students
- There is no significant correlation between the time spent on the internet and the quality time spent with family in social interactions.

VII. RESEARCH METHODOLOGY

1. Research Design: Research design refers to the fundamental framework guiding the execution of research, serving as the foundation for data collection, measurement, and analysis. It essentially acts as a roadmap, ensuring that the different research tasks are carried out seamlessly. This efficiency is crucial as it optimizes the research process, allowing for the acquisition of the highest amount of information with the least expenditure of resources, including effort, time, and finances. Specifically, descriptive research design pertains to the comprehensive strategy employed to acquire responses to research inquiries and to assess research hypotheses. In the case of the current study, a descriptive design was employed. This study is based on literature survey and field investigation through standard questionnaire. Finally in the light of the findings from the

field investigation, the data is empirically analyzed and evaluated.

2. **Tool used:** Self Constructed Questionnaires was used to collect the data. The questionnaire had three parts. First part generated details of the study participants such gender, age, amount of time spent on internet, and the amount of time spent with the family for social interactions. Second part had 17 questions in which the respondent had to choose between either “Yes” or “No” or “Maybe” to state their opinion and These questions were followed by 2 subjective questions in which the respondent had to state their opinion in brief.
3. **Sample:** Non Probability Convenient Sampling Technique was adopted in this study. A sample size of 106 students from Kolkata Municipal Corporation constituted the sample.

VIII. ANALYSIS AND INTERPRETATION

1. Demographic Study of Study Participants:

CATEGORY		In percentage
Gender	Male	46.22
	Female	53.78
Age (years)	13-16	34
	17-19	66
Time spent on Internet daily (hours)	0-2	63
	3-4	28
	5-6	6
	6-7	3
Quality time spent with the family in social interaction (hours)	0-2	44
	3-4	37
	5-6	16
	7-8	3

2. **Interpretation of the Data:** Through a part of the questionnaires, the respondents were presented 17 statements to which they were asked to select their opinion on them by selecting either of three options, “YES”, “No” or “MAYBE”. The response of these statements given the table can be interpreted to find out the general opinion of teenagers on internet as a replacement for family and school.

Table 1: Responses of Respondents in Percentage

SL. No.	Items (STATEMENTS)*	YES	NO	MAYBE
1.	According to you, is internet an absolute necessity in the contemporary times?	66%	3%	31%
2.	According to you, can Internet be the leading source in bringing about change in the structure of the family and education system?	71%	6%	23%

THE DIGITAL DILEMMA: NAVIGATING THE ROLE OF THE INTERNET
AS AN ALTERNATIVE TO TRADITIONAL FAMILY AND SCHOOL STRUCTURES

3.	Is internet freely accessible to all members of the family including children?	71 %	29 %	0%
4.	Do you think that you spend excessive time on the internet on a regular basis?	37 %	40 %	23%
5.	Do you think that internet addiction is a serious problem that people are facing nowadays?	91 %	0%	9%
6.	Have you made efforts to control or decrease your daily internet usage?	74 %	26 %	0%
7.	Does internet and social media help you to overcome bad mood?	51 %	9%	40%
8.	According to you, has the use of internet restricted you from spending time on quality activities and your hobbies?	40 %	40 %	20%
9.	Do you think that use of internet has bring about any change in your relation with the family members?	29 %	54 %	17%
10.	Do you think that due to internet usage you are not able to spend enough quality time with your family members and friends?	26 %	60 %	14%
11.	Do you think that social life is possible in 'online' and 'virtual' environment?	34 %	37 %	29%
12.	Do you consider online education to be more effective than traditional teaching methods?	11 %	89 %	0%
13.	According to you, can online education with technological advancements be an effective replacement to offline education?	17 %	83 %	0%
14.	Do you think that the internet and social media will replace the traditional social life in the near future?	29 %	29 %	42%
15.	Do you think that social media and the internet has made a negative impact on your grades or work performance?	43 %	43 %	14%
16.	Do you think that excessive screen time has reduced the time spent on physical activities by the youth of this generation?	77 %	11. 50 %	11.50%
17.	Do you think that internet usage has laid a negative impact upon all age groups of this generation?	74 %	9%	17%

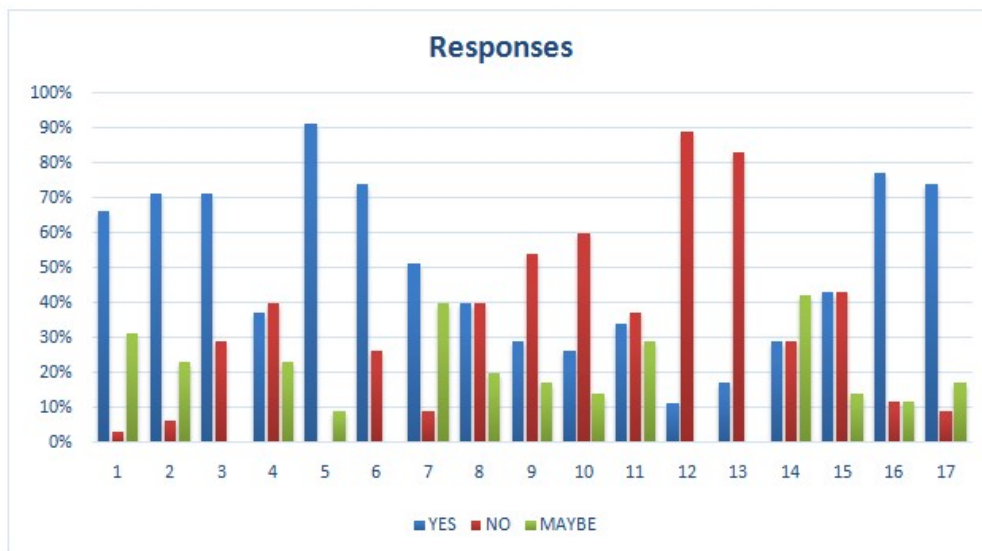


Figure 1: Graphical Representation of the Responses (STATEMENTS are in the table on the previous page)

The sample constituted of teenagers who in general have agreed to the fact that the internet cannot serve as an effective replacement to family and school. Having seen the educational measures in an online environment during the Covid-19 phase, some students are of the opinion that the internet can serve as a replacement to offline education but the fraction is minimal. Most people agree to the fact that internet addiction is a serious issue in contemporary times but also agree that it is an instrument that is absolutely essential and that it will act for the betterment of society if the people use it in the correct way. It is also a promising catalyst to the improvement of the educational system and also act on bringing the family together as even the distant relatives are in constant touch with each another.

The emergence of the metaverse has introduced the opportunity to establish a digital social existence within a virtual environment. This advancement has the potential to partially supplant in-person interactions. Notably, during the pandemic, numerous individuals sought solace in the metaverse for social engagements, going so far as to host entire weddings within the platform. Looking ahead, the metaverse could conceivably attain a level of importance akin to our current reliance on social media. Nonetheless, it remains premature to definitively conclude whether the metaverse can entirely substitute for real-life experiences.

- 3. Descriptive Statistics:** From the below table it is clear that, the average marks scored by the students in the previous examination is 80.47. The time spent on internet on daily basis is 2.36 hours and the quality time spent with the family members is 2.97 hours.

The objective of the study was to study the correlation between the time spent on the Internet and the academic performance of the students. The data were analyzed with help of Product Moment Correlation and the results are given in the table 3.

Table 2: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
internet	106	.00	7.00	2.3585	1.51462	2.294	1.204	.235	1.385	.465
family	106	.50	7.00	2.9670	1.60248	2.568	.728	.235	-.176	.465
marks	106	40.00	99.00	80.4717	12.28643	150.956	-.745	.235	.036	.465
Valid N (listwise)	106									

Table 3: Correlation coefficient between the time spent on the internet and the academic performance of students

Correlations			
		internet	marks
internet	Pearson Correlation	1	-.228*
	Sig. (2-tailed)		.019
	N	106	106
marks	Pearson Correlation	-.228*	1
	Sig. (2-tailed)	.019	
	N	106	106
*. Correlation is significant at the 0.05 level (2-tailed).			

From table 3 it is evident that the correlation coefficient is -0.228 which is negative and significant at 0.05 level with $df = 106$. It reflects that internet usage and academic performance of students are negatively and significantly correlated. Thus, null hypothesis that there is no significant correlation between amount time spent on the internet and academic performance of students is rejected. Further the percentage of commonness between the time spent on the internet and academic performance is 5.1984. It is, therefore, be said that time spent on the internet and academic performance of students were found to be inversely and strongly related. That is, higher amount of time spent on the internet and social networking sites, lower is likely to be the academic performance of students.

The next objective was to study the correlation between the time spent on the internet and the quality time spent with family in social interactions. The data were analyzed with help of Product Moment Correlation and the results are given in the table 4.

Table 4: Correlation coefficient between the time spent on the internet and the quality time spent with family in social interactions

Correlations			
		internet	family
internet	Pearson Correlation	1	-.580**
	Sig. (2-tailed)		.000
	N	106	106
family	Pearson Correlation	-.580**	1
	Sig. (2-tailed)	.000	
	N	106	106
**. Correlation is significant at the 0.01 level (2-tailed).			

From table 4 it is evident that the correlation coefficient is -0.580 which is negative and significant at 0.01 level with $df = 106$. It reflects that time spent on the internet and time spent with family is negatively and significantly correlated. Thus, null

hypothesis that there is no significant correlation between time spent on the internet and time spent with family in social interactions, is rejected. Further the percentage of commonness between time spent on the internet and time spent with family is 33.64. It may, therefore, be said that time spent on internet and time spent with family in social interactions were found to be inversely and strongly related. That is, higher amount of time spent on the internet and social networking sites, lower is likely to be the time spent with family in social interactions.

IX. MAJOR FINDINGS

- All students who were part of this study use social media. 74 per cent students think that internet usage has laid a negative impact upon all age groups of this generation. 83 per cent believe that traditional educational system cannot be substituted with online mode of education. 89 per cent considered the fact that traditional schooling is far better than online mode of education.
- The time spent on internet on daily basis by the student is 2.36 hours and the quality time spent with the family members in social interactions is 2.97 hours.
- Time spent on internet and academic performance of students were found to be inversely and strongly related.
- Time spent on internet and time spent with family in social interactions were found to be inversely and strongly related.

X. DISCUSSIONS

The internet has become an integral component of modern life, exerting a profound influence on numerous facets of society. In the specific context of family dynamics in India, a nation renowned for its strong emphasis on familial ties, the internet possesses the potential to serve as a partial substitute. It is crucial to acknowledge the significance of maintaining equilibrium between virtual interactions and real-world connections. The internet serves as a conduit for strengthening familial bonds and has revolutionized communication within Indian families. With the advent of social media platforms, messaging apps, and video call services, families can establish and nurture connections regardless of geographical distances. Indian families, separated due to migration or work commitments, can now sustain regular communication, thereby cultivating stronger bonds and mitigating feelings of isolation. Online platforms such as photo-sharing websites and social media enable families to exchange and safeguard cherished memories. Photos, videos, and anecdotes can be instantly shared with relatives, creating a digital repository of family history. This contributes to a heightened sense of belonging and a shared identity among family members.

The internet's influence on Indian families is not without its challenges. It is noticed from the current study that time spent on internet and time spent with family in social interactions were found to be inversely and strongly related. The exposure to diverse cultures, beliefs, and lifestyles facilitated by the internet can sometimes clash with traditional values and cultural norms. These clashes can contribute to the widening of generation gaps as younger family members adopt different ideologies and practices influenced by their online experiences. Especially among children and teenagers, excessive internet usage can result in increased screen time and reduced face-to-face interactions with parents and other family

members. This can impede interpersonal communication, foster social disconnect, and have a negative impact on the overall quality of family relationships. Although the internet can serve as a substitute for certain aspects of family life, it's crucial to recognize its limitations and the challenges it poses. Virtual interactions often lack the depth and intimacy of real-world connections. Overreliance on virtual relationships can lead to social isolation and the erosion of traditional family values. Achieving a balance between online interactions and meaningful offline connections is essential to preserve the core of familial bonds.

Current study revealed that a negative correlation between increased screening time and academic performance of students. This study is in line with Nalwa & Anand (2003), Karpinski (2009), Khan (2009), Karani, & Sumana (2015) and Osharive (2015) reported that those who are addicted to social networking sites tend to have poor academic performance. But Qazi & Ahmed (2011), Shirley & Kumar (2020) noted that there is no significant correlation between screen time duration and school performance among primary school children. Current study is also in line with Mehmood, S. & Taswir, T. (2013) which reported that 72 % students felt that classroom teaching could not be replaced by social networks. Internet in modern days have revolutionized the education landscape in the entire world. It has had profound impact on the education system and students as a whole. Having a huge database and unlimited information, facts and figures, it has transformed the traditional learning approach, enhanced education and empowered students with new opportunities. Although it serves a great compliment to the traditional education measures, we cannot neglect the challenges that come along with it. The internet has provided students with unlimited knowledge and resources. This access to a wide range of knowledge supplements traditional classroom and enables students to explore subjects and concepts in depth and stay updated with latest information. There are millions of online platforms, educational webpages and digital libraries which offer educational materials, textbooks, research papers, etc. for each and every discipline. The internet has facilitated the growth of online learning and e-learning platforms in India. These platforms provide flexibility and convenience, allowing students to learn at their own pace and in their preferred environment. It also provides multimedia resources, simulations, and virtual experiments. Students can access visual aids, videos, and interactive modules that make complex concepts more understandable and engaging. Online collaborative tools and discussion forums foster peer-to-peer learning, where students can exchange ideas, seek clarification, and collaborate on projects.

Although the internet provides students and educational institutions with huge database of online resources, its challenges must be addressed. The digital divide, particularly in rural areas, hampers equal access to online resources and quality internet connectivity. Additionally, there are concerns about the reliability and credibility of online information, the need for digital literacy among students, and potential distractions from social media and non-educational content. It is crucial to bridge these gaps and ensure responsible and effective use of the internet for educational purposes. The internet has had a transformative impact on the education system and students in India. It has opened up new learning avenues, and fostered global connectivity. Online learning platforms, multimedia resources, and collaborative tools have enhanced the learning experience and empowered students to take ownership of their education. However, addressing challenges such as the digital divide and promoting responsible internet usage are essential for ensuring that all students in India can benefit from the internet's potential. With careful planning, adequate infrastructure, and proper guidance, the internet can continue to play a pivotal role in shaping a more inclusive

and empowered education system in India. To mitigate these negative effects, students can adopt strategies such as setting boundaries for internet use, practicing time management, utilizing reliable online resources, developing critical thinking skills, and seeking a balance between online activities and academic responsibilities. Educators and parents can also play a crucial role in promoting digital literacy, teaching responsible internet usage, and providing guidance and support to students in navigating online platforms for educational purposes.

XI. CONCLUSION

The internet, as discussed earlier, holds significant importance in context of family and school. In terms of family, the internet allows for virtual connections and support networks, enabling families to stay in touch across geographical distances and fostering communication through video calls, messaging apps, and social media platforms. The internet contributes to strengthening family bonds and creating a sense of community even when physical proximity is not possible. In context to education, it is a hub of unlimited information and knowledge and is a great compliment to the traditional education system. Although the internet has the potential to serve as a substitute for family and school, it is important to strike a balance, recognizing that the internet cannot fully replace the importance of physical presence, emotional connections, and the holistic learning experience provided by family and traditional schools. In context to family, the internet has the potential to act as a substitute for family in certain aspects, offering virtual support networks, access to information and guidance, emotional connections, and cultural exchange. However, it is essential to recognize that the internet cannot fully replace the value of face-to-face interactions, emotional intimacy, and physical presence that family provides. Striking a balance between virtual interactions and maintaining strong real-world familial bonds is essential for holistic well-being and a thriving society. The internet can complement and augment family relationships in India, but it cannot entirely substitute the inherent significance of the family unit.

In context to the Internet, it has the potential to serve as a substitute to school in India, providing access to education for all, flexible learning environments, diverse learning resources, and customized learning pathways. However, it is important to recognize that the internet cannot entirely replace the holistic learning experience offered by traditional schools. A balanced approach is necessary, where the internet is integrated into the existing education system as a complement rather than a substitute. Efforts should be made to address the digital divide, ensure reliable internet connectivity, and provide necessary guidance and support to students in navigating the online learning landscape. By leveraging the strengths of both traditional schools and the internet, India can strive towards an inclusive and high-quality education system that prepares students for the challenges and opportunities of the digital age.

REFERENCES

- [1] Al-Harrasi, S. A. & Al-Badi, H. A. (2014). The impact of social networking: A study of the influence of smartphones on college students. *Contemporary Issues in Education Research*, 7 (2), 129-136. Retrieved on March 18, 2023 <https://eric.ed.gov/?id=EJ1073271>
- [2] Apuke, D. O. (2016). The influence of social media on academic performance of undergraduate students of Taraba State University, Jalingo, Nigeria. *Research on Humanities and Social Sciences*, 6 (19), 63-72. doi: 10.29333/ojcm/2615

- [3] Grover, S., Chakraborty, K., Basu, D. (2010). Pattern of Internet use among professionals in India: Critical look at a surprising survey result. *Ind Psychiatry*, 19 (2), 94-100. doi: 10.4103/0972-6748.90338
- [4] Karani, P, K., Sumana, S. (2015). Effect of social networking site on students' academic performance in Sims, Mangalore: An investigative study. *Ge-International Journal of Management Research*, 3 (3), 39-48. Retrieved on March 18, 2023 from https://www.researchgate.net/publication/316437486_EFFECT_OF_SOCIAL_NETWORKING_SITE_ON_N_STUDENTS'_ACADEMIC_PERFORMANCE_IN_SIMS_MANGALORE_AN_INVESTIGATIVE_STUDY
- [5] Khalid, A. (2017) Impact of Internet on Social Connections in Family System: A Survey Study of Residents in Lahore. *Arts Social Sci J* 8: 270. doi:10.4172/2151-6200.1000270
- [6] Mehmood, S. & Taswir, T. (2013). The effects of social networking sites on the academic performance of students in college of applied sciences, Nizwa, Oman. *International Journal of Arts and Commerce*, 2(1), 11-125. Retrieved on April 25, 2023 https://www.ijac.org.uk/images/frontImages/gallery/Vol.2_No._1/10.pdf
- [7] Osharive, P. (2015). Social media and academic performance of students. 1-70. Retrieved on April 25, 2023 from <https://www.researchgate.net/publication/273765340>
- [8] Qazi, F, T. & Ahmed, I. (2011). A look out for academic impacts of social networking sites (SNSs): A student-based perspective. *African Journal of Business Management*, 5(12), 5022-5031, doi: 10.5897/AJBM11.595
- [9] Shirley, S. & Kumar, S. (2020). A study on correlation between screen time duration and school performance among primary school children at Tamil Nadu, India. *Int J ContempPediatr.*, 7(1):117-12. doi: <http://dx.doi.org/10.18203/2349-3291.ijcp20195738>
- [10] Smieszek, M. (2018). Relation between the internet and social and school functioning of children and adolescents: A review. *International Research Journal for Quality in Education*, 5(1), 22-26. Retrieved on March 18, 2023 from <https://nbn-resolving.org/urn:nbn:de:0168-ssoar-73028-4>