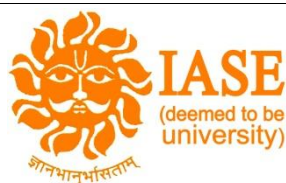




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On the Topic

Indian Knowledge System (IKS): Challenges & its Application in Higher Education for Sustainable Development

By

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Online Learning Platform is Impact on Academic Success of Higher Secondary Student's in South Tripura

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Abstract

Online learning Platform have quietly become a part of daily school life even in smaller districts away from the municipal, urban & rural centres where most educational research on learning takes place. The study aimed to investigate the pattern of usage of online learning resources by the higher secondary students of South Tripura and its associated relationship with students' academic success. Using a descriptive survey design, data were collected from 100 Student's of Classes XI & XII drawn from 9 government schools in the district through a structured questionnaire. The instrument measured online learning engagement, social media engagement & while academic Success was taken from student's ' most recent examination percentage. For the completion of this study, Data were collected using a standardized questionnaire titled test for collecting the online learning engagement, developed by Kavita Verma & Rekha jivnani "Online Study Scale". Academic Success data of the school student are collected from their last Examination total marks.

The findings showed that the two discussed variables have no noticeable impact on the student's academic Success. The student's academic achievements have no significant relationship with online learning. The study mentions that those two independent variables have shown weak correlation with student's academics success. Based on the academic study of the student's it states that the weak results explain the correlation as negligible in the context of South Tripura government schools.

In conclusion, the study suggests that neither the online learning have any statistical impact on neither the academic Success nor the engagement of variety of learning platform. Both the variables are independent in the case of higher secondary school students. This study mainly aims to investigate the intensity & usage rates of using the preferences of online learning to analyse is there any link of digital learning & social networking sites with the student's academics or not in the prospective of south Tripura district.

Keywords: Online Learning, Social Media Platform, Academic Success, Higher Secondary education, Tripura

Introduction

In the twenty-first century, the dramatic growth of digital technology has significantly changed the global educational scenario. Beyond the classroom, the ubiquitous presence of internet and digital platforms plays a pivotal role in the day-to-day academic and personal life of students. Consistent with India's National Education Policy 2020 (NEP 2020),

digital technology, online resources, and blended learning have been assigned a significant place in school curricula. Online learning mediums Platform have witnessed a surge in usage in the post-pandemic scenario. School-going students are among the most active users of these platforms. However, the effect of this rising trend on their academic success is a matter of debate.

While several national and international studies conducted on metropolitan university students highlight the positive impact of online learning, they hint towards the fact that mindless use of online learning platform can adversely affect a student's academic success. Nevertheless, there is a lack of concrete evidence in this regard pertained to the school level, especially in the North-Eastern state of Tripura. Students pursuing higher secondary education in this region are highly likely to be impacted by the influence of online learning platform. But the manner in which this influence manifests itself, given the unique socio-cultural and infrastructural scenario of the region, remains to be explored.

The current paper, therefore, attempts to explore the influence of online learning Platform use on the academic success of higher secondary school students (Classes XI and XII) in the South Tripura district. A convenience sample of 100 students from nine (9) government higher secondary schools (belonging to the Belonia, Santirbazar, and Sabroom subdivisions) was selected. To assess the research question, a descriptive survey design with an element of correlation was adopted. Students' engagement with online learning was measured using an online learning scale was measured using an internet usage scale. The latest examination marks of the respondents were considered as the measure of their academic success.

From the statistical analysis (Pearson's product-moment correlation coefficient), it was observed that both online learning ($r = 0.14$, $p = 0.165$) Platform small significant correlation with the academic success of higher secondary school students at the 0.05 level of significance. Thus, the study concluded that students' online learning Platform use do not significantly predict their academic success.

The current study, confined to a single state, holds immense importance. For teachers and school authorities, it highlights the need for a calibrated approach in introducing and regulating any form of digital technology in schools. For the parents of the studied population, it demystifies the idea that phone usage per se can adversely affect their wards' academic success. And finally, for the policymakers of Tripura, it serves as a baseline document to understand the unique needs and challenges of the region's school education system. In this regard, it must be mentioned that the current study's contribution to the existing body of literature on the subject is colossal.

Statement of the Problem

Although online Platform engagement is extremely common among higher secondary students in South Tripura, there is limited local evidence regarding the connection between this behaviour and students' academic success or level of satisfaction with online learning. The statement of the problem Online Learning Platform is Impact on Academic Success of Higher Secondary Student's in South Tripura."

Research Questions

1. To what extent do higher secondary students in South Tripura engage with online learning platform?
2. Is there any relationship between online learning platform engagement & academic Success?

Objective of the Study

The study was investigation by the subsequent objectives:

1. To study the relationship between online learning platform & academic Success.

Hypotheses

H₀₁: There is no significant relationship between online learning platform & academic Success.

Significance of the Study

The study will be beneficial to various stakeholders. To the teachers and school heads, the findings will add local evidence on whether digital tools support or detract learning. To the parents, it will enable them to understand better how their child interacts with their phones and the internet. Finally, to the policymakers in the state's education department, the research provides empirical information to consider when making policies on digital technologies, teachers' training, and the blended learning approaches that the National Education Policy 2020 (Ministry of Human Resource Development, 2020) ^[11] encourages.

Delimitations

1. The study is specifically focusing on the students of higher secondary (class XI & XII) level in school
2. The Study has done only for government schools in south Tripura district
3. All the schools under south Tripura have not covered in this study.
4. Among a large number of student's population, only 100 students are selected as a representative.
5. The academic Success at school level can be influenced by other external factors also rather than online learning & social media.

Review of Related Literature

Online Learning & Academic Success

Online learning encompasses a variety of activities ranging from fully virtual classes to video-recorded lectures and practice tests. A large-scale meta-analysis requested by the US Department of Education and performed by Means *et al.* (2010) ^[10] revealed that on average, students in the online setting outperformed their counterparts in face-to-face instruction with the blended classes performing best of all. However, the researchers highlighted that this advantage was mainly driven by extra learning opportunities afforded to the online students.

The pandemic is an unprecedented challenge, however, which may have limited the ability of students to benefit from such opportunities. Hodges *et al.* (2020) ^[4] argued that most of the educational institutions only provided emergency remote courses to the students in 2020, which does not amount to proper online instruction. Dhawan (2020) ^[3], in his analysis of online learning in India, noted that while it provided flexibility and continuity, it suffered from unequal access to devices and the internet and the lack of digital literacy among the students. Muthuprasad *et al.* (2021) ^[13], in their study of agricultural students at a national level, discovered that most of the respondents were in favour of online learning due to its flexibility, but many preferred downloadable lecture notes and were frustrated by unstable internet connections.

Social Media Use & Academic Success

Research into the effects of social media on academic achievement has produced conflicting results. Kirschner & Karpinski (2010) ^[7] found that Facebook users had significantly lower grade point averages & spent less time studying than their non-using peers. Paul *et al.* (2012) ^[14] found a significant negative relationship between time spent on social networking sites & academic Success & also identified that student's 'attention span played an important role. Junco (2012) ^[5] found, however, that the effect varied depending on the type of activity: checking up on friends predicted lower levels of engagement, but creating & joining events was positively related to levels of engagement in campus life.

These results highlight the importance of distinguishing between academic & non-academic uses of social media. Student's increasingly use platforms such as WhatsApp & YouTube to share notes, clarify doubts, & watch explanatory videos; a far cry from scrolling through entertainment content. At the same time, excessive use can become compulsive. Kuss & Griffiths (2011) ^[8] review evidence that problematic social networking use shares characteristics with other behavioural addictions, which can interfere with sleep, concentration, & study habits.

Theoretical Framework

The two theoretical perspectives which guided the paper are the Technology Acceptance Model proposed by Davis in 1989 ^[2] and the Uses & Gratifications approach by Katz *et al.* in 1973 ^[6]. According to the Technology Acceptance Model, the key predictor of a user's intention to use a certain technology is their perception of its usefulness and ease of use. Therefore, students' level of acceptance of online learning tools is explained by their perception of the learning process using such tools as useful and not resource-consuming. On the other hand, the Uses & Gratifications approach regards users of media as goal-oriented actors, for whom media is a tool to meet their needs. Thus, the same online learning tool may be used by different students to achieve different goals, and it is the gratifications which determine the learning outcomes. Therefore, the two perspectives help to understand how the use of a technology, which determines the extent to which it is integrated into the user's activity, and the purpose of such use, influence the outcomes of learning.

Research Gap

The majority of the studies reviewed above were conducted with school students, largely in Western countries or in large Indian cities. Studies focusing on higher secondary students in the North-Eastern states are scarce, & to the best of the researcher's knowledge, none has examined online learning, social media engagement, & academic Success together among Student's in South Tripura. The present study attempts to fill this gap.

Research Methodology

The study used a descriptive survey design with a correlation component (Creswell & Creswell, 2018) ^[1]. This design was suitable because the aim was to describe existing patterns of engagement & to examine relationships among

variables as they naturally occur, without manipulating any conditions.

The study was conducted in South Tripura district, one of the eight districts of Tripura, with its headquarters at Belonia. Participating schools were located in Belonia, Santirbazar, Sabroom & included only 9 government higher secondary school in this district.

Population of the study

A population is any group of persons that has one or more characteristics in frequent & that are interest to the research population refers to the subject, object, individual, Institution's or geographical area about which the investigator or researcher is attracted to investigate or to study. In this study the population consisted of all students enrolled in Classes XI & XII in schools in South Tripura during the 2025-2026 academic sessions.

Sample & sampling techniques

It is difficult to the study the entire or whole population that's why we take some representative of the entire population. In a word the true representative of the population by the which we can infer the whole population universe is called sample; sampling is the process by which a relatively small number of items are selected in order to find out something about the whole population from which it was taken sampling is measured as fundamental for all statistical methodology of behavioural & social research & also to a the statistical techniques & statistical analysis. In the present study simple random sampling technique was adopted for selecting suitable sample. In this study, a sample of 100 student's was selected using simple random sampling.

Tools & techniques

To collect data research needs to use some sort of instrument which is called tool. In research process one of the most important work is to select an appropriate tool to collect data for research purpose & for this reason a researcher need identification & selection & appropriate tool among the alternatives. In this study Data were collected using a standardized questionnaire titled the online learning test developed by Kavita Verma & Rekha jivnani Online Study Scale and Academic Success of the school student collecting data are their last Examination total marks.

Procedure of data collection

Permission was obtained from the heads of the participating schools before data collection. The questionnaire was administered in person during school hours. Student's were told the purpose of the study, informed that participation was voluntary, & assured that their responses would remain confidential & be used only for research.

Data Analysis

Data were analysed using Microsoft excel. Descriptive statistics mean, & standard deviation were used to describe engagement of online learning & academic Success are calculated in Pearson's product-moment correlation was used to test the relationships between engagement variables. All hypotheses were tested at the .05 level of significance.

Analysis & Interpretation of Data

Objective 1

1. To examine the relationship between online learning

platform & academic Success.

H₀₁: There is no significant relationship between online learning platform & academic Success.

Table 1: To find out the relationship between Online learning engagement and Academic success Higher Secondary Student's in South Tripura

Variable	No of school student	'r' value	df	tr- value	p-value	Levels of significance	Remarks
Online learning	100	0.14	98	1.40	0.165	0.05 Levels of significance	Not significant
Academic success							

Interpretation

The relationship between online learning engagement & academic Success was evaluated using Pearson's correlation coefficient. For a sample of 100 school students, the correlation coefficient was found to be $r = 0.14$, $df = 98$, $t = 1.40$, $p = 0.165$. Because $p > 0.05$, the relationship is statistically not significant, leading to the acceptance of the null hypothesis H_0 , the findings suggest that higher levels of online learning engagement are not significantly associated with higher academic achievement in this sample. As this study we find that online learning not too much effect on student academic Success, because the correlation value is 0.14 means its very weak relation in two variables.

Findings

Objective 1: To examine the relationship between Online learning engagement & academic Success.

H₀₁: There is no significant relationship between online learning engagement & academic Success.

The objective of this study analyzes the correlation between online learning engagement & academic Success among the higher secondary school student's of south Tripura. Based on the analysis on the selected 100 school student's, the estimation of calculated 'r' value is 0.14, which falls in the range of Critical 'r'-value ± 0.1966 (cal $r < \text{Tab } r$). The calculated t-r value is estimated at 1.40, which is also present in between the critical 't-r' range starts from -1.98 to +1.98 at 0.05 level of significance with 98 degree of freedom (cal $t < \text{tab } t$). Also, the obtained p value is 0.165, which suggests higher value than 0.05 significance levels in two-tailed test.

Therefore, the calculation suggests a very weak negative correlation between online learning & academic achievements. It states that the study is not statistically significant at 0.05 significance levels, which proves that the null hypothesis is accepted. Thus, there is no significant relationship of online learning with academic Success of the school student's in south Tripura.

Limitations: Several limitations should be kept in mind. The study relied on self-reported data, which may be affected by student's 'memory or by a wish to present them favourably, particularly when reporting time spent on entertainment. The correlation design means that no causal conclusions can be drawn. The sample was limited to one district, so the findings may not apply to other parts of Tripura or the North-East. Finally, academic Success was measured by a single examination percentage, which does not capture other important learning outcomes such as critical thinking or digital skills.

Implications & Recommendations

Several recommendations emerge from these results. Schools could promote responsible academic use of social media, such as teacher-modernized class groups for sharing notes & clarifying doubts, instead of viewing any phone usage as inherently inappropriate. Educators would benefit from pedagogical training in developing short, engaging pieces of online content that are accessible over limited cellular connections. Parents might be advised to engage in dialogues with their children about mindfully screen time rather than imposing strict bans. On a policy level, expanding broadband infrastructure in rural South Tripura would help close the usage gap & Future studies could adopt longitudinal or mixed-methods approaches, conduct interviews with student's & teachers, & broaden the scope to other districts of Tripura.

Conclusion

Online learning platform are now become a normal part of everyone's lives. For school students, the online Learning provides study materials, better learning skills, & the social media provides relax, & entertainment. Both of these are mentioned as external variables for the school student's life specifically for the student's who are presently studying in higher secondary levels. The overall intention behind the completion of this study is to assess the usage rate & preferences of online learning platform among them & also to find the linkage of these variables along with the student's academic achievements. This study found that the value of those online learning platform depend on the academic Success. When student's use digital tools to learn, whether through educational videos, online tests, or study groups on messaging apps, the relationship with their academic Success tends to be unfavourable. The whole research work has done on the Student's belonging to south Tripura by collecting the information's from selected 100 student's.

For successful completion of this study, those Data were collected using a standardized questionnaire test for collecting the online learning platform, developed by Kavita Verma & Rekha jivnani "Online Study Scale". Academic Success data of the school student are collected from their last Examination total marks.

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