Internet as Support to Aspiration and Academics- An Empirical Research

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ABSTRACT

This research was carried out to determine the role of internet to aspiration and academics. The researcher has applied a descriptive research method to investigate the problem. This study consisted of 600 undergraduate students from Government General Degree Colleges of Tripura state as a sample which included 300 students with using the internet and 300 students without using the internet. The simple random sampling technique was adopted to select the sample. A standardized tool developed by "Mahesh Bhargava and M.A. Sha" was used. For the analysis of data, percentages, mean, and SD were used as descriptive statistics. Further, "t'-test and ANOVA" were used as inferential statistics. The findings revealed that students who use the internet have high aspiration in comparison to student who does not use the internet. Both male students with using the internet and without using the internet were found statistically the same in their aspiration. But, female students with using the internet had high aspirations as compared to female students without using the internet.

INTRODUCTION

Students get to know the local environment, society, country, and the world through education. They get a sense of solidarity and nationality through it. Further, in addition to it, education also develops skills and ability among the students to cope with the various problems which arise in various phases of life. Education had different objectives at different times. In ancient times, students took the admissions in the Gurukuls/Madrasas with the religious purpose but in the modern time, there are great changes in the aims of education. Now-a-days students take education with the purpose of getting employment instead of religious purposes. Many factors empower the students to get employment, education, and to be successful in various phases of life, but out of those factors, the

level of aspiration is also one of the very significant factors which maintain the energy and momentum in the mindset of the students in getting the various objectives. Let's understand what this aspiration is. The different scholars have defined and explained the aspiration in different ways. The word aspiration refers to the hope, desire, urge, wish, or ambition of an individual to achieve something. As Sirin, Diemer, Jackson, and Howell (2004) outlined "aspiration as the dreams related to future education and vocation that students have. Aspiration encourages and energizes an individual to attain his/her definite goal". Further, as Sherwood (1998) reported, "aspirations motivate for better achievements". Similarly, Khoo and Ainsley (2005) explained that "aspiration is a cognitive state that motivates or drives young people to struggle for academic success. It has an essential role to play in a student's better performance". Despite little variation in the conceptual framework of the aspiration, it shows that aspiration is dynamic. Like other psychological components such as motivation, aspiration is also a significant factor in changing or directing the behavior of a particular person to achieve realistic goals or perform certain activities for achieving certain objectives. In order to set the individual goals, individual differences are noticed. Even students with the same amount of skills and abilities may set different aspirational goals. Someone may set a high-level aspirational goal whereas the other one may set very low-level aspiration or near to the past success/experiences. The determination of the educational aspirational goals depends largely on how someone has the expectation, desire, passion, and hope to achieve it. A realistic student always sets the objectives based on past experiences, skills, and abilities.

Further, Lets explain how the development of aspiration takes place and what are the factors which influence the formation of the aspiration? If we categorized these factors into some categories. We find that two major factors influence the level of aspiration such as environmental and personal factors. As far as environmental factors concern parental ambitions, peer pressure, group cohesiveness social expectations, culture, social value, competition, are very important. Likewise, personal factors which consist of past experiences, gender, personality, SES, values and interests, etc. It deals with the desire of an individual in setting a goal and the extent of attaining that goal. Let's discuss some factors in detail. Competition affects aspiration because competition compels students to analyze and evaluate outcomes which force them to adopt innovative techniques instead of the traditional technique to develop skills and showcase his/ herself better than other students. Similarly, Parents' educational and socio-economic status along with their ambitions greatly influences the educational aspirations of the students. Those students who come from prosperous socio-economic and educational status have a quite fair chance to form a good aspiration which influences and helps set realistic priorities and goals.

Under such circumstances, the example of UPSC topper Tina Dabi is the best fit. Her mother not only sacrificed her IES position taking VRS from her service but also monitored the learning of her daughter and provided the best learning environment with the best facility to be IAS. All these things help Tina Dabi to form her good aspiration and raise it to be IAS. As a result, she became the topper of UPSC. Hence, Tina Dabi fulfilled her aspiration of becoming IAS, in that somewhere the sacrifice of the mother and her ambition, education, and socio-economic status has been a great influence and contribution. Apart from it, it is also established from the research that students who had greater GPA had greater career aspirations. Similarly, lower GPA holders possess lower career aspirations as investigated by (Linderman, 2010). Here, attainment of the desired goal not only depends on psychological, social, and philosophical aspects but technological aspects can not be ignored. The internet is the most important factor to influence the aspiration of students. It is important to explain how technology and the internet contribute to the formation of aspiration. Simultaneously, it is also significant how technology and the internet badly affect aspiration and may divert students from a good track. The statistics draw the attention towards the facts that "around 4.57 billion people were found active internet users covering 59 percent of the global population" as

reported by (Clement, 2020). Generally, when a person achieves the desired goal then he/she tries to set a higher goal in the subsequent trial/attempt. But on the contrary, if someone fails to achieve the predetermined desired goal, the level of aspiration starts decreasing. The decision of any person in setting the desired goal largely depends on how he had experienced in the past attempt? The internet may have a great contribution in setting high or lower-level goals. Concerning the learning of the students, the 'support' has great importance. Generally, students get academic support from the library, school teachers, parents, friends, tutors, magazines, and newspapers, But those students who have the privilege to have a computer with the internet, in that case, the internet becomes an additional resource which may contribute to strengthening the academic achievement of the students because the meaning of difficult words can be searched by online dictionaries. Students may resolve their doubts by being connected with their teachers through WhatsApp, Facebook, and Telegram even after school hours. There are many subject-wise WhatsApp groups with school teachers. Some students feel hesitant to ask the question to teachers in the group. In that case, the students form a separate group with peers to clear their doubts freely. There are many online libraries on the internet where customized libraries can be developed and a thirst for knowledge can be quenched. The facility of the library anywhere and anytime is possible due to the internet. The internet also facilitates the opportunity for students to appear in mock tests of different subjects to diagnose learning difficulties and hard sports. Subsequently, students may work out to remove the learning difficulties. The electronic content of different subjects in the form of text, audio, and video is also available. Hence, the internet as additional support increases the possibility of expanding the feathers of knowledge of students which may directly or indirectly prove a great resource in achieving the set objectives associated with education and career. The fragrance of being successful starts to hike in the mindset of the students. This is why the internet may work to build a cornerstone for raising the aspiration of the students because students themselves can resolve educational problems which boost self-confidence and motivation. This is the positive side of the internet which raises high aspiration.

On the contrary, there is a dark side of the internet that may decrease the level of aspiration of students because internet addiction is not only harmful to academic achievement but also challenges the psychological, physical, and sociological aspects of the personality of students. The internet hardly leaves time for physical activity or other outdoor games. It also minimizes social communication with relatives, peers, and family members. In addition to it, this possibility can not be ignored that immature students may also attract to the websites which are associated with porn, crime, religion, politics, ethnicity, and caste. All these factors together may create some unsolved questions in the mind of the students which may be influential cause to them to be involved in various anti-social activities like non-violence, crime, aggressiveness, immoral acts, and hate towards particular communities. Involvement of the student in such anti-social activities is an open invitation to divert from the route of achieving realistic goals.

Apart from it, good study habits are determinant factors to increase academic achievement but the internet also presents challenges to study habits. Because excessive use of the internet hardly allows the student to follow the study schedule. As a result, students may be able to devote some time to a subject but not be able to give sufficient time to other subjects for revision and practice. The lack of revision and practice may make the academic achievement poor which may further be a great hindrance to achieving the predetermined realistic aspirational goals. Likewise, due to the addiction of constantly checking the messages on social media, hardly allow students to concentrate on study topics and divert their presence of mind from study. Hence, it is proved from the above deliberation if someone who uses the internet wisely contributes in achieving the realistic aspiration whereas if a student has the internet addiction in the wrong direction, and may emerge as a wall in the route of achieving the realistic aspiration. Therefore, this piece of research work was done to determine the influences of internet usage on academic achievement and aspiration of undergraduate students.

Let's see. What does the literature say?

Researcher studies at the international level, showed that students who possess high aspirations have higher school achievement as reported by Tafere, (2014). Further as regard to factors affecting educational and occupational aspiration, "strong social support from parents, teachers, peers, and their community were found as very important factors of high educational expectations" as studied by (Kiche, 2010). Likewise, in the Midwest of the United States. Likewise, in New Jersey, it was reported by Jofen (2014) that "students with low SES tend to have lower aspirations as compared to peers in high socio-economic status". Apart from it, "no significant correlations were found between academic achievements, educational and occupational aspirations in Malaysia" reported by Bakar and Mohamed (2004). As far as the concern with gender, age, parents' educational and occupational level, "no significant contribution of these variables was noticed with students' educational and occupational aspiration" investigated by American researcher (Uka, 2015). It is significant to point out that all the above research findings at the international level are subject to different research methods, sample size, techniques of data collection, approach, and technique of data analysis which minimizes the probability of execute/ generalization of the above findings in a diversified situations of India ; however, above researches develop insights and helps design further research studies associated with aspiration.

Further, rigorous analysis of review of related literature at the national level indicates that academic outcomes and aspirations have a nexus with each other. Aspirations put the contributory and the positive effects on academic domain because "students with high aspiration had higher school achievement" as reported by (Ali, 2018: Nishad and Fatima, 2017: Poudel and Maharajan: 2014). In contrast, there is variation in research findings regarding aspiration and academic achievement, Bhatiya (1980) reported "a very low relationship between the achievement and level of aspiration". Apart from it, Saxena (1981) also found that aspiration is not associated with the achievement motivation of students. A similar finding has also been endorsed by Tiwari (1984) that achievement motivation and level of aspiration are negatively associated with each other. Further, the type of family was not found associated with the level of aspiration because Senthilselvam and Subramanian (2015) reported that the aspiration of students belonging to joint and nuclear families was found to be the same. However, "there was a notable constructive relationship of parental encouragement and school environment with the educational aspiration of students", as investigated by (Gupta and Bashir, 2017). Further, based on types of schools i.e Govt. and Private, Alam (2018) established through his research that private students had better educational aspirations than government students. But in opposite to Alam (2018), Kaur (2012) reported that "there was no significant difference in educational aspiration of adolescent students concerning the type of school i.e. Govt. and Private. Furthermore, as far as the concern with gender and intelligence, she found that "there was no significant difference in educational aspirations of boys and girls but a significant difference was found concerning intelligence because it was observed that the students with high intelligence had higher educational aspirations than the students with the low level of intelligence". In case of gender, further, similar findings like Kaur (2012) have been endorsed by Senthilselvam and Subramanian (2015) but on the contrary, girls students had higher educational aspirations as compared to boys students as reported by (Alam, 2018). In addition to these findings, Bashir and Kaur (2017) discovered that "both the rural and urban students are same in their level of educational aspiration". Similarly, Alam (2018) also endorsed that locality of the student is not associated with the aspiration of students. Likewise, Senthilselvam and Subramanian (2015) reported that "both higher secondary students belonging to rural and urban areas were the same in terms of aspiration" which indicates that habitat is not an essential factor to influence aspiration of students. In addition to it, the non-realistic aspiration group of students was found to be more maladjusted than realistic counterparts as reported by Qureshi and Bhargava (1989). In contrast, Bajaj (1979) investigated that "level of aspiration is not associated with

the adjustment of students". Hence, Qureshi and Bhargava (1989) presents contradictory findings against the findings of Bajaj (1979)

If we conclude, the analysis of the review of the literature we find that there are some discrepancies in the findings of previous research. Findings are inconsistent and lack consensus about various issues of aspiration. Apart from it, the issue of aspiration has been examined by various researchers concerning gender, type of institutions, habitat, personality, achievement motivation, type of family, socio-economic status, intelligence, and academic achievement. But research issues associated with technology and aspiration are lacking. In other words, researchers did not find such a study that examined the issue of educational aspiration and internet usage. All the above circumstances and factors attract the researchers to find out the affect of internet use in context to aspiration and academic outcomes of undergraduate students. Therefore, this study was carried out to answer a specific research question of whether there is any influence of internet usage on the aspiration of students.

JUSTIFICATION OF THE STUDY

Education is the backbone and most important factor to make the quality of life better concerning social well-being and economic development. The internet has great importance in modernized societies. Students feel uncomfortable in case they didn't get the internet for a moment. Suddenly, such a sentiment starts developing in the minds of students that there is a lack of something big and very important to live. But the internet has both positive and negative sides. On one side, internet usage provides academic support to students to perform better in various academic affairs but on another side, internet addiction creates various psychological and health issues which may be a great cause for lowering aspiration and academic achievement. Further, issues associated with technology, the internet, and online education have gotten a lot of attention in the domain of higher education but the relationship of internet usage with academic achievement and aspiration has not been investigated. While it is evident that "the students who have higher aspirations perform better in their academic achievement" as reported by (Rothon ,2011). Similar evidence have also been endorsed by Tafere (2014) that students who possess high aspirations have higher school achievement. However, these findings have variation with the findings of (Bhatia, 1980) who reported "a very low relationship between achievement and the level of aspiration". This contradiction needs to be investigated further. Apart from it,   researchers could not find the evidence of research that examines the affect of internet usage on aspiration and academic outcome of undergraduate students. The findings of this research will develop new insight into whether internet usage creates any variation in the aspiration and academic achievements of undergraduate students. Therefore, based on the outcome of this research, teachers and parents will be able to help/guide the students to set realistic goals and improve their academic achievement.

Operational definition of the terms used

- **Aspiration:** "Aspiration means to the goal discrepancy, attainment discrepancy, and the number of times the goal reach scores". (Mahesh Bhargava and M.A. Sha, 2012)

- **Academic achievement:** It denotes to the marks scored by undergraduate level students in the final undergraduate level examinations.

- **Internet users:** Students who use the internet.

- **Internet non-users:** Students without using the internet.

OBJECTIVES

1. To study the aspiration of undergraduate students-using and without using the internet.

2. To study the aspiration of male undergraduate students-using and without using the internet.

3. To study the aspiration of female undergraduate students-using and without using the internet.

4. To study the affect of undergraduate internet user students' aspiration on academic achievement

HYPOTHESES

Ho_1. There is no significant difference between the aspiration of undergraduate students-using and without using the internet.

Ho_2. There is no significant difference between the aspiration of male undergraduate students- using and without using the internet.

Ho_3. There is no significant difference between the aspiration of female undergraduate students- using and without using the internet.

Ho_4. There is no affect on undergraduate internet user students' aspiration on academic achievement

METHODOLOGY OF THE STUDY

- **Research Design:** Under this study, a descriptive research method was followed to investigate the research problem

- **Population:** Undergraduate level students from Government General Degree Colleges located in Tripura comprised the population for this research.

- **Sample:** Under this study, simple random sampling technique was adopted for selecting the 600 UG students. The composition of sample is given below in table 1.

Table 1 showing the sample distribution

SL	Description	Male	Female	Total
1	Students using the internet	150	150	300
2	Students not-using the internet	150	150	300
3	Total Students	300	300	600

Data Collection

- **Description (tool used):** The 'Level of Aspiration Measure' tool constructed and standardized by Mahesh Bhargava was administered to a small group of students to collect the data. This tool was an activity-based tool that consists of three components of the Level of Aspiration Measure such as "Attainment Discrepancy Score, Goal Discrepancy Score, and Number of Times Goal Reach Score". The index of the reliability was figure out through (Test-retest Method- .88) and (Split-half method -.78). Hence, it was a highly reliable tool. As regards the validity of the tool, it had an external validity index. Further, to make row scores meaning full and comparable, row scores were converted into percentile norms. In addition to it, row scores associated to academic achievement were collected and converted into standard 'z'-scores to bring on a common standard scale.

- **Data Analysis:** The descriptive and inferential statistics were adopted. As far as concern of descriptive statistics, kurtosis, SD, skewness, graph, mean, and percentage (%) were computed whereas, in the case of inferential statistics, statistical measures like t-test and F-test (ANOVA) were adopted to test the null hypotheses.

ANALYSIS AND INTERPRETATION

As regards the different objectives of this research the scientific data collected through a standardized tool were organized, tabulated. The verification of statistical sheets in SPSS was done. A detailed description of the analysis of the data has been presented as follows in table 2.

Table2. Exhibiting the aspiration of undergraduate students using and without using the internet based on their goal discrepancy scores

Range of Percentiles	Score Range	Description	Responses of students using the internet in terms of %	Responses of students not-using internet in terms of %
P_{75} - P_{95}	4.31 - 7.9	High Aspirants group	17.67%	14.67%
P_{30} - P_{70}	0.71 - 4.3	Average Aspirants group	54.33%	46%
P_5 - P_{25}	-2.7 to 0.70	Low Aspirants group	28%	39.33%

It is evident from table 2 concerning aspiration of undergraduate students based on using and not-using the internet, that internet users are more aspirants in comparison to internet non-users. As 17.67% of students-using the internet have high aspirations in comparison to 14.67% of students not-using the internet. Correspondingly, in the case of the average aspiration group, it is evident that 54.33% of students with using the internet have average aspiration than 46% of students without using the internet. On the contrary, 39.33% students' without using the internet had low aspiration than 28% students-using the internet.

Table 3. Showing SD, mean, and t-statistical value of aspiration of UG students using and without using the internet

Groups	N	Mean	SD	df	t-value
Students-using internet	300	2.56	4.98	598	4.05*
Students not using the internet	300	1.06	4.07		

(*Significant at 0.01 level of significance).

With reference to distinguish between aspiration of UG students-using and not-using internet, it exhibits from table 3 that, SD and mean of UG students using and not using the internet are (4.98, 4.07) and (2.56, 1.06) respectively. Further, the mean value (2.56) is greater in favor of students-using the internet than the mean value (1.06) students without using the internet which is significant for (df- 598) at 0.01 level of significance. Hence, the hypothesis "*There is no significant difference between the aspiration of undergraduate students-using and without using internet*" is rejected. Hence, it can be concluded that the internet creates a significant variation in the aspiration and strengthen/raises more aspiration of undergraduate students using the internet than the undergraduate student not using the internet. It has the potential reason that the internet may work as additional support to solve various problems associated with academics and assignments

Table 4. Exhibiting the level of aspiration of male (UG) students using and without using the Internet.

Range of Percentiles	Score Range	Description	Responses of students using the internet in terms of %	Responses of students without using the internet in terms of %
P_{75}-P_{95}	4.31 - 7.9	High Aspirants group	17.33%	13.33%
P_{30}-P_{70}	0.71 - 4.3	Average Aspirants group	48.67%	49.33%
P_5 -P_{25}	-2.7 - 0.70	Low Aspirants group	34%	37.33%

Regarding the level of aspiration of male undergraduate students-using and without using the internet, table 4 exhibits that, most of the male undergraduate students-using and without using the internet have average aspiration, i.e. 48.67% male students-using and 49.33% male students without using the internet. It points out that male students using and without using the internet have the almost same level of aspiration. Likewise, in the low aspiration group, 34% of male students-using the internet have low aspiration than 37.33% of male students without using the internet. On the other hand, in the case of the high aspirants' group, a little deviation is noticed because 17.33% male students-using the internet have high aspiration than to 13.33% students without using the internet.

Table 5. Exhibiting SD, mean, and t- statistical value of aspiration of male UG students using and without using the internet.

Groups	N	Mean	SD	df	t-statistical value
Male students-using the internet	150	2.03	4.04	298	1.75
Male students without using the internet	150	1.31	2.99		

Concerning the aspiration of UG students based on gender and internet user and non user, table 5 exhibits that the statistical index of mean and standard deviation are 2.03, 1.31 and 4.04, 2.99 respectively. The mean value of male students using the internet looks high but actually it is not significantly greater as compared to the mean value of male students without using the internet Thus, the hypothesis "*There is no significant difference between the aspiration of male undergraduate students using and without using internet*" is accepted. Although male students-using the internet have greater aspiration as compared to students without using the internet. However, the above results have the message that internet use does not produce any significant variation in the case of the male students-using and without using the internet. It has the only meaning that the internet influences the aspiration very little but not significantly which is not important.

Table 6. Exhibiting the aspiration of female UG students-using and without using internet

Range of Percentiles	Score Range	Description	Responses of students using the internet in terms of %	Responses of students not using the internet in terms of %
P_{75}- P_{95}	4.31 - 7.9	High Aspirants group	18%	16%
P_{30} - P_{70}	0.71 - 4.3	Average Aspirants group	60%	42.67%
P_5 - P_{25}	-2.7 - 0.70	Low Aspirants group	22%	41.33%

Concerning the level of aspiration of female undergraduate students-using and without using the internet, as mentioned in table 6, indicating that maximum female undergraduate students-using and without using the internet have average aspiration, i.e. 60% female using and 42.67% without using the internet. But 22% of students-using the internet have low aspiration as compared to 41.33% of female students without using the internet. A major portion of female undergraduate students without using the internet have low aspiration. It is indicating that internet creates variation in the aspiration

Table7. Exhibiting standard deviation, mean, and t-statistical value of aspiration of female UG students using and without using the internet

Group	N	Mean	S.D	df	t-value
Female students-using the internet	150	3.09	5.74		
Female students without using the internet	150	0.80	4.91	298	3.69*

*Significant at 0.01 level of significance

As regard to female students-using and without using the internet, table 7 exhibits that, the statistical index of mean and standard deviation of female students using and not using the internet are 3.09, 0.80 and 5.74, 4.91 respectively. The mean of both groups is deviated by 2.29 which is statistically significant because the computed t-value 3.69 is significantly high in the favor of female students using the internet. Hence, the hypothesis "There is no significant difference between the aspiration of female undergraduate students-using and without using the internet" is rejected. Hence, evidence are sufficient to draw conclusion that the female students using the internet have significantly higher aspiration than female undergraduate students without using the internet which indicates that internet usage influences the aspiration of female undergraduate students-using the internet.

This research had an objective to determine the affect of respiration on the academic achievement of undergraduate students using the internet. Therefore, three separate groups for academic achievement were formed based on high, average, and low aspiration. The mean and ANOVA were computed. A detailed description is given below in table 8 and 9.

Table 8. Showing the mean values of academic achievements scores of undergraduate students using the internet concerning high, average, and low aspirants groups

Sl. No.	Groups on whom the internet may affect	Mean of Groups Academic Achievement
1	a high aspirants	1364.686792
2	b Average aspirants	1509.121472
3	c Low aspirants	1569.795238

Table 9. Showing ANOVA of academic achievements scores of undergraduate students- using the internet concerning high, average, and low aspirants group.

ANOVA

Source of Variation	SS	df	MS	F	F crit
Between Groups	1393064	2	696531.9565	11.45*	3.02
Within Groups	18056623	297	60796.71136		
Total	19449687	299			

*Significant at 0.01 level of significance

With reference to evaluate the affect of aspiration on academic achievement of undergraduate students-using the internet, it is evident from table 9 that, the computed F-value 11.45- is more than the critical value 3.02 of analysis of variance for the df 2 and 297 at 0.01 level of significance for the two-tailed test. Wherefore, the said hypothesis "There is no affect of undergraduate internet user students' aspiration on academic achievement", is rejected. It reveals that the academic achievement of students using the internet condenses with the level of high aspiration which implies that all three groups are not the same in their academic achievement. They differ significantly from each other. Therefore, in order to find out the significant difference among the three groups two groups, a t-test was computed. The details are given below.

Table 10. Showing the value of mean, SD and two groups t-test of academic achievement of undergraduate students-using the internet concerning high aspirants, moderate aspirants, and low aspirants group

Sl.	Groups	N	Mean	SD	df	t-value	Significance Level
1	High aspirants	53	1364.686	232.49			
	Moderate aspirants	163	1509.121	245.84	214	3.87*	0.01
2	High aspirants	53	1364.686	232.49			
	Low aspirants	84	1569.795	238.84	135	4.98*	0.01
3	Moderate aspirants	163	1509.121	245.84			
	Low aspirants	84	1569.795	238.84	245	1.87	0.05

*Significant at 0.01 level of significance

If we look at the group-wise data analysis of the academic achievement of students using the internet, it appears from table 10 that, there is no meaningful difference in mean of academic achievement of a group 3 which is associated with those who are moderate and low aspirants. Hence, it can be inferred that the moderate and low aspirants group are found statistically the same in their academic achievement.

But, on contrary, it is very important to point out that there is a notable difference in means of academic achievement of the first two groups whereas group 1 is associated with high aspirants and moderate aspirants and group 2 belongs to high aspirants & low aspirants which are highlighted in bold in Table 10, whereas mean high aspirants group is significantly lower as compared to moderate aspirants group which indicates that moderate aspiration is good for students' academic achievement in comparison to high aspiration. Likewise, in the case of the high and low aspirants group, the mean value of academic achievement of the high aspirants' group is meaningfully less than the mean associated with the low aspirants' group which implies that those students who have moderate and low aspiration possess better academic achievement as compared to high aspirants.

RESULTS

Based on analysis of the data the following results are drawn.

1. Maximum 54.33% of students using the internet had average level aspiration as compared to 46% of students not using the internet.

2. Students-using the internet possessed greater aspirations than students without using the internet.

3. The highest male students using the internet 48.67% and male students not using the internet 49.33% had average level aspiration. Further, statistics also show that within the domain of the male group both students using and not using the internet were found the same in their aspiration.

4. Female students using 60% and not using the internet 42.67% possessed average level aspiration. Moreover, inferential statistics proved that female students-using the internet had notable higher aspiration than female students without using the internet.

5. Internet users' aspiration was found to leverage the academic outcome of students. Further, the unexpected results also observed that academic achievement of higher aspirants group was found significantly lower than the academic achievement of average and low aspirants group. High aspiration does not seem to increase academic achievement. On the contrary, it is reversing the academic achievement of students using the internet.

DISCUSSION AND CONCLUSION

The conclusions/outcomes of this study are very important for domain of education. The major outcome reveals that students using the internet were found significantly high on their aspiration correspondence to students without using the internet which reflects that internet usage has positive consequences on the aspiration of students of undergraduate level. There are some potential reasons for this finding that the internet provides an opportunity to access worldwide information which is an additional source to get support and help not only in the field of education but also in the domain of career and competition. If someone gets success in solving the various problems of education and career through the internet, it may boost self-confidence and develop a positive self-concept which contributes a lot in pulling up the level of the aspiration and attract towards a high order of aspiration for subsequent trials. Apart from it, Paul 2015 also endorsed above outcomes that the internet usage behavior of university students was found positively correlated with aspiration.

Further, under this study, we have noticed some unexpected findings of aspiration and academic achievement which conflict with the findings of the already established research in the field of education. The academic achievement of those students who possess a high level of aspiration was found significantly lower than the academic achievement of the average and low-level aspirants group. It means that high aspiration is not a sufficient guarantee for raising academic achievement high. On the contrary, the findings of some researchers advocate that high aspiration increases the academic achievement of students such as Ali and Akhtar 1973 reported that "academic achievement is positively associated with the high level of aspiration".Similarly, the finding has also been endorsed by Tafere 2014 who found that students who possess a high aspiration have high school achievement. Likewise, some other researchers also reported that aspiration has a contributory effect in the domain of academics of students Ali, 2018: Nishad and Fatima, 2017: Poudel and Maharajan: 2014. Looking into this contradiction, it is suggested that the above issue should be tested on a large sample in future research.

SUGGESTIONS

Looking into the outcomes, the suggestions are given to the various stakeholders like administrators, teachers, parents, and students.

- **Administrators:** Looking into the findings of academic outcome and aspiration of students using-the internet, the administrators of the schools are suggested to secure the facility of computer and internet in the school preferably in an open place. Use of the internet, social media, mobile apps, and Massive online open courses MOOCs should be an essential part of in-service orientation and refresher courses.

- **Teachers:** The findings showed that high aspirants possess low academic achievement in comparison to average and low aspirants. Therefore, teachers are expected to help the students in setting realistic goals because an unrealistic goal may lead them to an unexpected poor achievement which may be a great reason for demotivation in further courses of study. Further, in order to raise aspiration high through the internet, teachers are expected to identify educational and career-related websites such as e-books, web dictionaries, libraries, and digital learning resources for students and bring them to the notice of the students. A focused Guidance counseling program should be an essential part of guidance and counseling schedules to provide training on how to utilize the internet and tools of social media for career and academic achievement wisely.

- **Parents:** Although undergraduate students are much more mature than secondary level students. However, it is suggested to parents to allow their son and daughter to use the internet in an open place at home so that they can keep a close observation about the negative utilization of the internet and avoid internet addiction. A vigilant behavior of parents may contribute to setting realistic aspirational goals and achieving them in further courses of action.

- **Students:** Students are suggested to use the internet wisely to keep their aspirations high. They are, further, advised to keep in touch with their teachers regularly to get information about the uses of tools of social media, mobile apps, and MOOCs for academic and career-related purposes.

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