

## **Alienation, Internet Addiction And Birth Order As The Main Determinants Of Academic Achievement Among Undergraduate Students**

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### **Abstract**

The Present Study Was Undertaken To Study The Impact Of Alienation, Internet Addiction And Birth Order On Academic Achievement Of College Students. Academic Achievement Was Treated As Dependent Variable Whereas; Alienation, Internet Addiction And Birth Order Were Treated As Independent Variables. A Sample Of 600 Undergraduate First Year Students Through Multi-Stage Random Sampling Technique. Student Alienation Scale By Sharma (2015), And Internet Addiction Scale By Young (1998) And Academic Achievement Score Was Taken From Students' Previous Class Results Were Used To Collect The Data. The Obtained Data Were Analyzed Using Three Way Anova With 2×2×2 Factorial Design. Levene's Test Of Homogeneity Of Variance Was Also Applied To Test The Assumption Of Homogeneity Of Variance For Anova. Main Effects Of Alienation, Internet Addiction On Academic Achievement Of College Students Were Found To Be Significant, While Birth Order Has No Impact On Academic Achievement Of College Students. It Was Found That Alienation And Internet Have A Significant Effects On Academic Achievement, While Alienation And Birth Order Have No Impact On Academic Achievement Of College Students. Further, Internet Addiction And Birth Order Also Found No Significant Impact On Academic Achievement. Triple Interaction Effect Of Alienation, Internet Addiction And Birth Order On Academic Achievement Found To Be Non Significant. The Findings Of The Current Investigation Disclose Some Important Educational Inferences For Administrators, Principals, Teachers, Policy-Makers, College Authorities And In General For The Parents Of Explicitly College Students.

**Key Words:** Academic Achievement, Alienation, Internet Addiction, Birth Order, College Students.

Education Is A Purposeful Activity. With The Help Of Education "We Intend To Bring Certain Desirable Changes In The Students. Education Is A Conscious Effort And, As Such, It Has Definite Aims And Objectives. In The Light Of These Aims The Curriculum Is Determined And The Academic Achievements Of The Student Are Measured. Education Without Aim Is Like A Boat Without Its Rudder. Aims Give Direction To Activity. Absence Of An Aim In Education Makes It A Blind Alley."

**Academic Achievement** Plays A Big Impact On Motivation. Rather, Academic Achievement Shows A Stimulating Impact On Success. The Additive Analysis, The Formative Analysis And Therefore The Continuous And Comprehensive Evaluation Depends On Students Learning Outcome Especially On Tutorial Accomplishment. There Are Numerous Factors Influencing Individual Variations Like Intelligence, Motivation, Temperament, Growth And Development Etc. During This Context Tutorial Accomplishment. There Are Numerous Parts Depends On Tutorial Accomplishment Like Academics, Teaching, Schoolroom Atmosphere, Curriculum, Co-Curricular Activities, Family, Home Atmosphere, Parental Perspective, Socio And Economic Standing, Convenience Of Resources, Discipline, Family Culture, Intelligence, Temperament, Attitude, Aptitude, Food Facility, Nature Of The Family, Parental Education, Aspiration, Inspiration, Nature Of The Contemporaries, Teaching Workers, Supporting Workers, Mental Stability, Physical Development, Emotional Maturity, Biological Process Facility, Discipline, Level Of Hysteria, Mental Stability, Physiological Structure Of The Scholar, Recognition, Trust, Liberty Etc.

**Alienation:** According To The Social Theory And Social Criticism Alienation Is The Most Important And Critical Term. In Twentieth Century The Term Alienation Was Characterized By Separation Or Disruption Or Fragmentation Or Evil Situation Etc. Generally The Term Alienation Is Mostly Similar With Term Conflict In One Perspective Both Alienation And Conflict Concept. So The Same Meaning Will Be Disagreement Or Disentitlement Between Two Persons. In Other Perspective Were Mutual Affection Or Mutual Satisfaction Cannot Exist Between Or Among Viewpoints. In Political Viewpoint Alienation Means Disbelief Or Unfaithful Situation Where Two Or More Political Parties Contest. Here Ideological

Or Thinking Can Alienated A Group From Other Groups. Alienation Concept Can Be Seen In All Situation I.E. Family, Social, Economics, Behaviour, Human Relation Etc. Kodavanji, Kumar, And Pai (2014) A Positive Relationship Were Found Among The Day By Day Span Of Web Utilize And Alienation Scores. Dhull And Sangeeta (2015) Found That Excess Internet Use Among Senior Secondary Students Is A Major Factor Of Alienation. Apriyanti (2016) Found That Alienation Among Girl And Boy Students Do Not Differ Significantly.

#### **Different Terms Of Alienation:**

Different People Are Expressed Alienation Term In Different Ways. Violence, Hostility, Lethargy Are Some Common Terms Associated With Alienation. Rejecting Traditional Values And Behaviour Is A Common Character Of Alienation. Social And Cultural Beliefs Play A Significant Role On Alienation. Alienation Is Not A Negative Concept Rather Than The Situation. An Aspect Of Alienation Depends On Its Positivity And Its Negativity. Some Philosopher Cum Educationist Are Thinking Significantly That Due To The Change Of Social And Political Phenomena Day By Day. One Opinion And Traditional Thought Is Not Acceptable By All People In All Time That's Why Alienation Is A Natural Process When Two Or More Views Can Be Expressed Significantly In One Perspective. Therefore, Different Views, Different Thinking, Different Philosophy, Different Opinion, Different Culture, Different Socio-Economic Status, Different Education, Different Environment, Different Place, Different Time Are The Essential Elements Of Alienation. It Is Quite Natural That E.G. Five Fingers Of A Hand Are Not End The Same Point How Researcher Can Say Five Views Comes From Five Different Identical Person Are Same. Is It Possible? Is It Rational? Of Course, This Is Possible. This Is Not Optimal Situation That's Why Alienation Exist And Will Be Natural Cum Healthy For All Situation Irrespective Of Time And Place. Policy Taken By Central Government To Improve Transport Facility, Tax Reform Or Reconstruction To Generate National Income, Policy Taken By Govt. For Improving Quality Education, The Federal Structure Exists Central And State Govt Etc. All The Situation And Circumstances There Will Be Two Or More Groups Of Individuals Where One Group Blindly Support Parallels The Other Group. Logically Criticize The Existing System Implemented By Govt. That's Why In Present Context As Well As The Future Perspective Alienation Is Or Will Be A Healthier Concept Where People Give Different Opinion In Different Way.

**Internet Addiction** Could Be A Quite Excessive Pre-Occupation Behaviour Reference To Personal Computer Use And Web Access. Its Result Is Also Influenced To Impairment Or Distress. It's A Form Of Attraction Or Increasing Attention Within The Social Media And This Attention Concerned The Expansion The Personal Computer Or Web Access. Web Addiction Could Be A Quite Folia The Developed Nation Like Usa, China, Have Janus-Faced Severe On Web Addiction. Manimekalai (2006) Indicates That There Is A Positive Relation Between Motivational Variables, Demographic Variable And The Internet Usage Activities. The Finding Also Showed That Perceived Usefulness Is An Important Driver Of Internet Usage. Wang (2009) Found That The Use Of Internet In Learning And Teaching At School Has Had A Certain Influence On The Interest Of Students In Learning Specific Subjects. More And Nalawade (2012) Felt The Impact Of The Net Technology On The Net User's Health. Singh Et Al. (2013) Found That Moderate Addictions Are More And Fortunately Severe Cases Are Rarer. But There Are Certain Scopes To Fail The Ordinary Cases To Critical Cases. Vidyachathoth (2014) Found A Significant And Positive Relationship Between The Internet Addiction And Its Negative Influence Scores. Internet Addiction Involve Each Male And Feminine. Various Kind Of Psychological Disorder Relates To Internet Addiction. Depression And Social Isolation And Sometimes Anxiety Are The Result Of Internet Addiction. Mental Health Is Severely Affected On Internet Addiction. In Reality It Is Difficult To Identify Perfectly Mental Healthy Person.

#### **Birth Order :**

Birth Order Suggests That A Baby Is Born In His/Her Family As An Example, 1st – Born, Second –Born Etc. Its Profound And Effective Impacts On Psychological Study. This Proposition Has Two-Faced Immeasurable Challenges However Several Analysis Studies Recommend Its Null Or Zero Effects.

Thus, The Review Of Related Literature Revealed That Very Few Studies Were Conducted On The Impact Of Alienation, Internet Addiction And Birth Order, Including Students, Teachers And Prospective Teachers With Respect To A Number Of Variables. It Was Identified That Many Studies Have Been Conducted In Area Of Academic Achievement Separately At Different Levels. But The Fact Is That A Very Little Amount Of Research Has Been Carried Out On Impact Of Alienation, Internet Addiction And Birth Order On Academic Achievement Of Undergraduate Students. Therefore, The Lack Of Researches In The Present Area Motivated The Researchers To Take Up The Present Topic And To Study The Effect Of Alienation, Internet Addiction And Birth Order On Academic Achievement Of Undergraduate Students.

### Variable Involved In The Present Study:

1. **Dependent Variable :**
  - Academic Achievement
2. **Independent Variables:**
  - Alienation
  - Internet Addiction
  - Birth Order

### Objectives Of The Study

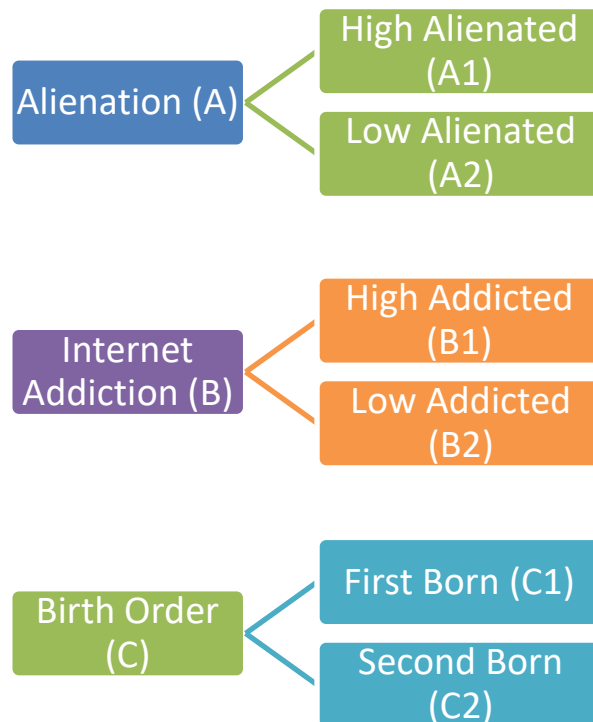
- O<sub>1</sub>: To Study The Effect Of (A) Alienation, (B) Internet Addiction, And (C) Birth Order On Academic Achievement Of College Students.
- O<sub>2</sub>: To Find Out The Interaction Effect Of (A×B) Alienation And Internet Addiction; (B×C) Alienation And Birth Order; And (A×C) Internet Addiction And Birth Order On Academic Achievement Of College Students.
- O<sub>3</sub>: To Find Out The Interaction Effect Of Alienation, Internet Addiction And Birth Order (A×B×C) On Academic Achievement Of College Students.

### Hypotheses

- H<sub>01</sub>: There Exists No Significant Effect Of (A) Alienation, (B) Internet Addiction, And (C) Birth Order On Academic Achievement Of College Students.
- H<sub>02</sub>: There Exists No Significant Interaction Effect Of (A×B) Alienation And Internet Addiction; (B×C) Alienation And Birth Order; And (A×C) Internet Addiction And Birth Order On Academic Achievement Of College Students.
- H<sub>03</sub>: There Exists No Significant Interaction Effect Of Alienation, Internet Addiction And Birth Order (A×B×C) On Academic Achievement Of College Students.

### Methodology

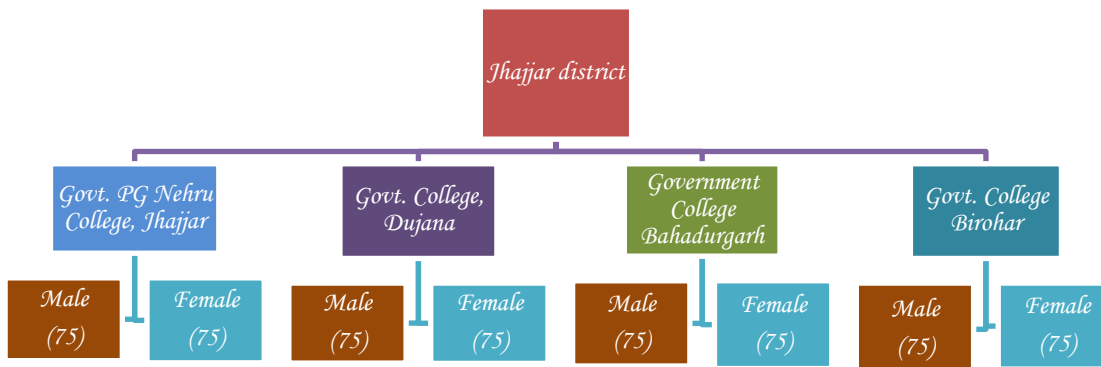
In The Present Study, Descriptive Survey Method Was Used. The Independent Variables I.E. Alienation, Internet Addiction And Birth Order Were Divided Into Two Categories Which Is Shown Below:



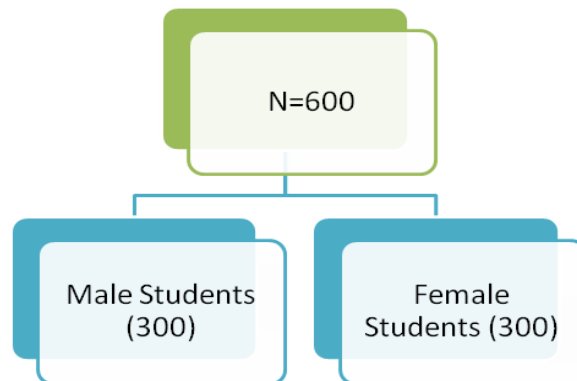
**Fig. 1: Variables of the Study**

**Population And Sample**

The Investigation Focuses To Narrate The Academic Achievement Of Undergraduate First Year College Students In Relation To Alienation, Internet Addiction As Well As Birth Order. In Current Investigation, All The Students Enrolled In Undergraduate (First Year) From Different Streams Studying In Colleges Of Jhajjar District Formed The Population Of The Study. In The Current Investigation, “Multi-Stage Stratified Random Sampling Technique” Is Used For Selection Of The Subjects From The Population. Out Of Fourteen Colleges Of Jhajjar District , Four Colleges Were Picked Up By Lottery Method. From Each College, 150 Undergraduate First Year Students Of Different Streams Were Selected Randomly. In This Way, 600 Students (300 Male + 300 Female) Formed The Sample Of The Present Study Given Below In Figure.

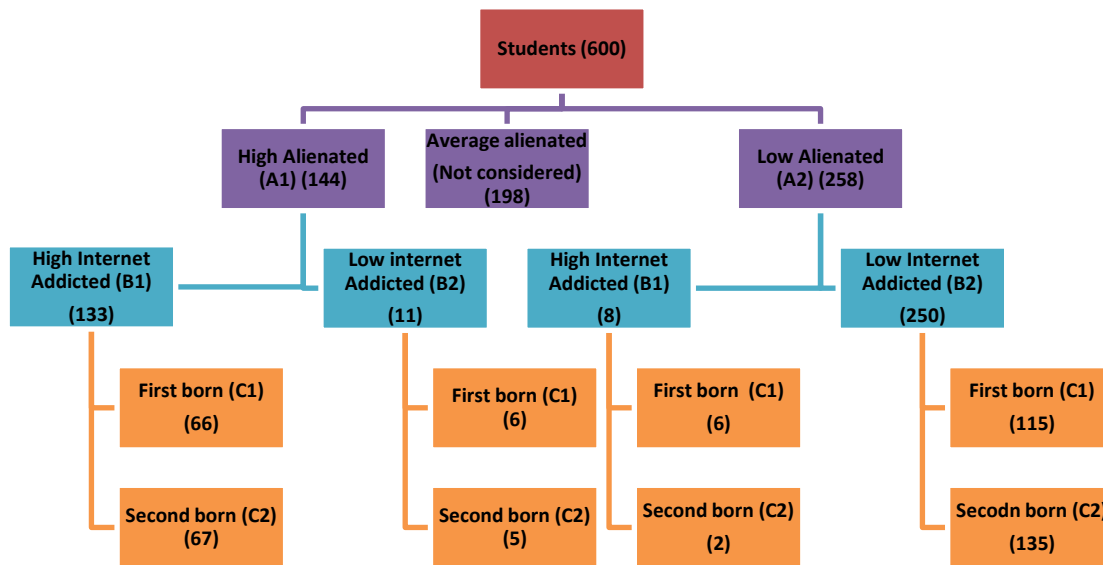


**Fig. 2: List of Colleges taken from Jhajjar District**



**Fig. 3: Layout of the Sample**

Out Of 600 Sample, Only High And Low Groups Subjects From Alienation And Internet Addiction Were Taken For Further Analysis, Subjects Who Come Under Moderate Category (Average Alienated 198) Of Were Left. The Layout Of The Subjects Under Analysis Is As Under:



**Fig.: 4 Factorial Design (2×2×2) For Academic Achievement Of College Students With Respect To Their Alienation, Internet Addiction And Birth Order**

**Measuring Instrument**

- Student Alienation Scale By Sharma (2015)
- Anxiety, Depression And Stress Scale By Bhatnagar (2011)
- Internet Addiction Scale By Young (1998)
- Academic Achievement Score Was Taken From Students’ Previous Class Results.

In The Present Study, Alienation, Scale By Sharma (2015) Was Used To Measure Level Of Alienation Among Undergraduate Students. In This Tool, There Are 54 Items. Firstly Its Reliability Was Determined By Split - Half Method And Was Found 0.61; Secondly, It Was Calculated By K - R (Kuder - Richardson) Method And Was Found 0.84; And Thirdly, It Was' Determined By Test-Retest Method. Two Test-Retest Reliability Were Determined; One After An Interval Of 3 Months And The Other Of 6 Months And The Values Were Obtained 0.75 And 0.71 Respectively. The Validity Coefficient Of Correlation Was 0.68. Further To Measure The Internet Addiction Of Undergraduate Students, Internet Addiction Scale By Young (1998) Was Used. The Tool Consisted 20 Items. The Internal Reliability Of The Scale Is 0.93. This Test Assesses The Generalized Internet Addiction (Vidyachathoth, 2014). Young’s Iat Is More Reliable In College Students And Probably In Asia. To Measure The Level Of Academic Achievement Among Undergraduate Students, Academic Achievement Score Was Taken From Students’ Previous Class Results.

**Statistical Approaches Used**

The Data Were Analyzed Using Descriptive As Well As Inferential Statistics. The Three-Way Analysis Of Variance (Anova) With 2×2×2 Factorial Design Was Computed Using Spss Version 20 To Study The Main Effects And Interaction Effects Of The Independent Variables I.E. Alienation, Internet Addiction And Birth Order On Academic Achievement Of Undergraduate Students. Levene’s Test Of Homogeneity Of Variance Was Used To Test The Assumption Of Homogeneity Of Variance Before Applying Three-Way Anova. Wherever F-Value Was Found Significant, Then T-Test Was Employed For Further Exploration.

**Data Analysis And Discussion**

To Study The Most And Interaction Effects Of Alienation, Internet Addiction And Birth Order On Academic Achievement Of College Students, Information Were Subjected To Multivariate Analysis (2×2×2) Factorial Study With A Irregular Cluster Style. During This Section, The Freelance Variables I.E., Alienation, Internet Addiction And Birth Order Were Coded As A, B, C Severally And Were Varied Into 2 Ways In Which As: High Alienated (A1) & Low Alienated (A2); High Internet Addicted (B1) & Low Internet Addicted (B2) And First Born (C1) & Second Born (C2). A Layout Of The Factorial Style Utilized In The Study For The Variables I.E. Alienation, Internet Addiction And Birth Order Has Been Given Within The Fig. 1. The Summary Of Anova (2×2×2) Has Been Given In Table 1.

**Table - 1**

**Summary Of “Three-Way Anova (2×2×2 Factorial Design) For Academic Achievement Of College Students With Respect To Their Alienation, Internet Addiction And Birth Order”**

<b>Tests Of Between-Subjects Effects</b>					
Dependent Variable: Academic Achievement					
Source	Type Iii Sum Of Squares	Df	Mean Square	F	Sig.
<b>Main Effect</b>					
Type Of Alienation (A)	1826.933	1	1826.933	43.895**	.000
Internet Addiction (B)	1752.022	1	1752.022	42.095**	.000
Birth Order (C)	21.886	1	21.886	.526 <sup>ns</sup>	.469
<b>Double Interaction Effect</b>					
Type Of Alienation * Type Of Internet Addiction(A×B)	385.360	1	385.360	9.259**	.003
Type Of Alienation * Birth Order(A×C)	61.552	1	61.552	1.479 <sup>ns</sup>	.225
Type Of Internet Addiction * Birth Order(B×C)	53.064	1	53.064	1.275 <sup>Ns</sup>	.260
<b>Triple Interaction Effect</b>					
Type Of Alienation * Type Of Internet Addiction * Birth Order(A×B×C)	70.534	1	70.534	1.695 <sup>Ns</sup>	.194
Error	16398.413	394	41.620		
Total	1941238.100	402			
Corrected Total	59991.831	401			
A. R Squared = .522 (Adjusted R Squared = .514)					

\*\*Significant at .01 level \*Significant at .05 level; NS= Not significant

➤ **Main Effects Of Alienation, Internet Addiction And Birth Order On Academic Achievement Of College Students**

**Alienation (A)**

It Is Clear From The Table 1 That F-Ratio 43.895 For Chief Result Of Alienation On Academic Achievement Of College Students Is Significant At “0.01 Level” Resulting In The Conclusion That Students With High Alienation And Low Alienation Differed Significantly With Relevance Their Academic Achievement. Thus, “The Null Hypothesis”  $H_{01}$ , “There Exists No Significant Effect Of Alienation On Academic Achievement Of College Students” Is Not Retained. This Implies That Alienation Options A Significant Result On Academic Achievement Of College Students. It Can Be Seen That Students With Higher Alienation Have Significantly Lower On Academic Achievement In Comparison To Students With Low Alienation.

**Internet Addiction (B)**

It Is Cogent From The Table 1 That F- Ratio Relation 42.095 For The Result Of Internet Addiction On Academic Achievement Of College Students Is Significant At “0.01 Level” Resulting That Students With High Internet Addiction And Students With Low Internet Addiction Differed Significantly With Relevance Their Academic Achievement. Thus, “The Null Hypothesis”  $H_{01}$ , “There Exists No Significant Effect Of Internet Addiction On Academic Achievement Of College Students” Is Not Retained. Students With High Internet Addiction Have Significantly Lower Academic Achievement Than That Of Students With Low Internet Addiction.

**Birth Order (C)**

The Table - 1 Clears That The F-Ratio 0.526 For Main Result Of Birth Order On Academic Achievement Of School Students Isn't Significant At Any Level That Disclose That 1st And Second Born Students Don't Differ

Significantly With Relevance Their Academic Achievement. Hence, The Null Hypothesis  $H_{01}$  "There Exists No Significant Effect Of (A) Alienation, (B) Internet Addiction, And (C) Birth Order On Academic Achievement Of College Students" Is Not Retained For Alienation And Internet Addiction And Retained For Birth Order Of College Students.

➤ **Double Interaction Effects Of Alienation And Internet Addiction (A×B) On Academic Achievement Of College Students**

**Alienation (A) × Internet Addiction (B)**

A Close Review Of Table 1 Indicates That The F-Ratio 9.259 For The Interaction Between Alienation And Internet Addiction Is Found To Be Significant At 0.01 Level Of Significance That Alienation And Internet Addiction Move With One Another In Relevancy Academic Achievement Of College Students. Hence, The Null Hypothesis  $H_{02}$  "There Exists No Significant Interaction Effect Of (A) Alienation And (B) Internet Addiction On Academic Achievement Of College Students" Is Not Retained. It May, Therefore, Be Over That There's A Significant Interaction Result Of Alienation And Internet Addiction On Academic Achievement Of College Students.

For Any Exploration, T-Test Was Applied To Seek Out The Significant Difference Between Mean Innumerable Academic Achievement Of Various Teams For Alienation And Internet Addiction. The Results Are Shown Within The Table 2. The Mean Scores For Academic Accomplishment Of Various Teams For Alienation And Internet Addiction Are Additionally Conferred Within The Sort Of Fig. 2.

**Table - 2**

**‘T’-Values For “Mean Scores Of Academic Achievement Of College Students For Different Groups Of Alienation And Internet Addiction (A×B)”**

Groups	N		Mean		S.D.		‘T’-Values
<b>A1b1 Vs A2b1</b>	133	8	54.43	60.30	6.80	2.13	<b>2.424*</b>
<b>A1b2 Vs A2b2</b>	11	250	60.53	76.44	8.00	6.29	<b>8.113**</b>
<b>A1b1 Vs A2b2</b>	133	250	54.43	76.44	6.80	6.29	<b>21.683**</b>
<b>A1b2 Vs A2b1</b>	11	8	60.53	60.30	8.00	2.13	<b>0.081<sup>ns</sup></b>
<b>A1b1 Vs A1b2</b>	133	11	54.43	60.53	6.80	8.00	<b>2.820**</b>
<b>A2b1 Vs A2b2</b>	8	250	60.00	76.44	2.13	6.29	<b>7.235**</b>

\*\*Significant at .01 level \*Significant at .05 level; NS= Not significant

**A1 = High Alienation**

**A2 = Low Alienation**

**B1 = High Internet Addiction**

**B2 = Low Internet Addiction**

**Table 2** Discloses That The ‘T’ Value (2.424) For High Alienated Students With High Internet Addiction (A1b1) And Low Alienated Student With High Internet Addiction (A2b1) Is Found Significant At “0.05 Level” Leading To The Conclusion That Students Of These Groups Dissent Significant About To Their Tutorial Action. From The Comparison Of Mean Scores, It's Going To Be Said That Low Alienated Students With High Internet Addiction Have Plenty Of Educational Action Than High Alienated Students With High Internet Addiction.

The T-Value (8.113) For High Alienated Students With Low Internet Addiction (A1b2) And Low Alienated Students With Low Internet Addiction (A2b2) Is Found To Be Significant At “0.01 Level”. It'd Be Over From The Mean Scores That Prime Alienated Students With Low Internet Addiction Possess Significant Low Tutorial Action Score (60.53) Than That Of Low Alienated Students With Low Internet Addiction (76.44). From The Differentiation Of Mean Scores, It's Going To Be Said That Low Alienated Students With Low Internet Addiction Have Plenty Of Educational Action Than High Alienated Students With Low Internet Addiction.

The T-Value (21.683) For High Alienated Students With High Internet Addiction (A1b1) And Low Alienated Students With Low Internet Addiction (A2b2) Is Found To Be Significant At “0.01 Level”. It'd Be Over From The Mean Scores That Prime Alienated Students With High Internet Addiction Possess Significant Lower Tutorial Action Score (54.43) Than That Of Low Alienated Students With Low Internet Addiction (76.44). From The Differentiation Of Mean Scores, It's Going To Be Said That Prime Alienated Students With High Internet Addiction Have Low Tutorial Action Than Low Alienated Students With Low Internet Addiction.

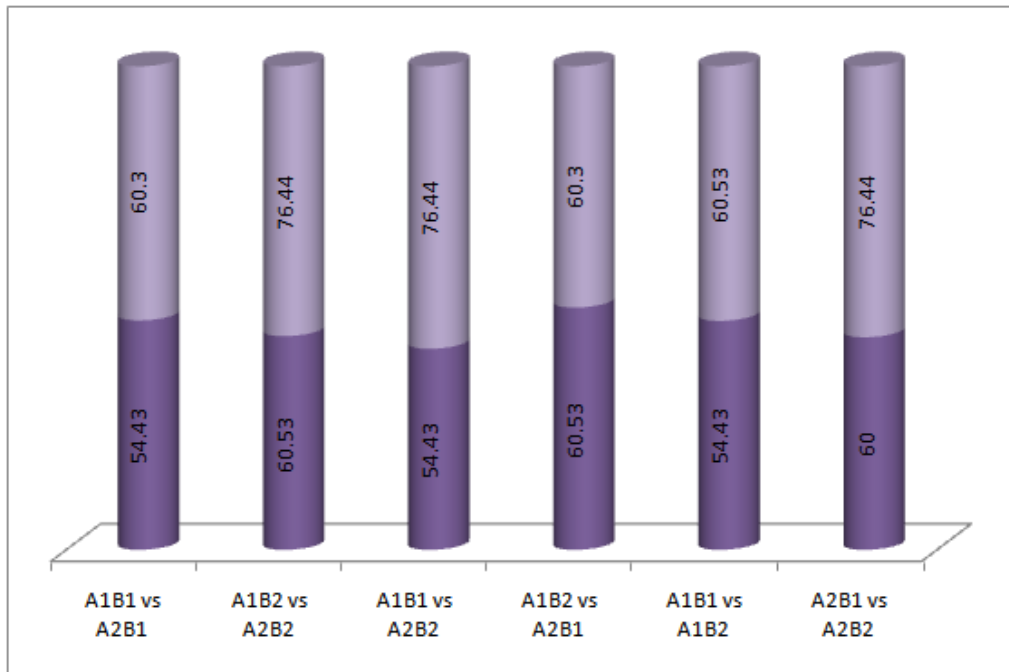
The T-Value (0.081) High Alienated Students With Low Internet Addiction (A1b2) And Low Alienated Students With High Internet Addiction (A2b1) Is Insignificant At 0.05 Level Of Significance Leading To The Conclusion That Students Of These Groups Don't Significant With Their Academic Achievement.

The T-Value (2.820) For Top Alienated Students With High Internet Addiction (A1b1) And High Alienated Students With Low Internet Addiction (A1b2) Is Found Significant At “0.01 Level”. It'd Be Over From The Mean Scores That Prime Alienated Students With High Internet Addiction Possess Significant Lower Tutorial Action Score (54.43) Than That Of High Alienated Students With Low Internet Addiction (60.53). From The Differentiation Of Mean Scores, It's Going To Be Aforementioned That Prime Alienated Students With High Internet Addiction Have Less Academic Achievement Than High Alienated Students With Low Internet Addiction.

The T-Value (7.235) For Low Alienated Students With High Internet Addiction (A2b1) And Low Alienated Students With Low Internet Addiction (A2b2) Is In Addition Found To Be Significant At 0.01 Level. It's Reaching To Be Over From The Mean Scores That Low Alienated Students With High Internet Addiction Possess Significant Lower Academic Achievement Score (60.00) Than That Of Low Alienated Students With Low Internet Addiction (76.44). From The Differentiation Of Mean Scores, It's Going To Be Aforementioned

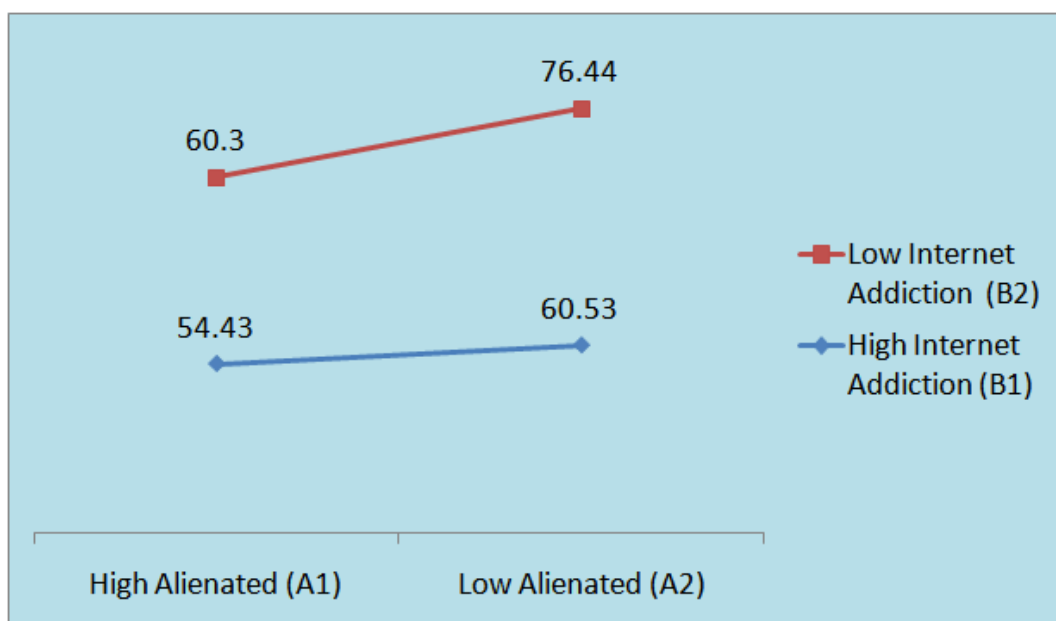


That Low Alienated Students With High Internet Addiction Have Lower Tutorial Action Than Low Alienated Students With Low Internet Addiction.



**Fig. 5: Mean Scores For Interaction Effect Of “Alienation And Internet Addiction On Academic Achievement Of College Students”**

The Interaction Result Of Alienation And Internet Addiction (A×B) On Academic Achievement Of College Students Has Been Conjointly Bestowed Within The Kind Of Line Graph In Fig. 5. During This Figure 3, 2×2 Style Interaction Result Is Found Significant. This Might Be Shown Diagrammatically Once A1 And A2 Are Noticeable On The X Axis At Any Distance And On Y Ordinate A Scale Is Taken For The Mean Values. The Mean M11=24.81 And M12=27.75 Are Noticeable For Plotting Line A1. Similarly, A2 Line Is Drawn By Marking M21= 21.54 And M22=9.63. Within The Below Figure, A1 And A2 Lines Encounter At Some Extent. Therefore, This Line Graph [3] Assists The Illation That Interaction Result Between A×B Is Found Extremely Significant.



**Fig. 6: Interaction Effect Of Alienation And Internet Addiction (A×B) On Academic Achievement Of College Students**

➤ **Double Interaction Effects Of Alienation And Birth Order (A×C) On Academic Achievement Of College Students**

**Alienation (A) × Birth Order (C)**

As Apparent From Table 1 That “F-Ratio (1.479)” For The Interaction Effect Of Alienation And Birth Order Isn't Significant At 0.05 Level Leading To The Thought That Alienation And Birth Order Don't Move With Each In Relation To Academic Achievement Of School Students. Hence, The Null Hypothesis  $H_{02}$  “There Exists No Significant Interaction Effect Of Alienation And Birth Order (A×C) On Academic Achievement Of College Students” Is Not Retained. Thus, That's Inferred That There's No Significant Interaction Results Of Alienation And Birth Order On Academic Achievement Of School Students.

➤ **Double Interaction Effects Of Internet Addiction And Birth Order (B×C) On Academic Achievement Of College Students**

**Internet Addiction (B) × Birth Order (C)**

A Close Review Of Table 1 Indicates That The F-Ratio 1.275 For The Interaction Between Internet Addiction And Birth Order Is Not Significant At 0.05 Level Leading To The Thought That Internet Addiction And Birth Order Don't Move With Each Other Regarding Academic Achievement Of College Students. Therefore, “The Null Hypothesis”  $H_{02}$ , “There Exists No Significant Interaction Effect Of (A) Alienation And Internet Addiction; (B) Alienation And Birth Order; And (C) Internet Addiction And Birth Order On Academic Achievement Of College Students ” Is Not Retained For Alienation And Internet Addiction And Retained For Birth Order. Thus, This Is Often Inferred That There's No Significant Interaction Effect Of Internet Addiction And Birth Order On Academic Achievement Of College Students.

➤ **Triple Interaction Results Of Alienation, Internet Addiction And Birth Order (A×B×C) On Academic Achievement Of College Students**

**Alienation × Internet Addiction × Birth Order (A×B×C)**

An Investigation Of The Table 1 Indicates That The F-Ratio 1.695 For The Interaction Between Alienation, Internet Addiction And Birth Order With Respect To Academic Achievement Of College Students Is Found Insignificant At “0.05 Level” That Leads To The Thought That Alienation, Internet Addiction And Birth Order Don't Move With Each Other About Academic Achievement. Therefore, The Null Hypothesis  $H_{03}$  “There Exists No Significant Interaction Effect Of Alienation, Internet Addiction And Birth Order (A×B×C) On Academic Achievement Of College Students” Is Retained. Thus, It Is Suggested That There's No Significant Interaction Effect Of Alienation, Internet Addiction And Birth Order On Academic Achievement Of College Students.

**Findings Of The Study**

➤ **Main Effects And Interaction Effects Of Alienation, Internet Addiction And Birth Order On Academic Achievement Of College Students**

1. The Present Investigation Also Found The Main Effect Of Alienation On Academic Achievement Of College Students. Students With Low Alienation And Students With High Alienation Contradict Significant With Respect To Their Academic Achievement. It Can Be Seen That Students With Higher Alienation Have Significant Lower On Academic Achievement In Comparison To Students With Low Alienation.
2. It Was Observed That There Is A Remarkable Main Effect Of Internet Addiction On Academic Achievement Of College Students. Students With High Internet Addiction And Students With Low Internet Addiction Contradict Significant With Respect To Their Academic Achievement. It Is

Concluded That Students With High Internet Addiction Have Significant Lower Academic Achievement Than That Of Students With Low Internet Addiction.

3. It Was Originated That There's Insignificant Main Impact Of Birth Order On Academic Achievement Of College Students. First And Second Born Students Don't Dissent Significant With Respect To Their Academic Achievement.

➤ **Double Interaction Effects Of Alienation And Internet Addiction(A×B) On Academic Achievement Of College Students**

1. It Was Discovered That Alienation And Internet Addiction Move With One Another In Relevance Academic Achievement Of College Students. Thus, It Is Going To Be All Over That There's A Significant Interaction Effect Of Alienation And Internet Addiction On Academic Achievement Of College Students.
  - (A) It Absolutely Was Additionally Found That High Alienated Students With High Internet Addiction And Low Alienated Student With High Internet Addiction. Students Of Those Teams Contradict Significantly With Relevance Their Academic Achievement. It Is Aforementioned That Low Alienated Pupils With High Internet Addiction Have A Lot Of Academic Achievement Than High Alienated Students With High Internet Addiction.
  - (B) It Absolutely Was Discovered That High Alienated Students With Low Internet Addiction And Low Alienated Students With Low Internet Addiction Differ Significantly On Academic Accomplishment. It Is Aforementioned That Low Alienated Students With Low Internet Addiction Have A Lot Of Academic Achievement Than High Alienated Students With Low Internet Addiction.
  - (C) It Was Additionally Discovered That High Alienated Students With High Internet Addiction And Low Alienated Students With Low Internet Addiction Contradict Significantly In Respect Of Academic Achievement. It Is Aforementioned That High Alienated Students With High Internet Addiction Have Low Academic Achievement Than Low Alienated Students With Low Internet Addiction.
  - (D) The Study Stated That High Alienated Students With Low Internet Addiction And Low Alienated Students With High Internet Addiction Do Not Differ Significantly On Academic Achievement.
  - (E) The Investigation Also Stated That High Alienated Students With High Internet Addiction And High Alienated Students With Low Internet Addiction Differ Significantly On Academic Achievement. It May Be Concluded That High Alienated Students With High Internet Addiction Have Less Academic Achievement Than High Alienated Students With Low Internet Addiction.
  - (F) The Present Study Further Stated That Low Alienated Students With High Internet Addiction And Low Alienated Students With Low Internet Addiction Differ Significantly On Academic Achievement. It Can Be Said That Low Alienated Students With High Internet Addiction Have Lower Academic Achievement Than Low Alienated Students With Low Internet Addiction.

➤ **Double Interaction Effects Of Alienation And Birth Order(A×C) On The College Students In Their Academic Achievement**

1. The Study Discovered That Double Interaction Effect Of Alienation And Birth Order Is Not Significant At 0.05 Levels Resulting In The Illation That Alienation And Birth Order Do Not Have Any Combined Effect On Academic Achievement Of College Students.

➤ **Double Interaction Effects Of Internet Addiction And Birth Order(B×C) On The College Students In Their Academic Achievement**

1. This Study Declared That Internet Addiction And Birth Order Do Not Have Any Interaction With Academic Action. Thus, It Is Inferred That There Is No Significant Interaction Effect Of Internet Addiction And Birth Order On Academic Achievement Of College Students.

➤ **Triple Interaction Effect Of Alienation, Internet Addiction And Birth Order(A×B×C) On Academic Achievement Of College Students**

1. The Present Study Stated That Alienation, Internet Addiction And Birth Order Do Not Interact With Each Other In Relation To Academic Achievement. Thus, It Is Concluded That There Is No Significant Interaction Influence Of Alienation, Internet Addiction And Birth Order On Academic Achievement Of College Students.

### **Educational Implications And Conclusion**

A Concrete Conclusion Is An Indispensable Part Of A Strong Research. It Is An Essential Task That Helps To Compile The Study In A Single Thread For Understanding The Results Easily. The Present Investigation Aimed To Study The Impact Of Alienation, Internet Addiction And Birth Order On Academic Achievement Of Undergraduate Level Students. At The Outset, The Effect Of Alienation, Internet Addiction And Birth Order Was Examined On The Academic Achievement Of College Students. Alienation And Internet Addiction Were Reported To Have Significant Effects On The Academic Achievement Of Undergraduate Level Students. The Study Further Revealed Significant Double Interaction Effects Of Alienation And Internet Addiction On Academic Achievement Of College Students. It Is Ended That There's No Significant Interaction Impact Of Alienation And Birth Order On Academic Achievement Of College Students. It Is Conjointly All Over That There's No Significant Interaction Result Of Alienation, Internet Addiction And Birth Order On Academic Achievement Of College Students. The Findings Of The Current Investigation Disclose Some Important Educational Inferences For Administrators, Principals, Teachers, Policy-Makers, College Authorities And In General For The Parents Of Explicitly College Students.

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