



# SOCIAL NETWORKING ADDICTION AMONG SENIOR SECONDARY SCHOOL STUDENTS

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**Abstract:** Education is a lively dynamic, process of transformation of Knowledge. It makes a person to collaborate both in his own growth and in development of his community. Social networking became popular from the years 2005 to 2011, after Facebook and other social networking sites were created. The most successful and largest social networking sites is the Facebook which comprises more than 700 million active member in July, 2022. There are many different theories about the addiction to internet and social networks. The most important theories include dynamic psychology theory, social control theory, behavioural explanation, biomedical explanation, and cognitive explanation.

**Key Words:** Education, collaborate, Social networking, addiction.

## 1. INTRODUCTION :

Education is an inseparable part of man's life. When a child takes birth, he knows neither how to speak nor how to walk and move. He has neither friends nor enemies. Moreover, he has so knowledge of the traditions and customs of society in which he has to lead his life. He is even devoid of curiosity to know the ideals and values. However, as he grows older, formal and non-formal means of education come to have an effect on him. This influence affects his *physical, mental and emotional development* and develops a *feeling of social life*. As a result, he becomes able to carry out the duties, as the society might think of assigning to him in his capacity of a mature person. Thus, we can see that there is a need for orderly education in man's life.

Education is the process of the individual mind, getting to its full possibilities and development. As Education leads to a person to its all round development that is development of physical, social, intellectual, aesthetic, emotional and spiritual powers of the human being.

## 2. SOCIAL NETWORKING:

Social networking addiction among secondary school students has become more and more popular, over the years, because it is a way to make connections between friends within and outside the school.

Due to this popularity, people begin to ask questions whether the performance of students are being affected by how much time students spent on various sites of social networking. There is such a variety of social networking sites on the web, such as:

1. Facebook
2. Tweeter
3. Google
4. LinkedIn
5. My space
6. Whatsapp etc.

Due to the fact that many students are using social networking sites, teachers on the other hand have started adjusting themselves in this pattern by using it as the tool for communication with their students. Teachers and lecturers involve themselves in creating chat rooms, online groups and forums for the sake of academic discussions, posts assignments, tests and quizzes as well as assisting with homework.



Social networking addiction refers to mental concern over the use of social networks and the allocation of time to these networks in such way that, it affects other social activities of individuals such as occupational and professional activities, interpersonal relationships and health leading to disruption of their life.

## **2. NEED AND SIGNIFICANCE OF THE STUDY :**

Social networking is a new addiction to the internet basket, however, as the above studies suggests that it does not appear to be so recent. The fact that so many people mostly adolescents use SNS is also a concern for the educationist, mental health practitioners, parents, etc. There are many scales to measure internet addiction or the various nomenclatures of the phenomena where there are more than required uses of the internet. The assessment of SNS addiction is also important because many people find identity and meaning on Facebook and other medium. SNS is being explored by young people to understand about themselves and express their personality to their friend circles. For such reasons SNS are popularly explored and used often, keeping aside the more productive side of SNS. Therefore, keeping this need in today's era the scale for SNS was developed.

### **2.1 STATEMENT OF THE PROBLEM:**

**“SOCIAL NETWORKING ADDICTION AMONG SENIOR SECONDARY SCHOOL STUDENTS.”**

#### **OPERATIONAL DEFINITIONS**

**Social networking addiction:** It refers to a phrase sometimes by someone spending too much time using Facebook, Twitter, Instagram and other forms of social media.

**Secondary school students:** It refers to a students studying in class XI-XII.

### **2.1 OBJECTIVES OF THE STUDY**

1. To compare the social networking addiction among senior secondary school students on the basis of gender.
2. To compare the social networking addiction among senior secondary school students on the basis of locality.
3. To compare the social networking addiction among senior secondary school students on the basis of institution.
4. To compare the social networking addiction among senior secondary school students on the basis of stream.
5. To compare the social networking addiction among senior secondary school students on the basis of board.

### **2.2 HYPOTHESIS OF THE STUDY**

1. There is no significant difference in social networking addiction among senior secondary school male and female students.
2. There is no significant difference in social networking addiction among senior secondary school rural and urban students.
3. There is no significant difference in social networking addiction among government and private senior secondary school students.
4. There is no significant difference in social networking addiction among senior secondary school art and science stream students.
5. There is no significant difference in social networking addiction among C.B.S.E. and U.P. Board senior secondary school students.

### **2.3 DELIMITATIONS OF THE STUDY**

1. The study is delimited upto only in Bareilly District due to scarcity of time and economic resources.
2. The study is delimited upto secondary school students only.
3. In present study, the researcher had confined to secondary school of Bareilly District only.

## **3. REVIEW OF LITERATURE:**

**Bernard John Kolan (2016)**, “Effect of Social Media on Academic Performance of Students in Ghanaian Universities: A Case Study of University of Ghana, Legon.” Different forms of education including distance education has been widely patronized and facilitated to some degree through these social media networks. Acquiring information both locally and internationally from friends, lectures or experts is no longer a struggle as compared to the olden days and the internet is the ultimate master behind this success. “Social media is a useful servant but a dangerous master” and can also be “described as a two edge sword” and as such, users especially students must be alert about its dangers and be prudent in its utilization.

**Khalid H (2016)**, “The Effects of Social Networks on Pakistani Students.” First thing we discovered was that in Pakistan, every student is using some kind of platform for socializing as well as for academic and educational purposes.



Most of the students have accounts on Facebook and use YouTube for different purposes. If the students use these platforms in a balanced way, it will not harm their health. Secondly, we found out that there is a huge number of users who are unaware of the terms and policies of the social networks they are using. Thirdly, we came to the conclusion that social networks plays a positive role in students' academic activities.

**Masood Badri (2017)**, "School performance, social networking effects, and learning of school children: Evidence of reciprocal relationships in Abu Dhabi." Some benefits from using social media networks include sharing information and ideas and improving reading skills. Despite the benefits of participation of students in social media networks, its misuse could affect the academic life of the students and, thereby, their performance. Therefore, as this study shows, social media networks compete with academic work for students' attention.

#### **4. DESIGN OF THE STUDY**

In the present study descriptive survey method was used.

##### **POPULATION**

All the senior secondary students of Bareilly district consists population of study.

##### **SAMPLE**

In the present research, 6 senior secondary schools of Bareilly district where randomly selected where C.B.S.E. Board students were studying in a good number. Further out of 120 students studying in class IX of these four school a sample of 120 students were selected randomly.

##### **TOOL USED**

The "Social Networking Addiction Scale" inventory has been constructed and standardized by **Md. Ghazi Shahnawaz, Dr. Nivedita Ganguli** and **Mr. Manchong Limlunthang Zou**. The form of the item is usual to the likert format. This inventory has a 32 item.

##### **STATISTICAL TECHNIQUES**

In the present study mean, standard deviation and t-test was used.

#### **5. FINDINGS:**

- Means and standard deviation obtained by the male students about social networking addiction is 64.73 and 15.03 respectively and mean and standard deviation obtained by the level of female teacher trainees about social networking addiction is 62.85 and 13.29 respectively. The tabulated value of t at 0.05 level of significance is 1.10. The calculated value of t is less than the tabulated value of t at 0.05 level of significance. The value obtained shows that there is no significant difference between social networking addiction among male and female students. Therefore first hypotheses "there is no significant difference in social networking addiction among senior secondary school male and female students" is accepted at 0.05 Level.
- Means and standard deviation obtained by the rural students about social networking addiction is 70.33 and 16.25 respectively and mean and standard deviation obtained by the urban students about social networking addiction is 67.79 and 13.89 respectively. The tabulated value of t at 0.05 level of significance is 1.39. The calculated value of t is less than the tabulated value of t at 0.05 level of significance. The value obtained shows that there is no significant difference between social networking addiction among rural and urban students. Therefore second Hypotheses "There is no significant difference in social networking addiction among senior secondary school rural and urban students" is accepted at 0.05 Level.
- Means and standard deviation obtained by the government students about social networking addiction is 15.96 and 7.43 respectively and mean and standard deviation obtained by the private students about social networking addiction is 77.63 and 19.48 respectively. The tabulated value of t at 0.05 level of significance is 1.70. The calculated value of t is less than the tabulated value of t at 0.05 level of significance. The value obtained shows that there is no significant difference between social networking addiction among government and private institution students. Therefore third Hypotheses "There is no significant difference in social networking addiction among senior secondary school government and private students" is accepted at 0.05 Level.
- Means and standard deviation obtained by the art students about social networking addiction is 70.11 and 20.11 respectively and mean and standard deviation obtained by the science students about social networking addiction is 60.09 and 14.39 respectively. The tabulated value of t at 0.05 level of significance is 1.80. The calculated value of t is less than the tabulated value of t at 0.05 level of significance. The value obtained shows that there is no significant difference between social networking addiction among art and science stream students. Therefore fourth Hypotheses is "there is no significant difference in social networking addiction among senior secondary school art and science stream students" accepted at 0.05 Level.



- Means and standard deviation obtained by the C.B.S.E. Board students about social networking addiction is 66.75 and 14.83 respectively and mean and standard deviation obtained by the urban U.P. Board students about social networking addiction is 64.92 and 13.56 respectively. The tabulated value of t at 0.05 level of significance is 1.23. The calculated value of t is less than the tabulated value of t at 0.05 level of significance. The value obtained shows that there is no significant difference between social networking addiction among rural and urban male teacher trainees. Therefore 4.6 Hypotheses “there is no significant difference in social networking addiction among C.B.S.E. and U.P. Board senior secondary school students” is accepted at 0.05 Level.

## 6. EDUCATIONAL IMPLICATIONS:

- There is no denying to the fact that there are so many positive outcomes associated with it such as filing, a police complaint, chatting with friends and long distance family, sharing of information as well as emotions, finding partners etc, its negative consequences cannot be totally ruled out . SNS have helped many people with exploring their interests, formation of new friends and making connection among peoples.
- Social networking enhance their technical skills, communication skills, social connection also (ito et.al, 2008).
- However there are consequences and risks of using SNS. Because of the popularity of more and more smart phones and web enabled mobile phones, where adolescents used SNS without close supervision of adults.
- There are lurking dangers surrounding them such as clique- forming and sexual experimentation (Lenhart, 2009), privacy issues and sexting, and Cyber bullying also great danger.
- As technology became integral for the children today yet many parents are still unaware or do not have the technical capabilities to understand these consequences.

## 7. SUGGESTIONS FOR FURTHER RESEARCH:

- The present research was conducted only in Bareilly district further research may be conducted in all over the Rohilkhand area.
- The research was confined to 120, 11& 12<sup>th</sup> class students only. A similar research may be undertaken with a large sample of secondary students.
- Further research may be conducted on the basis of urban and rural background of students.
- A comparison of study involvement of arts and science students may also be conducted.
- Further research may be conducted keeping in view how cognitive variables such as personality traits, self concept etc. Affecting study involvement.
- It may also be studied how study involvement and academic achievement is related with each other.

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