



An Empirical Study of Social Networking Sites & Its Impact on School Students

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ABSTRACT

This research study was based on this topic and focused on the perceived impact of utilizing social networking websites on adjustment, study habits, and academic achievement of teenage students. This was an effort to quantify and examine the reality and gap between the good and negative impacts of the usage of Social Networking Sites for the overall development of pupils using the three factors mentioned.

Keywords: *Social Networking Sites, School Students, Impact, Study Habits, Negative Impacts*

Introduction

With the advancement of technology, the meaning of sociability and communication has shifted dramatically. The internet is one of technology's most important accomplishments. The widespread usage of the Internet has reduced the globe, and the exponential growth of knowledge and information is beyond our wildest dreams. The internet's presence is now so obvious that phrases like virtual communities and information superhighway have been added to the Oxford lexicon (Balcazar et.al, 2009). People utilize the internet for a variety of purposes, including gathering information, learning facts, personal fulfillment, and simple amusement, thanks to the fast increase of knowledge and information. With a few mouse clicks, we have access to a vast amount of information. This ever-evolving interface has gone through many phases of transformation. People could simply read the material in Web 1.0, and there was no possibility for participation or input. The Online 2.0 era, on the other hand, allows users to create content and connect with other web users. In a short period of time, this has drastically altered the online environment. The concept of engaging and sharing in the new world of social media, where Internet users are both content creators and consumers. Messages move in all ways, from companies to users, among users, and back to corporations, through an ostensibly limitless number of possible routes (Moreno & Kota, 2013).

The term "true interaction" comes to mind. Blogs, Really Simple Syndication (RSS), wikis, mashups, tagging, Folksonomy, tag clouds, and social networking sites were among the primary technologies and services of Web 2.0. The Web 2.0 version of the internet represents a significant paradigm change in the realm of information and communication technology. One of the aspects of the Web 2.0 version of the internet is social networking sites (SNSs). Adolescents are inextricably drawn to Social Networking Sites (SNSs) due to their omnipresent nature.

Today's youngsters are more empowered to engage with one another throughout the globe via social media sites. They also have more opportunities to explore and experiment as a result of SNSs, which enhances their likelihood of being impacted by them. Adolescents are affected by social media in a variety of ways. In this context, it's critical to learn more about how teenagers adapt to their surroundings and how social networking sites impact their study habits and academic achievement. Significant research has been done in the past to determine the link between students' study habits and their academic performance, but how they are influenced by social networking sites is an issue that needs to be explored more.

OBJECTIVES OF THE STUDY

The researcher's aims are as follows, keeping in mind the study questions:

1. To look at the demographics of students who use social media sites.
2. To investigate why students use and don't use social media sites.
3. Determine the ideal circumstances and the amount of time spent on social networking sites by user pupils.
4. To investigate the general adjustment of students in senior secondary school who use social networking sites against those who do not.
5. To investigate the general adjustment of boys and girls in senior secondary school who use social networking sites vs those who do not.
6. To compare and contrast the study habits of SNSs users and non-users in senior secondary school.
7. To compare the study habits of social networking site users and non-users at the senior secondary level based on gender.
8. To compare the academic achievement of pupils who use social media sites to those who do not.

9. To compare the academic performance of social networking site users and non-users at the senior secondary level based on gender.
10. To investigate the impact of social networking sites on students' adjustment, study habits, and academic achievement.
11. To investigate how users view the benefits and drawbacks of utilizing social networking sites.

HYPOTHESES

In light of the goals, the following null hypotheses were developed for objectives 4 through 9:

1. Social media is creating mental problems like loneliness, depression etc.
2. Social media is creating optical problems like low eye sight, blurred vision
3. Social media is creating health problems like obesity
4. Social media is damaging the relations as physical interactions are more important
5. Social media is increasing violence as in case of the suicides or murders
6. Social media is disturbing youth future
7. Social media is wasting money.

LIMITATIONS OF THE STUDY

The present research work is delimited the selected group from the Beed district Maharashtra. A survey is made of the various students, their parents, and teachers. Questionnaire has been prepared to find the concerned answers. Same as these survey also includes some child specialist, educationist and social workers

Review of Literature

Helen et al (2014) did this study to look at the use of social media by Nigerian students seeking graduation. SNSs have affected people in numerous ways in the current internet and digitalization era. The study's goals were to identify distinct kinds of SNSs and investigate the breadth of SNS use by students. Additional goals include determining why they use SNSs, comprehending the benefits of utilizing SNSs, recognizing the drawbacks of social networking, and expanding techniques to mitigate drawbacks. The data was collected from a sample of 150 University of Nigeria students using a descriptive survey study technique. A questionnaire was utilized to obtain data using random sampling procedures. The study's results revealed that, on the whole, students were utilizing SNSs to communicate with their friends, join online with their classmates for studying, discussing different national issues, and viewing movies, among other things. Furthermore, there are a variety of benefits and drawbacks linked with social networking, and these risks may be reduced by implementing the ways described in this study. The current study's findings are presented in the form of suggestions that university specialists conduct sessions to teach students about the negative aspects of social media. In addition, beneficial suggestions for further study were offered.

Sponcil and Gitimu (2013) looked at how university students use social media and how it affects their interactions with others as well as their self-concept. In this study, students were given a questionnaire to determine their personal use of social media, their ability to interact with family and friends, and the impact on their self-concept. One type of SNS was used by 100 percent of the students, according to the findings. The Pearson correlation between social networking site usage and interaction with 'family' and 'friends' was .586. The use of social networking sites and self-concept had a Pearson correlation of .658. The current findings suggest that more research be done to learn why SNSs have become so popular.

Junco (2012) used a large sample size in his survey research to try to bridge the gap between previous studies on social networking sites. Educators and others are concerned about the impact of social media sites on university students, with a particular focus on the most popular SNS, Facebook. Previous studies looked into the relationship between "Facebook use" and "student engagement," a concept linked to positive college outcomes. However, these studies were limited by how they measured 'Facebook use' and how they measured 'engagement.' The current research used a large sample size (2368) of university students to look at the relationship between 'Facebook use,' 'involvement in Facebook occurrences,' and 'student engagement.' 'Student engagement' was measured using three methods: a 19-item item scale based on the 'National Survey of Student Engagement.' These include time spent on class preparation and time spent on extracurricular activities. The researchers discovered that usage of 'Facebook' was 'negatively predictive of engagement scale score' and 'positively predictive of time spent in co-curricular activities.' Furthermore, just a handful of the 'Facebook activities' were found to be 'positively predictive of the dependent variables,' while others were found to be 'negatively predictive.'

Ankur Lal (2012) investigated the psychological effects of social media sites on Indian teens, particularly in light of the fact that internet usage has impacted individuals of all ages. Physical face-to-face engagement was turned into virtual interaction, according to the research. Children and teenagers, in particular, have been the primary consumers of this technology. This article discusses the different challenges that teens confront when it comes to this topic, as well as some lesser-known data gleaned from recent surveys. In his research, he determined that there are gaps in parental support and supervision as well as social media education. On these problems, it is critical that parents provide consistent direction and support. Given the prevalence and 'no-boundary' nature of the Internet, it is critical for parents and teachers to understand and implement safe, responsible technology usage among children, therefore preparing them to become responsible digital citizens. An open and free exchange of ideas between parents and teenagers may lead to honest talks about the teen's life and its many facets. In India, social networking sites are a relatively new phenomenon. It, like any other new phenomenon, is nearing its apex, and numerous predictions about its future trajectory are being made.

RESEARCH METHODOLOGY

The current study project is a descriptive one. According to Best and Kahn (2011), descriptive research aims to identify answers to questions by analyzing 'variable relationships.' It's also known as survey research (Gay & Airasian, 2003), and it's particularly interested in learning about 'attitudes,' 'opinions,' 'preferences,' demographics, practices, and processes.' When a study goes beyond 'controlled inquiry' and 'experimentation,' descriptive research comes into play (Best and Kahn, 2011).

According to Gay & Airasian (2003), descriptive data is often gathered by questionnaires, interviews, phone calls, or observation. The data was analyzed using both qualitative and quantitative methodologies by the investigator.

Number of people

For the purpose of finding of this the selected group is from the Beed district Maharashtra. A survey is made of the various students, their parents, and teachers. Questionnaire has been prepared to find the concerned answers. Same as these survey also includes some child specialist, educationist and social workers

Sample

"Sampling is the statistical process of choosing a subset (referred to as a sample) of a population of interest in order to make observations and statistical conclusions about that population," Bhattacharjee explains (2012, p. 65). The study of "social science" is primarily concerned with determining behavioral patterns within certain communities. Due to 'feasibility and expense limits,' it is difficult to investigate whole populations; consequently, the investigator picks a representative sample from the community of interest for observation and inquiry. Firstly, questionnaire will be prepared for evaluating the use of social media by student in the beed district. one separate questionnaire or opinion will be taken from the experts like doctors, teachers and parents. after collecting this data, analysis will be done for finding the result.

Result and Findings

Objective 1 The first goal is to look at the demographics of students who use social media sites.

- The vast majority of students (79.40 percent) utilize social networking sites.
- Boys are more likely than females (65.23 percent) to utilize social media sites (34.76 percent).
- Girls outnumber males in the non-user student population (62.93 percent) (37.06 percent).
- The majority of users (74 percent) visit social networking sites using their mobile phones.
- The majority of students (84.30 percent) said they use social media for both educational and entertaining purposes.
- Facebook is the most popular social networking site among students, with 96.14 percent reporting it.

Objective 2: To investigate why students use and don't use social media sites.

- More than half of the user students (56.90%) admit that they spend their free time on social media sites.
 - They utilize social media for pleasure and enjoyment (62.76 percent)
 - On social media, more than two-thirds of respondents (70.92 percent) love revisiting previous experiences.
 - Almost two-thirds of students (63.59 percent) use social media sites when they are bored, almost half (44.56 percent) when they are joyful, and 38.7% when they are lonely.
 - Only a small percentage of people (11.09 percent) said they use social media to vent their frustrations with their siblings and friends.
 - More than two-thirds of users (83.67 percent) said they use social networking sites to interact with friends and family.
 - Almost two-thirds (63.3 percent) believe they are an excellent place to find old and new friends.
 - Half of them (53.5%) said they like making their presence known on social media sites to all of their friends.
- Chatting is the most popular pastime among students (80.32 percent).
- In addition to chatting, many individuals (52.5 percent) like submitting their photos and hoping that others would like and remark on them.
 - A sizable proportion of user students (73.8 percent) said they prefer to portray a positive picture of themselves on social media sites.
 - More than half of them said they monitor the amount of likes and comments on their posted photos and updates on social media sites on a regular basis.
 - The majority of people (62.5 percent) feel that social media sites have expanded their circle of friends. They also said they use social media to wish friends and family on birthdays and anniversaries (67.78 percent).
 - More than two-thirds of users (82.3 percent) of students said they use social media sites to find all kinds of information.
 - More over two-thirds of them (64.9 percent) said that social media sites assist them with homework, projects, and tasks.
 - Nearly half of the users (48.1%) said they use social media to join educational groups, and more than a third (35%) said they play instructional games.
 - On social media, half of them (54.39 percent) contribute educational content, projects, resources, or ideas.
 - Half of them (52.5%) said they use social media to keep up with current events, general knowledge, and foreign news.
 - More over half of non-user students (55.64%) believe that using social media sites is a waste of time. One-fourth (25%) claimed their parents don't allow them to use the internet, while the remainder (8.87%) indicated they don't have access at home. 11.29 percent said they don't use social media because their academic burden prevents them.

Objective 3: Determine the circumstances that users desire and the amount of time they spend on social networking sites.

- When parents and elders are not around, the majority of students (72.3 percent) choose to utilize social networking sites.
- More than half of pupils (58.79 percent) do not prefer SNSs over other outdoor activities.
- More than half of students (53.39 percent) do not feel that SNSs should take precedence over assignments.
- More than two-thirds (68.83%) of students said they don't use social media during exams; • More than half (58.78%) said they use social media for less than an hour on exam days; • More than half (53.25%) of students said they've been using social media for more than two years; • Nearly two-thirds (64.1%) of students said they log in to their favorite SNSs on a daily basis.

Objective 4: At the senior secondary level, investigate the general adjustment of social networking site users and non-users.

- The Chi square test of independence was used to examine the overall adjustment of SNS users and non-users. There was no significant correlation between the two groups, according to the findings. $p=0.074$, $X^2(4, n=582) = 8.51$.

• **Objective 4.1:** To investigate the emotional adjustment of senior secondary pupils who use social networking sites against those who do not.

Findings: The findings of the Chi square test of independence revealed that there was a significant connection between users and non-users of social networking sites, $X^2(4, n=582) = 19.21$, $p=.001$.

• **Objective 4.2:** To investigate the social adjustment of pupils in senior secondary school who use social networking sites against those who do not.

Findings: The Chi square test of independence, which was used to measure the social adjustment of SNS users and non-users, revealed that there was no significant difference between the two groups, $X^2(4, n=582) = 6.440$, $p=.168$.

Studying the educational adjustment of social networking site users and non-users at the senior secondary level is goal 4.3.

- Chi square test of independence was used to compare the educational adjustment of SNS users and non-users. There was no significant relationship between the two groups, with $X^2(4, n=582) = 6.74$, $p=.14$.

Objective 5: To investigate the overall adjustment of SNSs and non-user pupils at the senior secondary level based on gender.

Findings:

- Utilizing the chi square test of independence, the overall adjustment of boys and girls using SNSs was analyzed, and it was discovered that there was a significant correlation between the two groups. $p=.000$, $X^2(4, n=466) = 32.50$, $X^2(4, n=466) = 32.50$, $X^2(4, n=466) = 32$.

- A Chi square test of independence was used to measure the overall (total) adjustment of boys and girls who did not use SNSs. $X^2(4, n=116) = 8.37$, $p=.079$, showing that there was no significant connection between the two groups.

Goal 5.1: Investigate the emotional adjustment of social networking users and non-users, including boys and girls.

- A Chi square test of independence was used to examine the emotional adjustment of boys and girls utilizing SNSs. There was a significant relationship between the two groups, with $X^2(4, n=466) = 32.43$, $p=.000$.

- The findings of the chi square test of independence to access emotional adjustment in non-user boys and girls indicated that there was no significant relationship between the two groups. $p=.19$, $X^2(4, n=166) = 6.05$, $X^2(4, n=166) = 6.05$, $X^2(4, n=166) = 6.05$ Objective 5.2: To investigate the social adjustment of social networking site users and non-users at the senior secondary level on a gender basis.

- A chi square test of independence was conducted comparing Boys and Girls who used SNSs to gauge their social adjustment and found no significant differences between the two groups. 6.05 , $p=.19$, $X^2(4, n=466)$

- The chi square test of independence was used to measure the social adjustment of non-user boys and girls, and there was a significant relationship between the two groups. $p=.002$ for $X^2(4, n=116) = 16.036$,

At the senior secondary level, investigate the gender differences in educational adjustment of social networking site users and non-users.

- The chi square test of independence revealed a significant difference in educational adjustment between boys and girls who used SNSs. $p=.0003$ for $X^2(4, n=466) = 15.93$.

- There was no substantial relationship between non-user boys and girls' educational adjustment. The chi square findings were $X^2(4, n=116) = 6.84$, $p=.144$.

CONCLUSION

The data revealed that SNSs are an integral part of today's teenage culture; pupils who used SNSs were four times more likely than those who did not. Boys outnumbered females about two to one among user students, while girls outnumbered boys among non-user students. SNSs occupy a significant piece of user students' everyday lives, and they utilize them in a variety of ways. The current research found that students use SNSs for more than just amusement, and that they also spend a significant amount of time on academic-related tasks. Facebook is the most popular social networking site. Two-thirds of them check their preferred social media site on a daily basis. More than half of students use social networking sites for less than an hour during exams, and more than half of them have been using them for more than two years. Social networking sites have the ability to link individuals on a massive scale. People use social media for a variety of reasons: they use it when they are bored, joyful, lonely, or want to relive old memories, find new and old acquaintances, or wish friends and family on their birthdays. They exchange educational information, projects, resources, or ideas, join educational groups, and follow elders, instructors, and successful individuals for educational purposes. To keep current, watch a variety of informative videos. Despite the widespread usage of social networking sites by kids, many are hesitant to inform their parents about them.

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