Social Media Addiction and Academic Achievement of Secondary Level School Students

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'We are addicted to our thoughts. We cannot change anything if we cannot change our thinking.'
-- Santosh Kalwar

Abstract:

Traditionally, the concept of addiction is based on a medical model, and it expresses extreme physical or psychological desire and commitment to a physical object. Social media is one of the communication platforms which allows for social interaction and facilitates discussions among its users. The focused of the present study is to examine the level of social media addiction of secondary school students and to make the relationship between the social media addiction and academic achievement of secondary school students. Present researcher followed descriptive survey research design and study mainly based on quantitative method. A total consist of 300 samples of class X was selected through the simple random sampling technique from the district of north 24 pgns. and a self-made questionnaire in five point likert type scale on social media addiction has administered to the target sample for the purpose of data collection. The present study found the three different social media addiction level i.e. no addiction, possible addiction and severe addiction among the secondary school students and study also revealed the gender and location wise significant differences in social media addiction of secondary school students. The major findings of the study revealed a negative correlation between the academic achievement and social media addiction. So, there is a need to see the internet as well as social media as the new object of cognition, neither a concrete artefact nor a visible social partner, but a gigantic virtual complex network henceforth the study is an effort and healthy sign of a new and growing area of research.

Keywords: Addiction, Social Media, Academic Achievement, Technology, Secondary School.

1. Introduction:

Social media addiction is a type of internet addiction in which people have an overwhelming desire to use social media. It is a network of networks that consists of private, public, academic, business, and government networks of local to global scope, linked by a broad array of electronic, wireless, and optical networking technologies. Social media is a platform where people from all over the world can connect and interact with each other. It is an online platform where people use to build social networks or social relations who share similar personal or career interest, activities, backgrounds or real life connections (Akram .W.,2017) . The Internet carries a vast range of information resources and services, such as the

interlinked hypertext documents and applications of the World Wide Web (WWW), the electronic mail, telephony and file sharing. The origins of the Internet date back to the development of packet switching and research commissioned by the United States Department of Defense in the 1960s to enable time-sharing of computers. The digital age has led to the increase of social media among people. With the Quarantine time the social media has gained traction among all the people including students. However, some people still believe that social media is always considered to be deteriorating tool in academics. While social media is here to stay, instead of criticizing, it is better that we learn to take the better part of it and learn how to make an opportunity out of it. Like everything around, social media too has its set of perks and shortcomings. While on the one place it is a source of distractions for students, it is also a quick way of interaction, learning and solving problems.

Let us discuss now what social media is and how students can best utilize social media for their advantage. Social Media is a set of applications and websites that provide users a platform for sharing anything and increasing their social networking. Over the years social media has gained plausibility as a source of information where organizations interact with their audience. A research shows that the most popular social media platform among students are WhatsApp (83.3%), Facebook (78.0%), Twitter (12.8%), LinkedIn (7.9%), Instagram (7.5%), Imo (2.6%), Snapchat (1.8%), Myspace (1.3%), and Skype (0.9%). Recent research has shown that over 95% of students have access to some sort of mobile device that connects to the internet, meaning that using mobile technology for educational purpose will possibly exclude less than 5% of students. With the digital age, social media has become an important tool not only for communication and marketing, but also in the field of education. When the students have any confusion while studying, the social media really help in gathering the relevant information through various online platforms. While earlier students had to wait to meet the teacher and then clear their doubts, with social media it takes only a search and you can know the answer to any of your doubts, social media also provides a great platform for students to share their knowledge. The students, who clear the exam, take to social media to share their knowledge and their preparation strategy which is very helpful for the students who are preparing for the exam. So while social media can be used to showcase your skills and share your knowledge, it acts as a guide to the students, who are aiming to achieve something in their lives. Social media has opened various avenues for students to pursue. The effects from social media are very complex and vary from person to person.

2. Rationale of The Study:

In present study the researcher have chosen a researchable problem to focus on social media addiction and academic achievement of secondary level students. In behind of selection the problem researcher fascinated to learn about students activeness in internet as well as social media for academic purpose and other entertainment purpose, students use social media primarily to communicate about everything except studies and that they only district students from the learning process. The present study will identify the impact of using social media to the academic achievement of the respondents and will be able to draw recommendation that may improve the learning process and reduce the negative impact of social media. Many researcher have been conducted the study on internet usage and these studies have positive as well as negative impact of internet usage on so many different field of students academic life. Internet usage have been studied with variables like- mental health, study habits, depression, anxiety, loneliness, attitude, academic performance etc. The work in this field has been done in some developed countries like U.S.A,

U.K, China, Pakistan, Hong Kong, Nigeria, Turkey, and others and the researcher felt that less work has been done in our country especially in the state of West Bengal (north 24 Parganas).So, the researcher felt that there is a great scope of research in this very respective field.

3. Review of Related Literature:

Akhtar, N. (2013). Conducted a study on Relationship between internet addiction and academic performance among university undergraduate. The sample of this study comprised of 359 University undergraduates. Data are analyzed using descriptive statistics, t-test, ANOVA, and simple linear regression analysis. The present research shows that there is a negative relationship between internet addiction and the academic performance of University undergraduates. Internet addiction has a negative impact on the achievement performance of University undergraduate students.

Luo, J., & et.al. (2020). conducted a study on the divergent role of social media in adolescents' academic performance. Data are collected from four different secondary schools with the age ranged between 14-to18 years of 560 adolescents (47.0% girls, n=263) in Hong Kong. The main aim of this study was to explore the relationship between outside and inside school social media behaviour and academic performance in Chinese adolescents. IBM SPSS 22.0 (including AAMOS) was used to conduct descriptive and correlational analysis, linear regression analysis, and structural equation modeling (SEM). The study revealed that relationship between [14] outside school social media behaviour and academic performance may be undermined by the opposing mediation effects of inside-school social media behaviour and impulsivity.

Muola, J. M. (2010). Conducted a study on A study of the relationship between academic achievement motivation and home environment among standard eight pupils. 235 Kenyan pupils from 6 urban and 6 rural primary schools in the Machakos district had been selected using the random sampling technique. In this study, researcher used the ex-post-facto correlation method. The study revealed the positive relationship between six of the home environment factors, that is father's occupation, mother's occupation, father's education, mother's education, family size, & learning facilities at home and academic achievement motivation. In this study, the researcher found a positive relationship between academic achievement motivation and home environment.

Singh, N., Barmola, K.C. (2015). Conducted a study among 100 high school students on Internet addiction, mental health and academic performance of social students/adolescents in English medium school of Rishikesh and Haridwar in Uttarakhand. Findings of the study revealed that there was no significant effect of internet addiction and academic achievement and mental health of students/adolescents. The result further indicated that the students who were in severe and profound gaps of internet addiction were found to have detrimental effects on both their academic performance and mental health rather than the students who were addicted to internet usage moderately.

4. Objectives of the Study:

In the present study the researcher had formulated some objectives:

O^1. To study the level of social media addiction of secondary school students

O^2. To find out the differences between social media addiction of secondary level students in respect to their gender.

O^3. To find out the differences between social media addiction of secondary level students in respect to their location. .

O^4.To find out the relationship between social media addiction and academic achievement of secondary level school students.

5. Methodology of The Study:

5.a: Design of The Study: The present study was done through the descriptive survey method and quantitative in nature.

5.b: Population: The population for the present study was school students in grade X studying in different Govt. aided schools at North 24 Parganas in West Bengal.

5.c: Sample & Sampling Technique: Those high secondary students who were using the internet and who were willing to participate in the study were enrolled in the study. The study objectives were explained to the participants for voluntary participation. 06 Govt. aided high schools were randomly selected of which 3 are rural & 3 urban schools. A total of 300 samples of class X was selected through the simple random sampling technique. The sampling design represents in the following figure
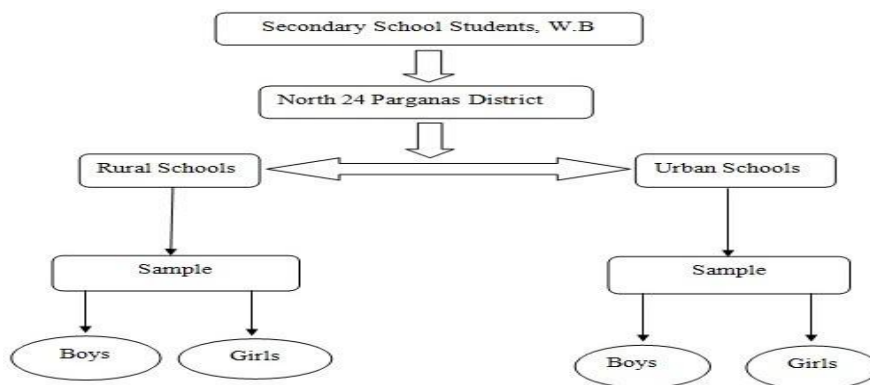
Figure 5.1: Representation of the Sample Design

Table 5.1: Details of Total Sample for the Present Investigation

	Rural	Urban	Total
Boys	77	86	163
Girls	66	71	137
Total	143	157	**300**

5.d: Tools & Techniques: The investigator has decided to construct and standardized a scale to measure Social Media Addiction. The researcher has followed Likert's method of summated ratings to develop this scale. At first, a total of 35 items under four dimension was drafted for the scale. The draft was presented to three experts (for the sake of face validity) in the field of social science research. Some of the items had deleted from the draft and finally, twenty seven items were included in the final tool. Out of these, nineteen were positive items & eight were negative items. Each statement is set against a five-point scale of Always,

Often, Sometimes, Occasionally, Never and weightage of 5, 4, 3, 2, 1 are given in that order for the favorable statements (Positive Statements) and the scoring is reversed for unfavorable statements, (Negative Statements) i.e. 1, 2, 3, 4, 5.

In the present study researcher had to measure the academic achievement of the students in this connection the present investigator had requested to school authorities to provide the class IX final examination result of the respective students. Finally the scores of the final examination result as considered the data of academic achievement to the target sample group.

5.e: Hypothesis: On the basis of formulated objectives of the study the present researcher had formed some hypothesis in null form which are as follows**;**

H_{01}**:** There is no significant difference in social media addiction between male and female secondary school students.

H_{02}**:** There is no significant difference in social media addiction between rural and urban secondary school students.

H_{03}**:** There is no significant relationship between social media addiction and academic achievement of secondary school students.

6. Data Analysis and Result:

In the present study the researcher analyzed each objectives through the testing of null hypotheses. The analysis results were given below:

To Study the level of Social Media Addiction of Secondary School students

Table 6.1: Levels of Social Media Addiction and Gender

Gender	Social Media Addiction Levels		
	No Addiction	Possible Addiction	Severe Addiction
Boys	53.4% (87)	36.8% (60)	9.8% (16)
Girls	50.4% (69)	41.6% (57)	8.0% (11)

According to Table 6.1 Social Media Addiction Scale, from the target sample group 53.4% (87) of boys had no addiction to social media, 36.8% (60) of boys had possible addiction, and 9.8% (16) of boys had a severe addiction to social media. On the other hand, 50.4% (69) of girls had no addiction to social media, 41.6% (57) girls had possible addiction, and 8.0% (11) girls had a severe addiction to social media.

H_{01}**: There is no significant difference in Social Media Addiction between Male and Female Secondary School Students.**

To test the null hypothesis (H_{01}) present researcher followed descriptive and inferential statistics through IBM SPSS Software, the result was given below;

Table 6.2: Descriptive & Inferential Statistics on Social Media Addiction bases of gender

Scale	Gender	N	Mean	Standard Deviation	t-value	df	Sig. (two tailed)
Social Media Addiction Scale	Male	163	100.74	14.490	1.942**	298	.048
	Female	137	98.50	15.725			

(** Significant at 0.05 level of significance)

Figure: 6.1 Bar Graph on Social Media Addiction on the bases of Gender

	Male	Female
Mean	100.74	98.5
Std. Dev	14.49	15.725
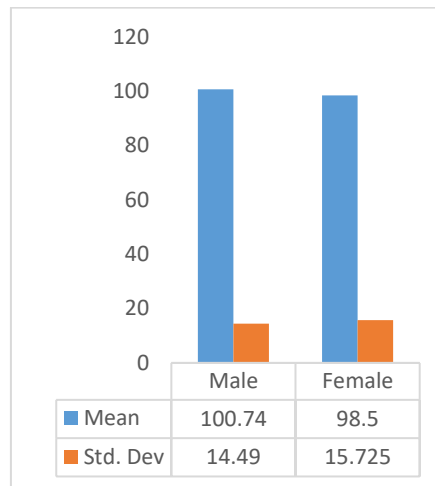
From the analysis in 6.2, it is seen that social media addiction of secondary school students between male and female the calculated 't' [(298)] value is 1.942 and p-value is .048 (p<0.05). Hence 't'[(298)] value is significant at 0.05 level of significance so null hypothesis (H_{01}) is rejected. It can be safely said that social media addiction of male students are significantly different from the female students at secondary level. Male students possess more addicted in social media than that of girls students at secondary level.

H_{02}: There is no significant difference in Social Media Addiction between Urban and Rural Secondary School Students.

To test the null hypothesis (H_{02}) present researcher followed descriptive and inferential statistics through IBM SPSS Software , the result were given below;

Table 6.3: Descriptive & Inferential Statistics on Social Media Addiction bases of location

Scale	Location	N	Mean	Standard Deviation	t-value	df	Sig. (two tailed)
Social Media Addiction Scale	Urban	157	100.59	15.424	3.121**	298	.002
	Rural	143	95.10	14.970			

(** Significant at 0.05 level of significance)

Figure: 6.2 Bar Graph on Social Media Addiction on the bases of Location
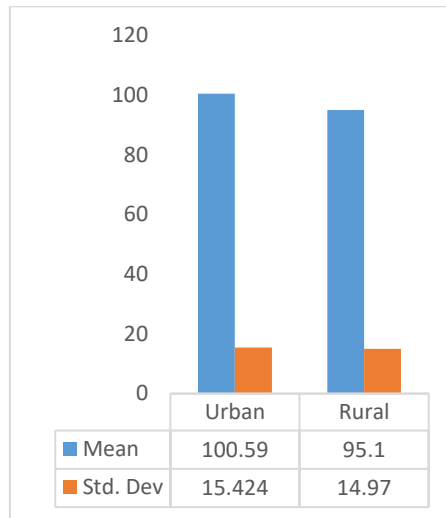
From the analysis in 6.3, it is seen that social media addiction of secondary school students between urban and rural, the calculated 't' [(298)] value is 3.121 and p-value is .002 (p<0.05). Hence 't'[(298)] value is significant at 0.05 level of significance so null hypothesis (H_{02}) is rejected. It can be safely said that social media addiction of urban students is significantly different from the rural students at secondary level. Urban students possess more addicted in social media than that of rural students at secondary level.

H_{03}: There is no significant relationship between social media addiction and academic achievement of secondary school students.

To test the null hypothesis (H_{03}) present researcher followed Pearson Correlation through IBM SPSS Software, the result was given below;

Table 6.4: Correlation between Social Media Addiction and Academic Achievement

Variables	'r'-value	Nature of Correlation	p-value
Social Media Addiction	-.113	Negative & Very Poor	.001
Academic Achievement			

(** Significant at 0.01 level of significance)

The above table 6.4 shows that Social Media Addiction and Academic Achievement are negatively correlated which means if social media addiction increases than the academic achievement may decreases. The p-value of social media addiction and academic achievement is .001 which is lesser than the significant value of 0.01 level. (p= 0.001<0.01). So the null hypothesis (H_{03}) is rejected. It can be said from the result that there is significant relationship between the social media addiction and academic achievement.

Figure 6.3: Scatter Plot depicting negative and significant linear correlation between Social Media Addiction & Academic Achievement.
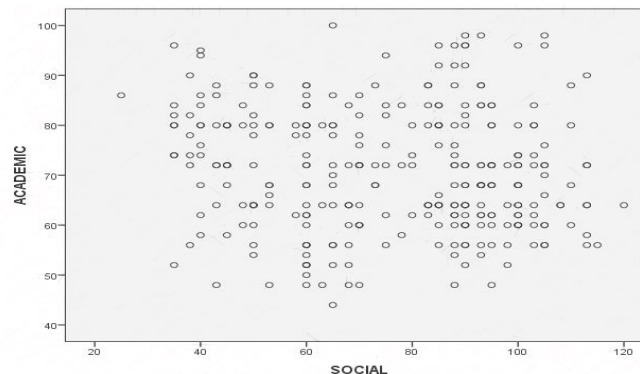
6. Conclusion:

The present study is of greater importance in recent time because we are living in a post-industrial area in which modernization and globalization exists. 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 social media plays huge role in our today's life. The present study shows negative correlation in between the academic achievement and social media addiction which states that if social media addiction increases than academic achievement should be decreases. On the other hand present investigation had also found significant result under the categorical variables. Social media affected every part of our life and it cannot be separated from us. So we can educate people especially students as the educated and youth population of the country to use the internet as well as social media appropriately. In fact, the factors that make the difference between a common user and a user addicted to the social media are moderation and rational use of the social media. So, technology in current way has to be made the useful tools and devices such as Computers, the internet and social Networking sites or medias is different sections and ages in a family, home and even at offices and also raising the awareness among students about the consequences of social media addiction that can be the good plan for prevention and decreasing of social media addiction.

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