
Impact Of Social Media On Students

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Abstract

This study aimed to explore the impact of social media on the mental health, social adjustment, and academic achievement of secondary-level students in Uttar Pradesh, India. The respondents of the research were 400 students from eight different schools in Lucknow. 'Social Media Reaction Scales' were developed by the researcher to find its influence on mental health, social adjustment and academic achievement of secondary level students. The collected data were analyzed by using One Way ANOVA. The findings revealed that social media did not significantly influence the mental health, social adjustment, and academic achievement of the secondary level students. The study emphasizes the need for a closer examination of the nuanced impacts of social media on different aspects of students' lives and calls for a more comprehensive understanding of the role of digital platforms in education and mental health.

Keywords- Impact Of Social Media, Students, mental health, social adjustment

Introduction

Social media is internet based software that facilitates communication among individuals, crossing the barriers of distance, time and money. The hike in the usage of social media in recent years has had a dual impact on our society. On one hand it serves as a treasure of knowledge and on other hand it grabs the youth and adolescents in its glitter and glamor. According to the report published by Statista in 2023, 70% of children between 13-17 years of age spent more than one hour daily on social media. Many studies revealed adolescents are the most vulnerable prey of it. They dedicate hours of their precious time on this virtual world in making connections with virtual friends compromising real life relationships. As per a report released by Forbes, India is a leading country in using Facebook with 448.1 million users. Instagram is gaining more popularity among the 18-25 age groups, while Facebook is the first choice for those aged 25-40 and 40 and above. The study conducted by Statista also revealed excessive internet usage, especially social media with lack of awareness on safety and privacy settings, poses a high risk of cyber threats or cyber bullying. According to CRY (Child Right And You) nearly 1 in 3 people get bullied every day. It is surprising that most of them were in age between 13-18 years. Researchers found 9.2% of the kids did not inform their teacher and parents about getting bullied. The penetrating dominance of social media has changed the dimensions of human interaction, education and well-being.

1.1 Mental Health

Mental Health can be defined as a state of mental well-being that helps individuals to deal effectively with challenges and stress of life and realize their ability to learn and work better in life. WHO, consider mental health as a basic human right and is very essential for individual holistic development. Some degree of worry or tension in life helped us in leading ahead in our life but if these worries

became severe, it negatively affected the entire personality of an individual. Adolescents who are at the juncture of youth and children faced more problems in this digitalized world. So, it is very necessary to understand the root cause behind it. **Berryman, Ferguson, C.J. and Negy, C. (2017)** in their study found that spending more time on social media was related to feeling more anxious or depressed. But this relation between time spent on social media and feeling anxious was not the same for everyone. **Neelema (2019)**, studied social media addiction on psychological health of the teenagers and found that teenagers who were more obsessed with social media exhibit high level of anxiety, low self-esteem and inappropriate emotional expression

1.2 Social Adjustment

Social adjustment is a part of socialization that children learn from very beginning of their age and imbibed in their personality. It defines the potentiality of an individual to adjust, interact and function effectively within a social circumstance. We are living in the era of science and technology. Children spent more time on virtual media so; it became a matter of concern to see its influence on social adjustment. **Ebrahim Husain et al. (2016)** conducted a study to analyze the relation between social media usage and perceived social support and adjustment among international students. Finding revealed social media usage is positively correlated with perceived social adjustment.

1.3 Academic Achievement

Academic achievement can be defined as a learning output that a student has achieved throughout his learning phase in school. It can be evaluated through grade, marks or by applying appropriate research tool. **Kouser, Shazia (2020)** studied the influence of social media on academic achievement of the post graduate students and found there was positive influence on the academic achievement of postgraduate students using social media

Social media has both positive and negative aspects.. A recent study by **Harvard T.H. Chan School of Public Health (2020)** revealed that regular use of social media has positive impacts on social wellbeing and mental health. Thus, study challenges the normal belief that social media is universally harmful. Different people had different opinions on this debatable topic. If we look towards the positive aspect of social media we found numerous merits.

In the vast and spreading universe of social media, it became very necessary to have a close check on the influence of social media on mental health, social adjustment and academic achievement and it should not be overlooked to find out whether these digital platforms are the real culprit or we are just living in a dilemma without knowing the root cause.

2.0 OBJECTIVES

The following were the objectives of the present study.

- 2.1. To study the impact of Social Media on Mental Health of Secondary Level Students.
- 2.2. To study the impact of Social Media on Academic Achievement of Secondary Level Students.
- 2.3. To study the impact of Social Media on Social Adjustment of Secondary Level Students.

3.0 HYPOTHESIS

The following were the hypotheses of the present study.

- 3.1. There is no significant impact of Social Media on Mental Health of Secondary Level Students.

- 3.2. There is no significant impact of Social Media on Social Adjustment of Secondary Level Students.
 3.3. There is no significant impact of Social Media on Academic Achievement of Secondary Level Students”

4.0 DELIMITATION OF THE STUDY

The Study was delimited to class IX students of secondary schools of Lucknow recognized by Uttar Pradesh Secondary Education Board, Allahabad, U.P.

5.0 METHOD OF RESEARCH USED

Descriptive survey method was used to conduct this present study.

6.0 POPULATION

Population of the study included all students of class IX enrolled in different secondary schools (U.P. Board) of Lucknow district.

7.0 SAMPLE AND SAMPLING TECHNIQUE

A sample of 400 students was taken from eight different secondary schools of lucknow. Purposive sampling was used for selecting schools and simple random sampling was used to select students of only one section among different sections of class IX.

8.0 TOOLS USED

The following research tools were used in the present study-

- Social Media Reaction Scale developed and standardized by researcher
- Mental Health scale developed and standardized by Sushma Talesara And Akhtar Bano(2005)
- Social Adjustment Scale developed and standardized by Ashutosh Kumar (2005)
- Achievement Test developed and standardized by researcher

9.0 PROCEDURE OF DATA COLLECTION

Related data was collected from eight purposely selected secondary schools of Lucknow Tools were administered on selected samples and data was gathered.

10.0 ANALYSIS OF DATA AND INTERPRETATION

Data related to different objectives were analyzed by using One Way ANOVA. Objective-wise analysis and interpretation of data are presented as below.

10.1: IMPACT OF SOCIAL MEDIA ON MENTAL HEALTH OF STUDENTS

The objective was “To study the impact of Social Media on Mental Health of Secondary Level Students”. There were three levels of Social media, namely, High Time Spent on Social Media, Average Time Spent on Social Media and Low Time Spent on Social Media by the students. The data were analyzed with the help of One Way ANOVA and the results are given Table-1.

**Table-1 Summary of One Way ANOVA for Mental Health
Of Secondary Level Students**

| Source of Variance | df | SS | MSS | F-Value |
|--------------------|----|---------|---------|---------|
| Social Media | 2 | 3752.52 | 1876.26 | 2.69 |

| | | | | |
|-------|-----|-----------|--------|--|
| Error | 397 | 276498.76 | 696.47 | |
| Total | 399 | 280251.28 | | |

From Table-1, it can be seen that the F-Value is 2.69 which is not significant. It indicates that the Mental Health of Secondary Level Students belonging to High Time Spent on Social Media Groups, Average Time Spent on Social Media Groups and Low Time Spent on Social Media Groups do not differ significantly. In other word, Time Spent on Social Media did not produce significant differential impact on Mental Health of Secondary Level Students. Thus, the null hypothesis that “There is no significant impact of Social Media on Mental Health of Secondary Level Students” is not rejected. Therefore, it may be concluded that Social Media was not found to influence the Mental Health of Secondary Level Students.

10.2: IMPACT OF SOCIAL MEDIA ON SOCIAL ADJUSTMENT OF SECONDARY LEVEL STUDENTS

The second objective was “To study the impact of Social Media on Social Adjustment of Secondary Level Students”. There were three levels of Social media, namely, High Time Spent on Social Media, Average Time Spent on Social Media and Low Time Spent on Social Media by the students. The data were analyzed with the help of One Way ANOVA and the results are given Table-2.

**Table-2 Summary of One Way ANOVA for Social Adjustment
Of Secondary Level Students**

| Source of Variance | Df | SS | MSS | F-Value |
|--------------------|-----|-----------|--------|---------|
| Social Media | 2 | 228.17 | 114.08 | 2.18 |
| Error | 397 | 20800.71 | 52.39 | |
| Total | 399 | 21028.877 | | |

From Table-2, it can be seen that the F-Value is 2.18 which is not significant. It indicates that the Social Adjustment of Secondary Level Students belonging to High Time Spent on Social Media Group, Average Time Spent on Social Media Group and Low Time Spent on Social Media Groups do not differ significantly. In other word, Time Spent on Social Media did not produce significant differential impact on Social Adjustment of Secondary Level Students. Thus, the null hypothesis that “There is no significant impact of Social Media on Social Adjustment of Secondary Level Students” is not rejected. Therefore, It may be concluded that Social Media was not found to influence Social Adjustment of Secondary Level Students..

10.3: IMPACT OF SOCIAL MEDIA ON ACADEMIC ACHIEVEMENT OF SECONDARY LEVEL STUDENTS

The third objective was “To study the impact of Social Media on Academic Achievement of Secondary Level Students”. There were three levels of Social media, namely, High Time Spent on Social Media, Average Time Spent on Social Media and Low Time Spent on Social Media by the students. The data were analyzed with the help of One Way ANOVA and the results are given Table-3.

**Table-3 Summary of One Way ANOVA for Academic Achievement
Of Secondary Level Students**

| Source of Variance | Df | SS | MSS | F-Value |
|--------------------|----|----|-----|---------|
|--------------------|----|----|-----|---------|

| | | | | |
|--------------|-----|----------|-------|------|
| Social Media | 2 | 18.57 | 9.29 | 0.14 |
| Error | 397 | 25548.21 | 64.35 | |
| Total | 399 | 25566.78 | | |

From Table-3, it can be seen that the F-Value is 0.14 which is not significant. It indicates that the Academic Achievement of Secondary Level Students belonging to High Time Spent on Social Media Group, Average Time Spent on Social Media Group and Low Time Spent on Social Media Groups do not differ significantly. In other word, Time Spent on Social Media did not produce significant differential impact on Academic Achievement of Secondary Level Students. Thus, the null hypothesis that “There is no significant impact of Social Media on Academic Achievement of Secondary Level Students” is not rejected. Therefore, it may be concluded that Social Media was also not found to influence Academic Achievement of Secondary Level Students.

11.0 RESULTS

Social media did not produce a significant differential impact on Mental Health, Social Adjustment, and Academic Achievement of secondary level students of Uttar Pradesh.

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