NEGATIVE RESULT OF SOCIAL MEDIA USE ON EDUCATION AND ACADEMIC PERFORMANCE OF ADOLESCENTS

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Abstract

Social media has touched the different aspects our life and has become an integral part. It is widely used these days be it for entertainment purpose or social purpose. In post pandemic scenario, academic system was forced to go online due to lock down. Now, online education cannot be ignored, as its advantages are experienced by the entire world during Covid period. Social media, which was considered as an entertainment platform, is also playing a positive role in academics whether it is for fast communication or information or knowledge. Now, a student can follow various teachers; join various groups of academicians on social media where questions related to the desired subjects can be asked via such groups to seek the required answers. The present research focused on studying the negative aspects of social media and how it affects the adolescent's academic life. For fulfilling the purpose of study, primary data from 500 adolescents was taken by sending them questionnaires. The data was analyzed with the help of crosstabulation and regression analysis using SPSS software version 25.

Keywords- Social media, Adolescents, Impact, Academic performance, Eduation

1. Introduction

The Oxford dictionary defines social media as "websites and programmes that enable users to engage in social networking or generate and share content." Social media is a computer-based technology that allows people to share their views, ideas, and information by forming virtual communities and networks. By design, social media is internet-based and allows users to share content electronically in real time. Personal information, papers, images, and videos are all included in this content. Users interact with social media using web-based software or web applications on their smartphone, tablet, or computer, primarily for messaging.

Social Network Sites (SNSs) use such as Facebook, Twitter etc. are deeply ingrained into people's daily lives. Especially adolescents spend much time on social network sites, which have become part of their daily lives. It is significant to understand the nature of social network sites use among adolescents for educational and entertainment purposes. This chapter introduces the concept of Social Network Sites, their types and forms, and so on. It also goes through the importance of the current study, the problem statement, and operational definitions of key words employed in the study. It also describes the current study's aims, hypotheses, and constraints.

1.1 Concepts related to the topic

- **Definition of Social media:**

"Websites and programmes used for social networking," according to the Oxford dictionary (2011).

Dearborn (2014) defined social media as "a very popular, very broad, and very quick communication channel that has shown to be very valuable, and trusted by billions of people, for sharing and discovering content involving individuals, brands, information, entertainment, and knowhow."

• Adolescent Definition

According to Sedra Spano (2004), Early Adolescence is defined as people between the ages of 10 and 14, Middle Adolescence is defined as people between the ages of 15 and 16, and Late Adolescence is defined as people between the ages of 17 and 21.

1.3 Different types of social media

There are a variety of social media platforms, as shown in the table below, that allow users to communicate with other media users of their choosing.

Alwagait et al. cite various types of social media in the year 2015.

Social media forms	Explanation
Social networking sites (SNS)	Services that allow users to create a profile in order to connect with friends or other individuals with similar backgrounds or interests. The profile comprises the personal information of the users. Users can engage with one another in a variety of ways on social media sites. Facebook and LinkedIn are two examples of social networking sites.
Bookmarking sites	Users can search, save, and organise links to numerous Internet resources and websites using these services. Some services will allow users to tag links so that they can be readily shared and found. Diigo and Delicious are two bookmarking sites.
Micro blogging sites	Services that mix social networking sites and blogging, but limit the number of messages sent. Users must sign up for the services. Twitter is an example of a microblogging platform.
Media sharing sites	Users can save and share their multimedia files (photos, movies, and music) with others via these services. Such sites are frequently subscription-based, with a small amount of free storage and paid memberships for more storage. Files are also backed up via a media sharing site.

1.1 Problem Statement

With the expanding scope of social media, various sectors/agencies and people, in general, have started utilizing the booming potential of social media to serve their own needs and ends;

for example, various educational institutions started using it for teaching and connecting with students along with promotion of their institute on these platforms. At the same time, academicians wanted to use social media for reaching more and more students and gaining popularity; hence it can be inferred that social media is also playing a positive role in academics.

Therefore, social media has become an important topic of research ever since it greatly influenced its users' lives. With technological advancements, social media use has become an inseparable part of our day-to-day life. Although many types of research have been conducted in social media, most of them have been restricted to the use of social media and its impact on different users.

The present research is focused on the negative impact of social media use on academic performance of adolescents over a period of time. This study shall provide insights regarding whether the negative impact of social media have changed with time or not.

1,2 Need and Justification of the study

Various studies have been undertaken on the function of social media in communication, social media use, types of social networking sites, and the influence and effect of social media on various user groups. Despite this, there is a great scope to study the negative impact of social media use on academic performance of adolescents over a period of time.

With the passage of time, the perspective of using social media by adolescents has also changed. Earlier, the usage of social media was very limited, which has expanded over time. The study's focus is to observe how adolescents' perspectives have changed towards the use of social media. Social media is also being used to provide important information to students. For example, the provision of syllabus and notes today is easy with the help of these platforms. Students are now connected with their teachers 24/7. Social media, in a way, is also promoting a green environment by providing soft copies rather than hard copies. Social media platforms are being used as a storage backup as well.

Adolescents these days are using social media for entertainment more than just for communication; for example, looking at what others are doing in their life is entertaining for people, meme pages and funny videos are also a source of entertainment. This study shall provide insights regarding the shift in patterns of social media use by adolescents in the context of academic purposes and entertainment specifically. This research is also aimed at studying the positive and negative impact of social media usage on academics and entertainment, such as how social media is motivating people and how it is causing stress, depression, etc., in the lives of its users with a focus on adolescents.

1.3 Research Objective
1. To study the role of demographic factors in social media use.
2. To study the negative impact of social media use on academic performance of adolescents over a period of time in government & private schools.

2. Literature Review
2.1 Social Media usage
Due to the emergence and improvement of social media sites such as Instagram, Snapchat, Facebook, and others, the way individuals connect with one another has changed dramatically

over the previous few decades. Individuals have been able to keep in touch with friends and family members from all around the world thanks to these platforms.

Because Facebook has more global users than any other social media platform, researchers like Woods & Scott, (2016); Burrow & Rainone, (2017) have only focused on Facebook usage and its impact on individuals' lives.

According to Emarketer (2018), the number of people using social networking sites has expanded considerably since the inception of Facebook in 2004. According to this growth, 42% of the global population uses social media, and the global population is growing.

Facebook, the world's most popular social media network, claimed 1.871 billion active monthly users in 2017, up from 936 million active daily users in 2015.

Instagram has over 500 million regular active users (Instagram, 2018), with the United States being the most popular country on the platform.

According to Smith and Anderson (2018), 78 percent of young adults (18-24 years old) in the United States use Snapchat, while 71 percent of young adults (18-24 years old) use Instagram. Furthermore, nearly half of this age group (45%) uses Twitter.

Because of the popularity of social media, these huge gains in social media usage have piqued the interest of many researchers, who have researched social media and its effects on people.

According to Smith (2018), Facebook usage among American young adults aged 18 to 25 has not been fashionable in recent years. Facebook has been outperformed by other platforms (such as Instagram and Snapchat).

Smith (2018) investigated the relationships between the use of various social media platforms (Instagram, Snapchat, Facebook, and others) and self-esteem and life satisfaction among young university students in the United States.

2.2 Impact of social media

2.2.1 Impact of Social Media Use and Outcomes

According to Bargh & McKenna (2004), social media has flourished over the last decade, and the Internet has risen tremendously in comparison to television and radio.

Academic accomplishment, conflict with parents (Mesch, 2006), certain personality traits, romantic relationships, and psychological well-being have all been linked to social media use (Hur & Gupta, 2013).

Nicole, Charles, and Cliff (2007) discovered that students spend roughly thirty (30) minutes each day using social networking sites as part of their regular routine.

According to Boyd and Ellison (2007), the internet's growth has led to its use as the best medium of communication, with two-thirds (2/3) of the internet world's population using social networking sites as communication and connecting tools. Social media refers to these social networking platforms.

According to BVKuppuswamy and Shankar (2010), social networking websites capture students' interest before diverting it to non-educational and inappropriate activities such as meaningless chatting. The prevalence of social media use among students has been proven through research.

According to Asur and Huberman (2010), social media is rapidly transforming public conversation in society and creating trends and agenda in a variety of areas, including the environment, politics, technology, and the entertainment industry.

2.2.2 Impact of Social Media in association with Academic performance

Many researchers, such as Choney (2010), have looked into students' use of social media sites and found that it has a negative impact on their academic performance. According to Abaleta et al., 2014, social media users study less and produce inferior grades, citing studies from the American Educational Research Association. According to San Miguel (2009), "more time on Facebook equals somewhat poorer grades."

In an analysis of time spent on Facebook and its impact on academic performance, Choney (2010) found that Facebook users have an average "GPA of 3.06, whereas non-users have an average GPA of 3.82." According to Karpinski and Duberstein (2009), among the several unique distractions of each generation, Facebook remains a prominent distraction of the current generation.

2.2.3 Impact of Social Media in association with Gender

Despite the fact that the percentages of female and male users of social media tools are nearly same, Lenhart. A, Pew Research Center, (2015) claims that girls spend more time on social media than males. A survey found that females spend 46 minutes per day on social media, whereas males spend 31 minutes per day. Females are more likely than males to experience depression during adolescence, according to (Meadows, Brown, & Elder, 2006; Morris, McGrath), and this pattern may continue into emerging adulthood. Gender differences in depression arise in adolescence and extend through emerging adulthood, according to Galambos, Berenbaum, & McHale, (2009) (2004); Ohannessian, (2009). There are gender differences in mental health that imply females may acquire internalising problems and boys grow

According to Branje, Hale, Frijns, and Meeus (2010), the quality of a mother-child relationship is linked to depressive issues in both males and females, while the quality of a father-child relationship is linked to depressive problems in males. In terms of social media use during emerging adulthood, there are a range of gender variances. According to Simoncic et al., (2014), 76 percent of women use social media, compared to 72 percent of men, according to the most recent Pew Research Center data. Furthermore, ladies with higher neuroticism and more regular usage of Facebook had fewer depressed symptoms.

Females used social networking sites more than males, according to Rudi & Dworkin (2014), while males used the internet more for enjoyment and involvement. According to Duggan et al., (2015), women (77%) are more likely than men (66%) to use Facebook, but men (24%) are more likely to use Twitter than women (21 percent).

2.2.4 Impact of Social Media in association with Age

Age is another demographic characteristic that is highly correlated with social media usage. Those who are between 18-29 years old have been mostly social media users. According to Lenhart. A., Pew Research Center (2015), 90% of those age group use social media. This rate

was 12% in 2005. According to Lenhart. A., Pew Research Center (2015) 88% of young adults (18-29) reported that they use any form of social media. That rate decreases to 78% among 30-59 years old and to 37% among American 65 and older.

2.3 Factors motivating social media adoption

In their studies, Wheeler, Yeomans, and Wheeler, (2008); Rifkin, Longnecker, Leach, and Ortia, (2009) found that there are a variety of views and opinions that recognise four major benefits of social media use in higher education: improving relationships, improving learning motivation, providing personalised course material, and developing collaborative abilities.

According to Meadows, S.O., Brown, J.S., and Elder, G.H. (2006), another advantage of internet-based social technologies is that they are typically free or require only a little investment, removing a possible barrier to adoption. According to Dhar. J. and Jha. K. (2014), social media has blossomed as a category of online discourse that allows users to produce, share, bookmark, and network at a rapid rate.

2.4 Positive Effects of social media on students' academic life

Several studies have found that social media has a positive impact on kids' academic achievement.

Students' academic lives have shifted to a different dimension since the introduction of these social media networks, according to the research of Wheeler, Yeomans, and Wheeler (2008); Rifkin, Longnecker, Leach, and Ortia (2009), as social media plays an important role on students in higher education. Their research identified four primary benefits of social media use by students in higher education, including improved relationships, improved learning motivation, tailored course material, and the development of collaborative talents. Students gain from acquiring knowledge via conversing with other students, teachers, and outside sources. Through the use of social media, they were able to expand their vocabulary, enhance their writing skills, and reduce their spelling errors.

2.5 Negative effects of social media on students' academic life

Many studies have revealed that social media has a negative impact on pupils' academic achievement. According to **Jeong (2005),** internet addiction is both positively and negatively associated to students' academic advancement and emotional characteristics. Users who are addicted to social media can use the internet to avoid their professional and personal responsibilities, resulting in poor academic achievement. Social media usage takes up a lot of time that could be better spent on more productive activities. According to **Karpinski (2009),** users of social media platforms (Facebook, WhatsApp, etc.) dedicate less time to their studies than non-users, resulting in lower gross point averages.

2.6 Negative impact on academic performance

Social media users' academic performance has also been shown to suffer as a result of studies. Students are so immersed in social media that they are completely unconscious of their surroundings, despite the fact that they are physically present. Ahn's (2011) study went into greater detail about this topic, claiming that youths are utilising social media

**during the school day and, as a result, are indicating that they are unable to understand
what is going on in their courses, based on surveys done. According to Lenhart, et al.
(2010), 47% of teens have reported failing classes as a result of using social networking
sites in the classroom.**

3. Research Methodology

The present study is exploratory, cross-sectional and qualitative & quantitative in nature.
Considering the research objectives, researcher based the study predominantly on primary
data sources while secondary data in the form of research papers, published thesis, magazines
and newspaper were accessed for the purpose of reviewing the literature relevant for the topic.
Further, primary data was collected through the tool of well drafted questionnaire which was
filled by respondents and enumerators (a person who fills the responses of others after
explaining the questions to the targeted respondent). The **sample size** of **500** respondents were
surveyed; out of which, **239 respondents** were selected from Government Schools and **261
respondents** were selected from Private Schools in ten selected cities of UP: that included-
Lucknow, Jhansi, Kanpur, Prayagraj, Varanasi, Gorakhpur, Agra, Noida, Bareilly &
Muradabad. The data was collected by applying quota sampling technique and cross tabulation
and linear regression analysis were applied for analyzing the data with the help o0f SPSS
version 25.

4. Data Analysis and Interpretation

4.1 Demographic Profile of the respondents

On studying the demographic outline of the respondents, the study revealed that there were
total 500 respondents. Among these 500 respondents 52.6% were boys and 47.4% were girls.
These respondents were adolescents aged between 13 to 19 years. It was also found that 29.8%
were in Lower Secondary, 37.0% were in Secondary and 33.2% were in Higher Secondary
class. Also, more than half of the respondents were studying in private school and remaining
47.8% were studying in government school. Further, when asked whether they use social media
or not, all of the 500 respondents agreed that they use social media. Further, time spend on
social media initially and presently by these adolescents was also analyzed and it was found
initially only 5.4% adolescents were spending 5-6 hours on social media but presently the
percentage rose to 23.6%.

Moreover, the academic performance of these students showed that 21% of them were very
good in academics, 36.6% were good in academics, 32.0% were average in academics and
10.4% were poor in academics. It was also found that 52.4% respondents use desktops. 47.2%
respondents use laptops, 89.4% respondents use smartphones 68.4% respondents use tabs.

Lastly, the study revealed that that out of 500 respondents 11.4% respondents were using these
gadgets for less than 3 years, 39.8% respondents were using these gadgets for 4 to 6 years and
48.8% respondents were using these gadgets for more than 6 years.

4.2 Correlations analysis & Regression: Academic Performance and Level of Negative Impact of Social Media - Government School

Correlations analysis has been performed to study the correlation between Level of Negative
Impact of Social Media (Independent Variable) and Academic Performance (dependent variable)
in case of government schools**.**

Null hypothesis (H0)-1: *There is no significant correlations between Level of Negative Impact of Social Media (Independent Variable) and Academic Performance* (dependent variable) *in case of government schools.*

Table 4.1- Correlations

Correlations			
		Academic Performance	Level of Negative Impact of Social Media
Pearson Correlation	Academic Performance	1.000	-.046
	Level of Negative Impact of Social Media	-.046	1.000
Sig. (1-tailed)	Academic Performance	.	.241
	Level of Negative Impact of Social Media	.241	.
N	Academic Performance	239	239
	Level of Negative Impact of Social Media	239	239
a. Selecting only cases for which Type of School = Government			

Interpretation

The correlation matrix presented above shows that there is a negative correlation (-.046) between Level of Negative Impact of Social Media (Independent Variable) and Academic Performance (dependent variable) in case of government schools. The correlation analysis shows that the two variables are significant at the 0.241 level, which is more than the 0.05 confidence level for the study. Results indicate that there was an insignificant and negative correlation **hence, it can be concluded that the Null Hypothesis is accepted**

4.2.1 Regression Analysis: Impact of **Level of Negative Impact of Social Media** (Independent Variable) on **Academic Performance** (dependent variable) in case of government schools.

> • ***Alternate Hypothesis-1 (H1):*** *There is positive and significant **Impact** of **Level of Negative Impact of Social Media** (Independent Variable) on **Academic Performance** (dependent variable) in case of government schools.*
> • ***Null Hypothesis-1 (H0):*** *There is no positive and significant **Impact** of **Level of Negative Impact of Social Media** (Independent Variable) on **Academic Performance** (dependent variable) in case of government schools.*

The goal is to determine the association between Level of Negative Impact of Social Media (Independent Variable) and Academic Performance (Dependent Variable) in government schools. R stands for multiple correlation coefficient and ranges from 0 to 1. The bigger the value of multiple correlation coefficients, the better the regression equation fits (R). It demonstrates that the dependent and independent variables have a significant connection. Square R: The square of the multiple correlation coefficient, which shows the amount of variance in the dependent variable explained by the independent variables, is the coefficient of multiple determination (R2).

5. Conclusion & Suggestions

The pandemic era has also showed the importance of social media in all spheres of life. The results regression analysis revealed that the negative aspects of social media have nearly similar adverse impact on academic performance of government as well as private schools' students. This can be also be inferred from the results that the academic performance of students will be distorted with the negative impacts of social media. Internet addiction has a tremendous positive and bad impact on adolescents' intellectual and emotional development. Students who are hooked to the internet enjoy using it to avoid their individual and professional obligations, resulting in poor academic achievement. It's also clear that the internet's harmful impact is limited to those who use it excessively, rather than all users. Users of social networking sites commit less time to study than nonusers, resulting in lower gross point averages. Social media platforms continue to be a key source of distraction for today's age. Students who spent time on Facebook and updated their statuses had a detrimental impact on their total college GPA.

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