

A STUDY ON POSITIVE AND NEGATIVE IMPACT ON SOCIAL MEDIA ADDICTION FOR SCHOOL GOING CHILDREN

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KEYWORDS

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ABSTRACT

The present study aims to identify the positive and negative impact on social media addiction for school going children. Social media has become an integral part of contemporary life, profoundly influencing the behavior and development of school-going children. This study explores the positive and negative impacts of social media addiction on children aged 10 to 18. On the positive side, the research examines how social media fosters creativity, enhances communication skills, and provides educational resources. Conversely, it delves into the adverse effects, such as academic distraction, cyberbullying, diminished face-to-face interactions, and mental health challenges like anxiety and depression. The objective of the study was used to assess the positive and negative impacts of social media on the respondents. To measure the social media addiction among the respondents. The final sample size was 380 students after scrutinizing the collected data for completeness and accuracy. The findings reveal a nuanced relationship between social media usage and its effects, emphasizing the role of parental supervision and digital literacy in mitigating risks. The study concludes by recommending strategies to balance the advantages of social media while curbing its negative consequences, highlighting the importance of awareness campaigns, digital detox programs, and a structured regulatory framework. This research aims to contribute to the growing discourse on responsible social media usage and its implications for the holistic development of children.

INTRODUCTION

Social media has become an integral part of daily life for many school-going children. Platforms such as Instagram, TikTok, Snapchat, and Facebook offer a space for communication, self-expression, and learning. While social media provides numerous opportunities, its addictive nature raises concerns about its impact on children's overall well-being. This study explores both the positive and negative aspects of social media addiction among school-going children.

Social media is made up of three components. The first is a notion containing art, knowledge, or a meme. The second type is media, which might be physical, technological, or verbal. The third category is the social interface, which involves personal, direct community participation. Facebook is the most popular social networking website in the country. India had over 270 million Facebook users in 2019, making it the world's most extensive user base. Innovations and discoveries demonstrate the world's rising technical growth. The globe embraces technological advancement in many ways to simplify and enrich people's lives. It has had a massive impact on our society and the daily lives of our people. These innovations have impacted every part of our lives, consciously or unintentionally. It all began with the Industrial Revolution. During this time, several sorts of machinery were introduced. Following the Industrial Revolution, technology evolved and advanced, resulting in many developments that had both beneficial and harmful effects on humanity. Social media is employed in every industry; besides professionals and young

people, students use it extensively in school to learn. It is also used for leisure and to visit numerous websites. Social media has become widely disseminated worldwide due to effortless and efficient Internet connection and Smartphone use. People living in remote areas may use social media to quickly contact and keep connected with their family, peers, and friends. Various video games link players via social networking. Furthermore, we may use social media to disseminate news and thoughts and engage and discuss any topic.

Every civilisation has its norms and ideals. It determines who we are, what we feel linked to, and how we behave. One aspect of culture is interpersonal communication. Our civilisation has been profoundly affected by the technologies we use. Each technology alters communication and engagement patterns. All technologies, from cave drawings to the Internet, are beneficial and understandable. Throughout the evolution of technology, how people connect has changed.

Social media has an essential function in fostering contact among individuals. We don't need to talk to someone to discover what's happening in their lives. We look at Twitter, Facebook, and WhatsApp. This results in less interaction in their real lives. Social networks have a significant influence on how people perceive and utilise technology. The technology we employ varies depending on the individual we contact. We belong to many groups and get them in different ways, some by e-mail, some via text. Our familiarity with these technologies may differ among groups since certain people or groups may own iPods.

Social media has largely influenced society. Social networking platforms have altered people's online behaviour and socialisation patterns. It enables people to connect with their peers and exchange information, material, photos, music, and videos. Social media refers to online platforms and apps that allow users to create, share, and exchange material, ideas, and information within virtual communities and networks. It enables individuals and groups to connect and communicate with one another beyond geographical borders while also promoting digital places for social interaction, collaboration, and self-expression.

Impact of social media on School children

Social media spaces are integral to the modern-day life of school-going students. This includes popular platforms for the age group, such as Instagram, TikTok, and Snapchat, where creativity, interaction, and self-expression occur in virtual space. All these platforms enable students to make contact with peers, share experiences, and access learning resources, enabling a more interactive and engaging kind of learning. However, while social media offers an avenue for positive interaction, it comes with challenges, especially those relating to mental health and academic performance.

The most critical issue, however, has to do with the effects of social media on children's mental health. Excessive use may be associated with anxiety, depression, and low self-esteem, especially in cases where students compare themselves to idealized lives online. Other serious issues include cyberbullying, since social networks amplify harassment, placing children in a vulnerable position of emotional stress. Besides, the urge to get likes, followers, and online approval may create feelings of inadequacy and dependence on other people's recognition.

Social media can be an academic boon and bane. Though the platforms provide access to educational content and online learning communities, they are also a source of major distraction for many students. Many students struggle to balance screen time with study time, leading to reduced focus and poor academic performance. Besides, the addictive nature of social media disrupts sleep patterns, further affecting concentration and productivity at school.

Social media is also very influential in shaping a child's social skills and behaviours. While it allows the advantage of communicating with everyone anywhere in the world, excessive use of virtual communication hinders the development of face-to-face interactions. It may end in social isolation and an inability to engage well in meaningful

relationships. Parents and educators thus have a vital role in the lives of children to steer them toward healthy habits of using social media responsibly and setting boundaries.

Mobile addiction

Addiction to mobile phones has grown in recent years and is one of the major concerns amongst school children, with increasing access to smartphones and tempting digital content. While phones provide a host of educational benefits and connectivity, excessive use generally leads to addiction with severe implications for the physical, mental, and social development of children. The main drivers towards mobile addiction include entertaining applications, social media, and online games. School-going children seem attracted to these sites due to the instant gratification they obtain while viewing, receiving virtual rewards, or simply interacting with their peers. With time, this activity becomes a habit due to frequent and prolonged use: children spend hours scrolling through their social media feeds, watching videos, or playing games to the detriment of other, more critical aspects of their lives.

It affects academic performance because of the overdependence that may reduce focus and concentration. Students might be preoccupied with mobile activities rather than focusing on their studies. Furthermore, the compulsive tendency to constantly check notifications and updates disturbs a child's study schedules and sleep, thus interfering with their performance at school. Mobile addiction often disrupts the child's disciplined way of maintaining routines. Besides affecting studies, mobile addiction has also posed a high-risk element in the physical and mental health of school children. The continuous use of smartphones may cause eye strain, poor posture, disturbed sleep, and other side effects. The ill effects of overusing mobile phones manifest mentally in increased anxiety, stress, and depression—especially when children become dependent on social media for assurance or when they fall prey to cyberbullying.

On the social front, mobile addiction has poor interpersonal skills. Children may get less inclined to talk face-to-face; instead, they prefer to message or use social media for communication. Social isolation, decreased emotional intelligence, and reduced relationship building are emerging as significant byproducts of this new addiction. This type of addiction will need collective initiative and collaboration among parents, teachers, and policymakers. Parents can set boundaries on the use of mobile phones, encourage offline activities, and set an example for themselves regarding screen habits. Schools can introduce programs of digital literacy that raise awareness among students about responsible device use and possible overuse risks. Policymakers can play a role in raising awareness through campaigns and setting regulations to reduce exposure to harmful digital content.

REVIEW OF LITERATURE

Williams. et al. (2023) studied new people's use of Talk Life, an online peer-to-peer sustenance platform, and found that helpful answers to child ill-treatment exposure are vital for wounded to obtain suitable incomes and provision for curative—commentaries on infantile ill-treatment-associated columns on Talk Life between 2013 and 2020. Noble answers have a habit of being loyal, requesting queries about exploitation, donation guidance, demonstrative sustenance, and other positive responses. Most often, peers advise the target to the statement, pay attention to their assets, reach out to grownups for more sustenance or antagonise the committer. However, some nobles began inappropriate negotiations, kidded about the condition, or unswervingly argued the discloser. The findings can apprise agendas that communicate vigorous answers to child mistreatment revelations and help recognise and put on involvements on online platforms.

Wernholma and Forsman (2019) investigate how kids theory their learning identity over sharing personalities in social media societies. Progenies aged 6-11 were questioned, figure-hugging their multimodal self-representations and involvements. The investigation uses Wenger's philosophy and multimodal interactional investigation to scrutinise the schedules. The study discloses three hands-on characteristics: worker, manufacturer, and fashionable. It

underwrites the didactic arena by bestowing children's involvement in steering new ecospheres and ratifying sharing personalities.

METHODOLOGY

SIGNIFICANCE OF THE STUDY

The introduction of social media has caused enormous changes in the lives of school-aged children, dramatically altering their academic, social, and psychological development. Understanding how social media use impacts academic achievement is critical for educators and parents. This study can give insights into combining digital activity with academic duties by investigating patterns of distraction, multitasking, and possible learning enhancements via social media. With rising rates of anxiety, sadness, and other mental health disorders among youth, this study will look into the psychological effects of social media use. The findings will aid in identifying early warning indicators and developing mental health support measures customised specifically for Chennai children. The research initiative will investigate how social media impacts children's social skills and in-person interactions. Understanding these dynamics is critical to promoting healthy social development and ensuring virtual contacts do not supplant genuine face-to-face connection. The findings of this study will be beneficial to policymakers in Chennai. By identifying the advantages and downsides of social media use among children, the study can help shape rules and regulations safeguarding children's well-being while fostering healthy digital citizenship.

OBJECTIVES

1. To assess the positive and negative impacts of social media on the respondents.
2. To measure the social media addiction among the respondents.

HYPOTHESIS

Ha1: There is a significant relationship between the impact of social media and social media addiction.

Ha2: Negative factors significantly influence social media addiction.

Ha3: There is a significant variation in social media's positive and negative impact.

POPULATION AND SAMPLING

Population

The population for this study comprises students from higher secondary schools under the administration of the Greater Chennai Corporation, which consists of 32 schools. These schools primarily cater to urban students from economically disadvantaged backgrounds, offering a unique demographic for studying the impact of social media. The population is approximately 12,000 students, all enrolled in classes 11 and 12.

Focusing on students from corporation schools is significant as these institutions serve children often exposed to distinct socio-economic challenges. Such students may use social media differently compared to those in private or aided schools, making this demographic crucial for understanding behavioural patterns and academic outcomes in this context. Additionally, targeting higher secondary students is justified because they are typically in adolescence—a developmental phase characterized by heightened social and emotional sensitivity. Adolescents in this age group are among the most active social media users, engaging with platforms for communication, self-expression, and entertainment. This makes them an ideal group for examining how social media influences academic performance, interpersonal relationships, and mental health. Furthermore, this focus aligns with the study's objective of exploring social media's effects on young individuals at a pivotal stage in their education and personal growth.

Sampling

A random sampling technique was employed to ensure an unbiased representation of the target population. Based on D. Morgan's Sample Size Table, a population of 12,000 students requires a sample size 372 for reliable statistical analysis. To achieve this, 10 schools were randomly selected from 32 Corporation Higher Secondary Schools. The decision to focus on 10 schools was driven by logistical feasibility and the need for efficient

data collection. This number allows for sufficient diversity and proportional representation while ensuring the sample remains manageable within the constraints of time and resources.

From each of the selected schools, 40 students were chosen randomly, resulting in an initial sample of 400 students. Random sampling ensured that every student in the population had an equal chance of being selected, minimizing selection bias and enhancing the generalizability of the findings. The final sample size was 380 students after scrutinizing the collected data for completeness and accuracy.

The emphasis on Corporation schools was deliberate, as these institutions serve students from low-income families who may face unique challenges and opportunities in their engagement with social media. By focusing on this specific population, the study sheds light on how social media impacts adolescents from economically disadvantaged backgrounds. Additionally, limiting the sampling to higher secondary students in classes 11 and 12 aligns with the study's objective, as these students are at a stage where social media usage is highly prevalent and influential in shaping their behaviours and academic outcomes. Selecting 10 schools and maintaining a uniform sampling of 40 students from each ensures methodological rigour while managing logistical constraints effectively. This approach ensures that the study remains statistically sound, representative of the target population, and practical within the available resources.

TOOLS OF DATA COLLECTION

A structured interview schedule was developed for the present study and used to gather the responses, and a face-to-face interview with the respondents was carried out to collect the primary data. The interview schedule includes the demographic profile, use of social media, purpose of using social media, impact assessment, and social media addiction scale.

DATA ANALYSIS AND STATISTICAL TECHNIQUES ADOPTED FOR ANALYSIS

After collecting data from the respondents, the data were edited meticulously and entered into the computer through SPSS software version 28.0. As the study is descriptive, most of the analysis was carried out with the help of frequency tabulations. Statistical tools like percentage analysis, Bartlett's Test, and ANOVA were also used for the result.

RESULT AND DISCUSSION

Table No: 1

Gender of the Respondents

S.No	Gender	No. of Respondents	Percentage
1	Male	108	28.4
2	Female	272	71.6
	Total	380	100.0

The data presents the gender distribution of the respondents. Out of 380 participants, 28.4% are male, and 71.6% are female. This indicates a significant gender disparity, with females making up more than two-thirds of the respondents. The predominance of female respondents suggests a higher level of participation or representation from women in the surveyed population.

Chart No: 1
Gender of the Respondents

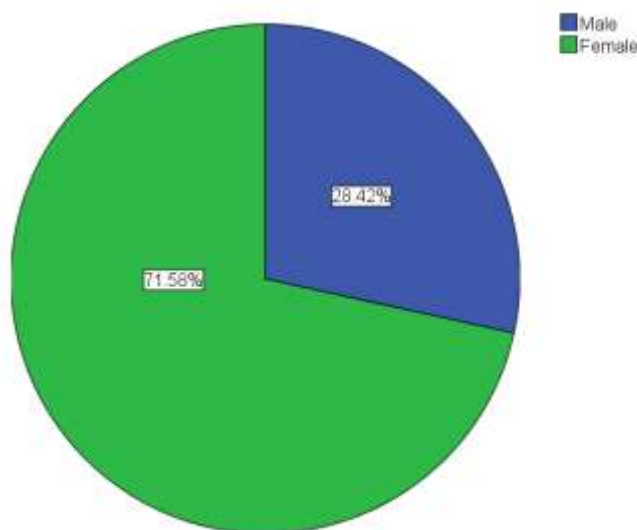


Table No: 2
Place of Living of the Respondents

S.No	Place of Living	No. of Respondents	Percentage
1	Rural	96	25.3
2	Urban	180	47.4
3	Semi-Urban	104	27.4
	Total	380	100.0

The data on the place of living of the respondents shows that 47.4% (180 out of 380) reside in urban areas, making it the most common living environment among the participants. Semi-urban regions account for 27.4% (104 respondents), while 25.3% (96 respondents) live in rural areas. This distribution indicates a higher concentration of respondents in urban settings, with substantial representation from semi-urban and rural areas, reflecting a diverse range of living environments.

Chart No: 2
Place of Living of the Respondents

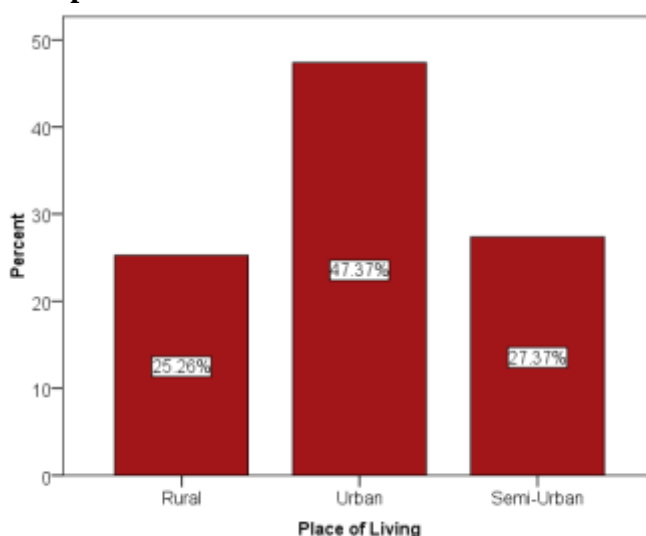


Table No: 3
Positive Impact of Social Media using Friedman's Test

Factors	Mean Rank	Rank	Result
Social Connect	4.79	3	Chi-Square = 149.013 Df = 7 P<0.05
Learning Knowledge	3.96	7	
Creativity and Self Expression	4.36	5	
Academic and Career Awareness	4.96	2	
Current Events	5.36	1	
Emotional Well-Being	4.15	6	
Hobbies and Interests	4.63	4	
Personal and Cultural	3.80	8	

The Friedman test results for the positive impacts of social media reveal the following mean ranks and their respective Chi-square values.

The Friedman test results indicate that **Current Events** ranks highest (mean rank = 5.36), suggesting that social media has the most significant positive impact on keeping users informed about current events. This finding is consistent with research indicating that social media serves as a vital source for real-time updates and news dissemination (Tufekci, 2015).

Academic and Career Awareness follows closely with a mean rank of 4.96. This indicates that social media plays a crucial role in enhancing users' understanding of academic and career opportunities, reflecting its importance in educational and professional development (Smith et al., 2019).

Social Connect is ranked third with a mean rank of 4.79. This high ranking underscores the role of social media in strengthening social connections and maintaining relationships, which aligns with literature highlighting its function in fostering social ties (Ellison et al., 2007).

Hobbies and Interests ranks fourth with a mean rank of 4.63, suggesting that social media significantly supports the exploration and engagement with personal hobbies and interests. This is in line with findings that social media helps users connect with like-minded individuals and communities (Manago et al., 2012).

Creativity and Self Expression ranks fifth with a mean rank of 4.36. This reflects social media's impact on providing a platform for creative expression and personal identity development, which has been supported by studies on self-presentation and creativity on social media (Marwick & Boyd, 2011).

Emotional Well-Being is ranked sixth with a mean rank of 4.15, indicating a positive but slightly lesser impact compared to other factors. This result suggests that while social media can support emotional well-being, its influence may be less pronounced than other positive impacts (Pantic et al., 2012).

Learning Knowledge ranks seventh with a mean rank of 3.96. This indicates that while social media contributes to knowledge acquisition, it is perceived to be less impactful compared to other positive uses. This finding reflects concerns about the quality and depth of information available (Khan & Ghaffar, 2020).

Personal and Cultural Awareness is ranked lowest with a mean rank of 3.80. Despite being an important factor, it appears to have a less pronounced impact compared to other areas, suggesting that social media may not be as effective in enhancing personal and cultural understanding for some users (Choi et al., 2019).

The Chi-Square value of 149.013 with 7 degrees of freedom (df) and a p-value less than 0.05 indicates that the differences in the mean ranks among these factors are statistically significant. This suggests that social media has varying degrees of positive impact across different aspects.

Table No: 4
Negative Impact of Social Media using Friedman's Test

Factors	Mean Rank	Rank	Result
Social Isolation and Relationships	3.20	7	Chi-Square = 521.439 Df = 7 P<0.05
Academic Distraction and Performance	4.49	5	
Mental Health and Well-Being	3.02	8	
Sleep and Routine Disruption	5.42	2	
Negative Social Comparison	3.81	6	
Privacy and Security Concerns	5.22	4	
Time Management and Productivity	5.48	1	
Personal and Cultural Awareness	5.37	3	

The Friedman test results for the negative impacts of social media reveals the following, **Time Management and Productivity** is identified as having the highest mean rank (5.48), indicating that it is perceived as the most significant negative impact of social media. This result aligns with studies that highlight how excessive social media use can disrupt productivity and lead to poor time management (Agarwal & Karahanna, 2000).

Sleep and Routine Disruption follows closely with a mean rank of 5.42. This suggests that social media significantly interferes with sleep patterns and daily routines. This finding is consistent with research linking social media use to sleep disturbances and irregular sleep habits (Levenson et al., 2017).

Personal and Cultural Awareness ranks third with a mean rank of 5.37, indicating that social media might negatively affect personal and cultural understanding. This is reflected in concerns about how social media may limit exposure to diverse cultural perspectives (Smith, 2020).

Privacy and Security Concerns is ranked fourth with a mean rank of 5.22. This high rank underscores the significant worries about privacy and security issues related to social media usage, which are well-documented in the literature (Livingstone & Smith, 2014).

Academic Distraction and Performance ranks fifth with a mean rank of 4.49, indicating that social media often distracts students and affects academic performance. This aligns with studies showing a negative correlation between social media use and academic achievement (Junco, 2012).

Negative Social Comparison is ranked sixth with a mean rank of 3.81, suggesting that while social media can lead to negative social comparisons, its impact is less pronounced compared to other negative effects. This finding is consistent with research on how social media can exacerbate feelings of inadequacy and envy (Vogel et al., 2014).

Social Isolation and Relationships ranks seventh with a mean rank of 3.20. Although social media can contribute to social isolation, it is perceived to be less impactful compared to other factors. This may reflect a more nuanced view of social media's role in maintaining versus disrupting relationships (Kross et al., 2013).

Mental Health and Well-Being is ranked lowest with a mean rank of 3.02. This suggests that while social media can affect mental health, its perceived impact is relatively lower compared to other negative factors. This result aligns with research that suggests mixed outcomes of social media use on mental health (Pantic, 2014).

The Chi-Square value of 521.439 with 7 degrees of freedom (df) and a p-value less than 0.05 indicates that the differences in the mean ranks among these factors are statistically significant, confirming that social media has varying degrees of negative impact.

Table No: 5
Social Media Addiction

S.No	Social Media Addiction	No. of Respondents	Percentage
1	High	64	16.8
2	Normal	220	57.9
3	Low	96	25.3
	Total	380	100.0

The data on social media addiction reveals that 57.9% (220 out of 380) of respondents report normal levels of addiction, 25.3% (96 respondents) experience low levels, and 16.8% (64 respondents) face high levels of social media addiction.

The majority of respondents (57.9%) experiencing normal levels of social media addiction indicates that for most users, social media use is managed within typical or acceptable bounds, suggesting a balanced approach to engagement with these platforms. This finding is consistent with research indicating that while social media use is prevalent, most users maintain a level of engagement that does not lead to severe addiction (Andreassen et al., 2016).

The 16.8% of respondents with high levels of social media addiction reflect concerns highlighted in the literature about the potential for excessive use to develop into problematic behavior. High levels of addiction can lead to negative outcomes such as impaired daily functioning, increased anxiety, and reduced productivity (Kuss & Griffiths, 2017).

The 25.3% of respondents reporting low levels of addiction suggest that a significant portion of users are less affected by the compulsive use of social media, possibly due to self-regulation or less intensive engagement with these platforms. This aligns with studies showing that not all users are equally susceptible to social media addiction, and some manage their usage effectively (Elhai et al., 2018).

Overall, the data indicates that while a portion of users experiences high levels of addiction, a majority manage their social media use within normal or low levels of addiction.

DIFFERENCE IN POSITIVE AND NEGATIVE IMPACT OF SOCIAL MEDIA

The analysis of the difference between the positive and negative impacts of social media reveals a substantial disparity between these factors. The mean score for Positive Factors is notably higher than that for Negative Factors. Specifically, the mean score for Positive Factors is considerably elevated compared to the Negative Factors, indicating a greater overall experience of positive impacts from social media. This finding is supported by a paired samples test, which shows a significant t-value, confirming that the positive impacts of social media are significantly greater than the negative impacts experienced by participants. The result underscores that, on average, social media has a more pronounced positive effect compared to its negative effects.

CONCLUSION

The study on social media's impact on school children provides a nuanced understanding of how this technology affects various facets of their lives, revealing both significant benefits and notable drawbacks. Social media serves as a valuable educational tool and platform for self-expression and creativity, enhancing students' ability to stay informed about current events and engage with academic content. It also facilitates social connections, offering emotional support and opportunities for peer interaction. However, these positive aspects are tempered by several challenges. The study highlights concerns about social isolation, academic distraction, and issues related to privacy and security. Social media can contribute to negative social comparison, reduced academic performance, and disruptions to sleep and daily routines. These negative impacts underscore the need for careful management of social media use to prevent potential interference with students' well-being and academic success.

Predictive factors for social media addiction, such as social isolation and relationship difficulties, highlight the need for targeted interventions. Addressing these factors through educational programs, parental involvement, and mental health support can help mitigate the risk of addiction and promote healthier social media usage. Policymakers are encouraged to develop guidelines that address the risks associated with social media use, ensuring privacy protections and platform standards that safeguard user well-being. Additionally, promoting a balanced approach to social media—integrating it with other activities like sports and face-to-face interactions—can help students achieve a well-rounded experience. In summary, while social media offers numerous benefits, its potential drawbacks necessitate a balanced approach to maximize positive impacts and minimize adverse effects.

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