

**SOCIAL MEDIA ADDICTION OF SENIOR SECONDARY
STUDENTS IN RELATION TO THEIR SOCIAL ADJUSTMENT**

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ABSTRACT

The present Study was conducted to examine the social media addiction of senior secondary students in relation to their social adjustment. A sample of 100 Government senior secondary school students (50 male and 50 female) was raised from the Ambala district of Haryana state of India. The tools used for conducting the present study were: Social media addiction scale developed by Sahin (2018) and Social adjustment scale developed by Kumar (2016). The results of this research study show that there exists significant difference in the Social media addiction and Social adjustment between male and female senior secondary school students. The study also found that there exist significant correlation between the social media addiction and social adjustment of senior secondary school students.

Key Words: Social media addiction, Social adjustment, Internet, Virtual, Smart phones.

INTRODUCTION

Social media is regarded as one of the best media platforms for information gathering, virtual sharing, ongoing updating, and user-friendliness. Social media is a group of virtual communities that enable users to communicate with one another. The term "*social media*" relates to a variety of social networking and messaging applications (Wartberg et al., 2020). The term is most often used to describe popular social networking websites including Facebook, Instagram, Twitter, Snapchat, and WhatsApp etc. Social media became popular after the advent of web 2.0, a collection of web-based technologies used to make websites more dynamic and enable greater user interaction. It has since been fuelled by the growing use of mobile devices, such as tablets and smart phones, which are commonly used to access social media services.

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People daily share their thoughts on social media, discuss their views and also put forward new ideas (Vural, 2010). Social media help individuals in remaining up to date in life (Angus, Thelwall and Stuart, 2008). Social media as an entire of web-based tools allow users to create and develop with regard to both ideological and technological content (Kaplan, 2010). With the development of mobile Internet technology and the prominence of advanced mobile phones, frequently using social networking sites became an important part of the student's life.

Social media addiction or behaviour tendency on the internet has been found important as an easily accessible new and universal global problem. Social media addiction results in diminishing the social relations, keeping away from of significant life/social exercises, disregarding their own wellbeing, overlooking the loved ones and above all changing the way of life to spend more time on the internet. In 2017, there were about 2.46 billion social media users worldwide (Statista, 2021). Whereas, Lua (2023) reported about ten top social media sites and their subscribers mentioning that Facebook comes in the top of the list with 3 billion subscribers, YouTube (2.2 billion subscribers), WhatsApp (2 billion subscribers), Instagram (2 billion subscribers), WeChat (1.26 subscribers), TikTok (1 billion subscribers), Sina Weibo (573 million subscribers), QQ (538 million subscribers), Telegram (550 million subscribers), Snapchat (557 million subscribers) Twitter (238 million subscribers) etc. are actively used by the people (Lua, 2023). The severe addiction that numerous people have developed towards social media platforms is a major issue of our time. Tutgun-unal (2015) mentioned in his research study that Social media addiction is, *“a psychological problems that causes abnormalities such as escapism and emotional modification, craving, conflict, relapses, loss of control, withdrawal symptoms include: irritability, anxiety and restlessness, occupation and in many areas of daily life such as academic, private, business, interpersonal by progressing with cognitive, affective and psychological processes”*. Andreassen et al., (2014) in their research found that individuals dealing with social media addiction often experience excessive concern about these platforms and Facebook, Instagram are the most widely used social media environment (Balci, 2009). As time goes on, technology and Internet networks are rapidly developing and evolving. Wilson (2010) reported that extraversion is an indicator of social media use and the likelihood of developing an addiction to it. Chua, YiRong and Yang (2023) in their research study found that social media addiction have a negative impact upon the academic adjustment.

Adjustment is a persistent feature of human behaviour. The ability to adapt to one's unique social environment plays an important role in the personality development. Adjustment is a mechanism by which an individual acquires specific behavioural patterns to cope with the situation which he/she attains through harmony with his/her surroundings (Sharma & Saini, 2013). Adjustment is often seen from two viewpoints – as an achievement or as a process. Adjustment to social networks in which people inhabit is an important element in ensuring that they are comfortable and able to meet their psychological needs. This often compels individuals to direct their actions towards achieving these needs by familiarizing and comforting themselves to the new environment. The transition from school to college can be stressful for students, especially when the students stay away from their parents. The new-found autonomy, pressure from peer groups present as unique risk factors that cause risky behaviour and addiction among students (Jeffries et al., 2016).

SIGNIFICANCE OF THE STUDY

In today's world of communication, social media has become a vital part of daily life. Social media has many attributes which attract young and old. Social media offers several features that appeal to both young and old people. Socialisation of people is facilitated positively and significantly by social media. On the other side, teen addiction to social media has led to a number of urgent problems. Students in senior secondary schools are increasingly using social media, which has led to a variety of psychological issues including stress, anxiety, loneliness, etc. The worst of all is the effect of social media addiction on their adjustment in schools and society. The current study was undertaken to investigate senior secondary students' addiction to social media in relation to their social adjustment.

OBJECTIVES OF THE STUDY

The present study was conducted to attain the following objectives:

- 1) To compare the Social Media Addiction of male and female students studying in senior secondary schools.
- 2) To compare the Social Adjustment of male and female students studying in senior secondary schools.
- 3) To study the relationship between the Social Media Addiction and Social Adjustment of students studying in senior secondary schools.

HYPOTHESES OF THE STUDY

The study was designed to test the following hypotheses:

- 1) There exists no significant difference in the social media addiction between male and female students studying in senior secondary schools.
- 2) There exists no significant difference in the social adjustment between male and female students studying in senior secondary schools.
- 3) There exists no significant correlation between Social media addiction and Social adjustment of the students studying in senior secondary schools.

DELIMITATION OF THE STUDY

The study was delimited to the senior secondary school students of Ambala city of Haryana state of India only.

METHODOLOGY

Research Design

Descriptive survey method was used for conducting the present study. The present study covered two variables: i) Social media addiction & ii) Social adjustment

Sample of the study

The study was conducted on randomly selected 100 students (50 male and 50 female) of the senior secondary government schools of Ambala city of Haryana state of India.

Tools Used

Following standardized tools were used for conducting this study:

1. Media Addiction Scale developed by Sahin (2018).
2. Social adjustment Scale developed by Kumar (2016).

Statistical Techniques

The mean, median, mode and standard deviation were worked out to study the general nature of the sample in relation to the Social Media Addiction and the Social adjustment. T- Test was used to determine the significant difference in the mean scores of the two separate groups. The coefficient of Correlations was computed through Pearson's coefficient of correlation for determining the relationship among the different dimensions of the two variables

RESULTS AND DISCUSSION

The results have been discussed in the light of the hypotheses of the study.

Social Media Addiction: Social Media Addiction scale developed by Sahin (2018) was used for assessing the senior secondary students' addiction to social media. The scale assesses the social media addiction under four categories including Virtual Tolerance, Virtual Communication, Virtual Problem, and Virtual Information.

TABLE 1: Comparison of Mean Scores of Social Media Addiction between Male and Female students studying in senior secondary schools

Areas	N	Group	Mean	SD	t-value	Level of significance
Virtual Tolerance	50	Male	13.88	3.31	2.43	0.05
	50	Female	15.44	3.07		
Virtual Communication	50	Male	12.68	3.30	3.26	0.01
	50	Female	14.94	3.61		
Virtual Problem	50	Male	14.08	3.87	.64	Not-Significant
	50	Female	14.58	3.87		
Virtual Information	50	Male	12.32	2.94	2.89	0.01
	50	Female	14.08	3.12		
Total Social Media Addiction	50	Male	52.80	7.91	3.13	0.01
	50	Female	58.52	10.02		

Hypothesis – I

H₀₁: There exists no significant difference in the social media addiction between male and female students studying in senior secondary schools”

To test the above hypothesis, ‘t’ test was used and results show (Table 1) that the mean scores of Social Media Addiction in respect of four areas namely Virtual Tolerance, Virtual Communication, Virtual Problem, Virtual Information and Total Social Media Addiction of male students were 13.88, 12.68, 14.08, 12.32 & 52.80 and that of female students were 15.44, 14.94, 14.58, 14.08 & 58.52 respectively. Thus we can say that the mean score for total Social

Media Addiction of female students is higher that is 58.52 as compared to the male students whose mean score is 52.80. The t-values of male and the female students with regard to Social Media Addiction different areas i.e. Virtual Tolerance, Virtual Communication, Virtual Problem, Virtual Information and Total Social Media Addiction were 2.43, 3.26, .64, 2.89 & 3.13 respectively All of these t-values except for Virtual Problem were found to be significant at 0.01 level of significance.

Hence H_{01} : “There exists no significant difference in the social media addiction between male and female students studying in senior secondary schools” is rejected. Thus we can say that there is significant difference in the Social Media Addiction between senior secondary school students.

Social Adjustment: Social adjustment was measured with the Social adjustment Scale developed by Kumar (2016).

TABLE 2: Comparison of Mean Scores of Social Adjustment between Male and Female Students studying in senior secondary schools

Area	N	Group	Mean	SD	t-value	Level of significance
Social Adjustment	50	Male	-1.71	0.81	3.20	0.01
	50	Female	-1.12	1.00		

Hypothesis – II

H_{01} : “There exists no significant difference in the social adjustment between male and female students studying in senior secondary schools”

Table 2 shows the Means, Standard deviations and t-values of different aspects of Social Adjustment of male and female students of senior secondary schools. The mean scores of Social Adjustment of male students were -1.71 and that of female students were -1.12 respectively. Further, the results shows that the standard deviations of scores of Social Adjustment of male students were 0.81 respectively and that of female students were 1.00 respectively. The t-value

for the two groups (male and the female students) with regard to Social Adjustment was 3.20 which were significant at 0.01 levels of significance.

Hence H_{02} : “*There exists no significant difference in the social adjustment between male and female students studying in senior secondary schools*”, is rejected. Thus we can say that there is significant difference in the mean scores of different areas of Social Adjustment between male and female students of senior secondary school.

TABLE 3: Correlation between the Dimensions of Social Media Addiction and Social Adjustment of Students studying in senior secondary schools

Dimensions of Social Media Addiction and Social Adjustment	Total Sample (N)	df	Coefficient of correlation	Level of significance (P value)
Virtual Tolerance and Social Adjustment	100	98	.482	0.01
Virtual Communication and Social Adjustment	100	98	.523	0.01
Virtual Problem and Social Adjustment	100	98	.556	0.01
Virtual Information and Social Adjustment	100	98	.521	0.01

TABLE 4: Correlation between the Social Media Addiction and Social Adjustment of Students studying in senior secondary schools

Variables	Total Sample (N)	df	Coefficient of Correlation	Level of Significance (P value)
Social Media Addiction and Social Adjustment	100	98	.764	0.01

Hypothesis – III

H₀₃: “There exists no significant correlation between Social media addiction and Social adjustment of the students studying in senior secondary schools”.

Correlation between the Social Media Addiction and Social Adjustment of senior secondary students was tested by employing Pearson’s coefficient of correlation. Table.3. shows that the calculated Coefficient of correlation between Dimensions of Social Media Addiction i.e. Virtual Tolerance, Virtual Communication, Virtual Problem, Virtual Information and Social Adjustment .Correlation Coefficient of the Dimensions of Social Media Addiction were found to be .482, .523, .556, .521 respectively which is significant at .01 level of significance. Thus we can say that there is significant correlation between the Dimensions of Social Media Addiction and Social Adjustment of senior secondary students.

Table 4. shows the calculated coefficient of correlation between Social Media Addiction and Social Adjustment. Coefficient of correlation for total Social Media Addiction was found to be .764 respectively which is significant at 0.01 level of significance. Hence H₀₃: “*There exists no significant correlation between Social media addiction and Social adjustment of the students studying in senior secondary schools*” is rejected.

CONCLUSIONS

On the basis of the findings, we may conclude that:

- There exists significant difference in the social media addiction between male and female students studying in senior secondary schools.
- There exists significant difference in the social adjustment between male and female students studying in senior secondary schools.
- There exists significant correlation between Social media addiction and Social adjustment of the students studying in senior secondary schools.

EDUCATIONAL IMPLICATIONS

Findings of the study reveal that there exists significant correlation between Social media addiction and Social adjustment of the students studying in senior secondary schools. Social media addiction has major bearing on child’s Social adjustment, keeping in mind this aspect

teachers should try to spread the required awareness for reducing the social media addiction the students at senior secondary level. The study recommends that the parents and teachers can work out the reasons and conditions of low-social adjustment of children thereby making efforts to improve it. Parents should monitor the social media usage of their children and provide proper guidance about the problem of social media addiction and social adjustment. Teachers can also formulate different teaching strategies keeping in view the level of social adjustment and social media addiction of the students.

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