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Impact of Social Media on Secondary School Students

Abstract

This study investigated the impact of social media on secondary school students, focusing on gender and location as potential factors influencing this impact. The research was conducted among 306 secondary school students, selected using a simple random sampling technique. A descriptive survey method was adopted, and data were collected using the Impact of Social Media Assessment Tool (2023). The results of the data analysis indicated no significant difference in the impact of social media on secondary school students based on gender or location. The findings suggest that the impact of social media remains consistent across gender and location among secondary school students.

Keywords: *Social Media, Secondary School Students, influence*

Introduction

Social media generally refers to third-party internet-based platforms that mainly focus on social interactions, community-based inputs, and content sharing among its community of users and only feature content created by their users and not licensed by third parties (Asur; Huberman, 2010). In this new context, social media have become an essential part of everyday life, especially for children and adolescents (Alshamrani, 2021). Social media are not only used for social communication and entertainment purposes but also for sharing opinions, learning new things, building business networks, and initiating collaborative projects (Malesev; Cherry, 2021). Social media has completely changed the way of teaching/learning experience. Now there are online classes in which instead of physically going to the classroom, students can study at home with ease. Various e-books, newspapers, magazines, and journals around the world are available on it.

Significance of the Study

This study will help the teachers of the school to ascertain the influence that social media has on their students, to assist them in enlightening and creating awareness among the students on the possible influence it has on them. The study is of significance to parents in that they will know the possible effects this social media usage has on their children, to serve as watchdog to their children on the usage of social networking sites. The study will also enable the students to be aware that, apart from the social benefits of social networking sites, using the sites more than necessary will pose possible dangers to their health. It will be relevant in assisting students in understanding the diversity of social media.

Statement of the Problem

Social media have been a major stay in the minds of students and the world at large thereby causing a lot of drastic measures by students, teachers, and even educational administrators. It is therefore of great importance to explore some of the trending issues facing students' academic performance because of social media. Students at all levels of learning now have divided attention to studies, because of available opportunities to be harnessed from social media. Whether these opportunities promote studies

is a question that needs to be answered. Thus, the problem this study investigates is the influence of social media networks on secondary school students in Vellore District, Tamil Nadu based on gender and location.

Review of Related Studies

Kumar, et al. (2019) conducted a study on "A Framework for Continuous Engagement, Social Media in Higher Education". A comprehensive study has been carried out to identify the role of social media in different activities of higher education institutes. These activities range from looking for new students, engaging them on the campus, and maintaining communication after they leave the campus. Implications from teaching-learning, administrative, marketing, and communication perspectives have been identified.

Sengupta (2018) conducted a study on "Internet addiction and its impact on academic performance". In this study, she took premedical and post-baccalaureate students. The study was conducted on 153 USA-based medical students in which the Internet Addiction Test (IAT) was used. In the results, it was found that 17 per cent of the total respondents met the criteria of internet addicts. The study revealed that the age of the students and time spent on the internet per day were important factors that are the cause of this addiction. The study further suggested that there is a negative association between internet addiction and academic performance. On the other hand, there is a positive association between internet addiction and respondent's self-reported depression.

Objectives

- To investigate the varying impacts of social media on secondary school students based on gender.
- To study the impact of social media on secondary school students based on their geographical location.

Null Hypotheses

- There is no significant difference in the impact of social media on secondary school students based on gender.
- There is no significant difference in the impact of social media on secondary school students based on location.

Operational Definition of the Keyword

Social Media

Social media refers to the digital technology that facilitates the sharing of text and multimedia through virtual networks and communities.

Research Methodology

Method: The researcher utilized the descriptive survey method for data collection and analysis.

Participants: The study included three hundred and six secondary school students, selected through a simple random sampling technique in Vellore District, Tamil Nadu.

Tool Used for the Study: The Social Media Assessment Tool (2023) was used to measure the impact of social media.

Hypotheses Testing

Null Hypothesis 1

There is no significant difference in the impact of social media on secondary school students based on gender.

Table 1

Comparison of Social Media Impact on Secondary School Students Based on Gender

Variable	Gender	No.	Mean	SD	Calculated 't' Value	Remarks at 5% level
Social media	Male	164	174.93	21.36	0.493	Not Significant
	Female	142	170.60	20.05		
*(At 5% level of significance, the table value of 't' is 1.96)						

From the table above (Table 1), it is observed that the calculated 't' value is 0.493, which is less than the critical value of 1.96 at a 5% level of significance. This indicates that there is no significant difference between males and females in terms of the impact of social media on secondary school students. Therefore, the null hypothesis is accepted.

Null Hypothesis 2

There is no significant difference in the impact of social media on secondary school students based on location.

Table 2

Comparison of Social Media Impact on Secondary School Students Based on Location

Variable	Location	No.	Mean	SD	Calculated 't' Value	Remarks at 5% level
Social media	Rural	161	174.37	19.79	1.665	Not Significant
	Urban	145	171.31	21.91		
*(At 5% level of significance, the table value of 't' is 1.96)						

In Table 2, it is observed that the calculated 't' value is 1.665, which is less than the critical value of 1.96 at a 5% level of significance. This indicates that there is no significant difference between rural and urban in terms of the impact of social media on secondary school students. Therefore, the null hypothesis is accepted.

Conclusion

Based on the findings of the study, it can be concluded that there is no significant difference in the impact of Social Media on the Social Life of secondary school students with respect to Gender and Location. There is increased use of social media among secondary school students. This study revealed some positive ways of using social media to enhance learning including accessing educational content. The usage of social media cannot be fully accepted without analysis. Therefore, students need to receive guidance on appropriate usage.

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NEP - 2020: Towards Women Empowerment

Abstract

Education is the most powerful instrument for the peace, prosperity and progress of the nation. Half of the population of a country is represented by females; hence, the progress and development of a nation depend equally on both the males and females of the nation. Therefore, it is equally important to cater to the needs and aspirations of women by providing them a good quality of education, equal rights and opportunities, and skills to empower themselves. But unfortunately, in Indian scenario girls and women face many challenges in their run up to the completion of education and choosing a suitable vocation. Even in the 21st century, there still exists a huge gap between the education of boys and girls, which has to be filled as early as possible by considering women's education as one of the two wheels of a chariot running onto the road leading to the development of a country. The New Education Policy (2020) acknowledges the remarkable role and contribution of women in building a nation and it has made many recommendations in order to resolve the issues related to women's education and remove the hurdles existing in their educational departments. The present paper discusses the major challenges faced by Indian women and the various provisions well enshrined in NEP-2020 to resolve them, promoting