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A Study on Social Media Addiction and Its Influence on Academic Performance of the Adolescent Students

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Article History:	Abstract	
Received on: 10 Feb 2025 Revised on: 29 Mar 2025 Accepted on: 06 May 2025	The present study focuses on the investigation of Social media addiction and its influence on the academic performance of adolescent students. The investigator has used normative survey method for the selection of the sample. The Social media addiction tool of Unal, A.T and Deniz.L (2015) was adopted, modified and used by the investigator to measure the social media addiction among the adolescent students in Chennai district and its influence on their academic performance. The subgroup variables include the Gender and stream of study. Finding of the study indicated that there is negative relationship between social media addiction and academic performance of adolescent students. There is significant difference in social media addiction adolescent students based on gender. Their social media addiction is not influence on stream of study. The academic performance of the students is not influence by their gender and stream of study.	
Keywords: Social media, Mobile phone, Academic performance, Adolescent students.		

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INTRODUCTION

The use of social media has grown exponentially in the past decade. This phenomenon is facilitated by numerous active social media sites including Facebook, Instagram, Twitter, and LinkedIn, and so on. Social media creates functional building blocks for users to update their online status and enable them to share videos, photos and communicate conveniently with an acquaintance. Thus, users develop interest on using social media while working, dining with family and even walking on the road (Kwon et al., 2016).

NEED FOR THE STUDY

Social media addiction can be viewed as one form of Internet addiction, where individuals exhibit a compulsion to use social media to excess (Starcevic, 2013). Individuals with social media addiction are often overly concerned about social media and are driven by an uncontrollable urge to log on to and use social media (Andreassen & Pallesen, 2014) [2].

Social media addiction is defined as the compulsive use of social media sites that manifests itself in behavioral addiction symptoms. The symptoms include tolerance (increased use over time); conflict of use with physical, social, vocational, or academic obligations; withdrawal (feeling of distress when unable to use); relapse (inability to make decisions about use time or decide when you should stop using); and mood modification (euphoria or comfort with use, irritability or distress without use) (Chiu 2014) [7]. It is crucial to consider the learning environment and what habits are being developed as students adjust to studying at home. The habit psychologist, Wood (2019), argues that about 43% of our daily actions occur habitually, giving the importance of environment and context even more weight.

In addition, this issue also contributes to the negative outcome on education perspectives. Uncontrolled use of social media reduces the study time. Therefore, the present study aims to investigate the extent of social media addiction and effect on academic performance among adolescent students.

STATEMENT OF THE PROBLEM

The statement of the problem is entitled as “A study on Social media addiction and its influence on Academic performance of the adolescent students”.

OBJECTIVES OF THE STUDY

To find out the relationship between Social media addiction and Academic performance of adolescent students.

To find out the significant difference between students in their Social media addiction and Academic performance of adolescent students based on their gender.

To find out the significant difference between students in their Social media addiction and Academic performance of adolescent students based on their stream of study.

HYPOTHESES OF THE STUDY

There is no significant relationship between Social media addiction and Academic performance of adolescent students.

There is no significant difference in Social media addiction and Academic performance of adolescent students based on gender.

There is no significant difference in Social media addiction and Academic performance of adolescent students based on stream of study.

METHODOLOGY

The investigator has used simple random sampling technique by using survey method for carrying out the present study. The total

sample included 1,169 Higher secondary students studying in XI standard from Chennai district. About 580 boys and 589 girls were selected as the sample. About 729 students who have chosen arts stream and 440 students from science stream were chosen for the study.

DESCRIPTION OF THE TOOL

The Social media addiction tool of Unal,A.T and Deniz.L (2015) was adopted ,modified by the investigator with the help of the research supervisor and used to measure the social media addiction of the adolescent students in Chennai district. It is a Five Point scale with responses as Always, Often, Sometimes, Rarely and Never. The four dimensions of the tool are Occupation, Mood modification, Relapse and Conflict. It had 41 items .The maximum marks was 205 and the minimum marks was 41.

The tool was administered to 100 students studying in XIth standard as representative of adolescent period. The reliability of the tool was found out by Split half method and the value was found to be 0.963. The validity was found out by item analysis and was found to be 0.981. The tool had face validity and content validity.

For the main study, the tool was administered to the total sample after getting permission from the concerned authorities and the Head of the institution. The half yearly marks of the students were collected for assessing their academic achievement.

STATISTICAL TECHNIQUES USED

Mean, S.D was calculated for assessing the Social media addiction and academic performance of the students. The inferential analysis was done to find out the significant difference in Social media addiction and academic performance of the adolescent students with regard to their gender and

stream of study. To find out the existence of relationship between Social media addiction and academic performance of adolescents students, correlational analysis was done.

ANALYSIS OF THE DATA

Table 1 Relationship between Social media addiction and Academic performance of adolescent students

Variable	N	"r"	Relationship
Social media addiction Vs Academic performance	1,169	-0.087	Negative

From the **Table 1**, it is clear that the "r" – value for Social media addiction and Academic performance is (0.087). It proves the existence of negative relationship between Social media addiction and Academic performance of adolescent students. The Social media addiction is inversely related to the academic performance of the students. This indicates that if the Social media addiction of the students increases, their academic performance will decrease.

From the above **Table 2**, it is observed that the obtained value (5.962), is higher than the table value (2.58) and it is significant at 0.01 level. Hence, the null hypothesis is rejected and declared that there is significant difference in Social media addiction of adolescent students based on their gender. Boys (M=100.08) have higher social media addiction than girls (M=89.60).

It is observed from the above **Table 2**, that the obtained value (3.330) is higher than the table value (2.58) and it is significant at 0.01 level. Hence, the null hypothesis is rejected and declared that there is significant difference in the academic performance of adolescent students based on gender. Boys and girls differ in their academic performance which

Table 2 Mean, S.D and t-value for Social media addiction and Academic performance of adolescent students with respect to gender

Variables	Gender	N	Mean	SD	t - value	L.S
Social media addiction	Boys	580	100.08	30.545	5.962	0.01
	Girls	589	89.60	29.582		
Academic performance	Boys	580	352.00	94.542	3.330	0.01
	Girls	589	370.01	90.374		

Table 3 Mean, S.D and t-value for Social media addiction and Academic achievement of adolescent students with respect to stream of study

Variables	Stream	N	Mean	SD	t - value	L.S
Social media addiction	Arts	729	95.13	31.192	0.474	NS
	science	440	94.25	29.358		
Academic performance	Arts	729	342.28	90.966	9.224	0.01
	science	440	392.22	87.537		

proves gender influences the academic performance of the students. Mean scores of girls (370.01) is found to be higher than the boys (352.00) which indicates that the girls excel boys in their academic performance.

From the above **Table 3**, it is observed that the obtained value (0.474), is lesser than the table value for social media addiction based on their stream of study (1.96) and it is not significant even at 0.05 level. Hence, the null hypothesis is accepted and declared that there is no significant difference in Social media addiction of adolescent students based on their stream of study. The students from arts and science stream do not differ in their level of Social media addiction which proves stream of study has not influenced their level of Social media addiction.

It is observed from the above **Table 3**, that the obtained value for academic performance (9.224), is greater than the table value (2.58) at 0.01 level. Hence, the null hypothesis is rejected and declared that there is significant difference in the academic performance of adolescent students based on their stream of study. The students from arts and science stream differ in their academic performance

which proves stream of study has influenced the academic performance of the students. Mean scores of students from science stream (392.22) is found to be higher than the arts stream (342.28) which proves that the academic performance of the science stream students is higher than the students from the arts stream of study.

FINDINGS OF THE STUDY

There is significant difference in Social media addiction between boys and girls

There is significant difference in Academic performance between boys and girls

There is no significant difference in Social media addiction between students from arts and science stream.

There is significant difference in Academic performance between students from arts and science stream at 0.01 level.

There is a negative relationship between Social media addiction and Academic performance of adolescent students.

CONCLUSION

The study conducted by the investigator was mainly intended to find out the influence of

social media addiction on the academic performance of the adolescent students. The findings of the correlational analysis proved that there exists negative correlation between social media addiction and academic performance of the adolescent students. If the social media addiction of the students is high, then their academic performance will decrease affecting their educational attainment. The parents, teachers and society must understand the hazardous and alarming influence of the social media addiction upon the adolescents who belong to younger generation. Due to social media addiction, their concentration in studies, retention and recalling ability, healthy social skills and daily routine may get affected. This may also influence their physical health, mental health which might influence their studies. Due to improper guidance from parents and teachers they may fall as easy prey for cybercrimes and cyber piracy. So it is essential to create awareness among the younger generation regarding the safety measures to be followed while using social media and ill effects of social media addiction which is the need of the hour in the present tech era.

Ethical Approval

No ethical approval was necessary for this study.

Author Contribution

All authors made substantial contributions to the conception, design, acquisition, analysis, or interpretation of data for the work. They were involved in drafting the manuscript or revising it critically for important intellectual content. All authors gave final approval of the version to be published and agreed to be accountable for all aspects of the work, ensuring its accuracy and integrity.

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