



IMPACT OF SOCIAL NETWORKING ADDICTION ON ACADEMIC STRESS AMONG STUDENTS OF SELECTED GOVERNMENT SCHOOL, AMRITSAR, PUNJAB

Ms. Anukiranjit Kaur

M.Sc Nursing, MBAHMG

Assistant professor

Khalsa college of Nursing, Amritsar (Punjab)

ABSTRACT

Background: In this hi-tech, screen – filled modern world, students are not using social network sites only on a computer; they are also using these sites on their cell phones. These networks create many opportunities and threats for students in various fields. Social networking addiction is probably the most recent type of technology addiction which has a major influence on students' mental health and academic performance in recent years.

Objective: To assess the impact of social networking addiction on academic stress among school students, Amritsar, Punjab.

Methodology: A descriptive non experimental research design was selected for the study. The study was conducted on 150 Government school students selected by purposive sampling technique. The tool used was an interview schedule that included sociodemographic profile of the respondents, a modified social networking addiction scale and a modified academic stress scale.

Results: The age range of 70% students was 17 to 18 years. Maximum (64.7%) of them were from class 12th and 36% students were from non medical stream. Majority (82% and 89.3%) students' mothers were homemaker and residing in urban area respectively. 43.3% had upper middle socio economic status and 45.3% mostly used networking platform was instagram. 38% and 4.7% respondents were having mild and severe social networking addiction respectively. Academic stress of 58.7% students was of mild level and 38.7% were facing moderate level of academic stress. There was a significant association of academic stress with gender, academic stream and mother occupation at $p < 0.05$ level of significance. Significant association of social networking addiction were with

the time spent on social sites and mostly used networking platform at $p < 0.05$ level of significance. Hence, there was a positive significant correlation of social networking addiction with academic stress at $p < 0.01$ level of significance.

Key words: *Social Networking Addiction, Academic Stress, School students*

INTRODUCTION:

Social networking sites (SNSs) are virtual communities where users can create individual public profiles, interact with real-life friends, and meet other people based on shared interests. In recent years, significant changes have taken place around the world regarding the quantitative and qualitative expansion of the internet, social networks and the number of people who use them. Social networks include websites and applications that allow users to share content, ideas, opinions, beliefs, feelings, and personal, social, and educational experiences. They also allow communication between a wide range of users at global level, Instagram, telegram, facebook, twitter, skype, and whatsapp are among the most popular and commonly used virtual social networks¹

Social networking sites have become popular all over the world. Social networking sites have changed society a lot. In today's time social networking sites have become part of the life of teenagers. Various researchers have found that social networking sites have affected the life of teenagers in society. In this paper we have tried to find out how much teenagers are addicted to these social networking sites and how these sites are harmful or beneficial to society. Social networking sites are a craze among teenagers. Teenagers show too much interest in social networking sites. Almost all teenagers have access to smartphones, laptops and the internet.²

Social media platforms allow people to access information in real time, to connect with others, and to find niche communities. At its best, it makes the world more interconnected. In India, Instagram is the most used social media platform in 2023² with 74.70% of the internet users enrolled. The number of active Instagram users in India comes to 516.92 million.³ No doubt social media is considered as a boon for all in the modern era yet it has a negative impact as well. The use of social media withdraws the students from social and interpersonal interactions, leading to deterioration in their relationship as well as studies. In today's highly competitive world, students face various academic problems including exam stress, disinterest in attending classes and the inability to understand a subject. Academic stress involves mental distress regarding anticipated academic challenges or failure or even the fear of the possibility of academic failure. Academic stressors show themselves in many aspects in the student's environment: at school, home, in their peer relations and even in their neighbourhood.⁴

MATERIAL AND METHODOLOGY:

The research design was non experimental descriptive research design and the study was conducted at the Government school, Amritsar, Punjab. Before conducting the study, ethical clearance was obtained from ethical committee and principal of the selected government school, Amritsar. The study was conducted among the +1 and

+2 school students and who were willing to participate. Total 150 school students were selected for the study by using non probability purposive sampling technique.

The tool has three parts. The first part consist of the demographic profile of students which include Age, Class, Stream, Mother's occupation, Father's occupation, Family type, Residence, Time spent on social networking sites, Socio-economic status, Mostly used social networking platform. The second part was modified Social networking addiction scale. The scale follows the component model given by Griffiths (2005). A total score can be obtained by summing up all the items. The score can range from 21 to 147. Any score above a total score of 84 signifies addiction. The third part was modified academic stress scale which includes 25 items inventory to assess academic stress among school students .The respondents rated themselves on the items using a five-point likert scale. Scores ranged from strongly disagree (1), disagree (2), neutral (3), agree (4) and strongly agree (5) maximum score was 125 whereas minimum score was 25.

Investigator conducted the interviews of school students and it took an average time of 20 to 25 minutes. The data was analyzed by using descriptive and inferential statistics through frequencies, percentage and chi square test.

RESULTS:

Table 1: Frequency and Percentage Distribution of Demographic Variables of school students

N= 150

Demographic variables	Frequency (n)	Percentage (%)
Age (years)		
15-16	36	24
17-18	105	70
19-20	9	6
Gender		
Male	74	49.3
Female	76	50.7
Class		
+1 class	53	35.3
+2 class	97	64.7
Stream		
Medical	37	24.7
Non medical	54	36.0
Commerce	15	10.0
Arts	44	29.3
Mother's occupation		
Homemaker	123	82.0
Govt. Job	7	4.7
Private job	10	6.7
Skilled worker	10	6.7
Father's occupation		
Govt. job	21	14.0
Private job	40	26.7
Own business	45	30.0
Skilled worker	44	29.3

Family type		
Joint	61	40.7
Nuclear	89	59.3
Residence		
Urban	134	89.3
Rural	16	10.7
Time spent on site		
1-2hrs/day	93	62.0
3-4hrs/day	22	14.7
>4hrs/day	35	23.3
Socioeconomic status*		
Upper	10	6.7
Upper middle	65	43.3
Middle/lowermiddle	45	30.0
Lower/upper lower	6	17.3
Lower	4	2.7
Mostly used social networking platform		
Facebook	2	1.3
Instagram	68	45.3
Whatsapp	24	16.0
Snapchat	26	17.3
Youtube	29	19.3
Telegram	1	0.7

*As per kuppaswamy scale

Table 1 show that maximum (70%) students were 17 to 18 years old. Almost half of students were male and half were female. Maximum (64.7%) of the students were from +12 class and 36% were from non medical stream. As per mother's occupation majority (82%) were homemaker and from father's occupation 30% had their own business. 59.3% were belonging to nuclear family and majority 89.3% were from urban residence. Maximum (62%) were spent 1-2 hours per day on social sites and mostly used social networking platform by students were instagram (45.3%). As per socioeconomic status less than half (43.3%) were from upper middle class category.

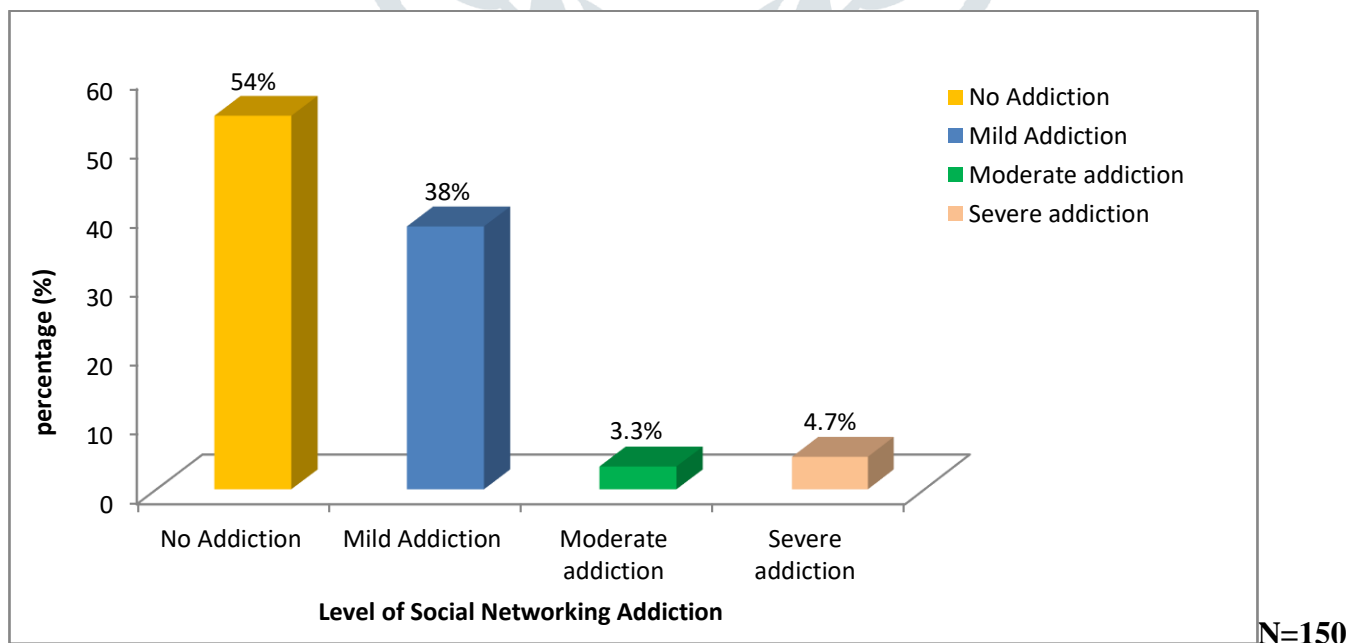
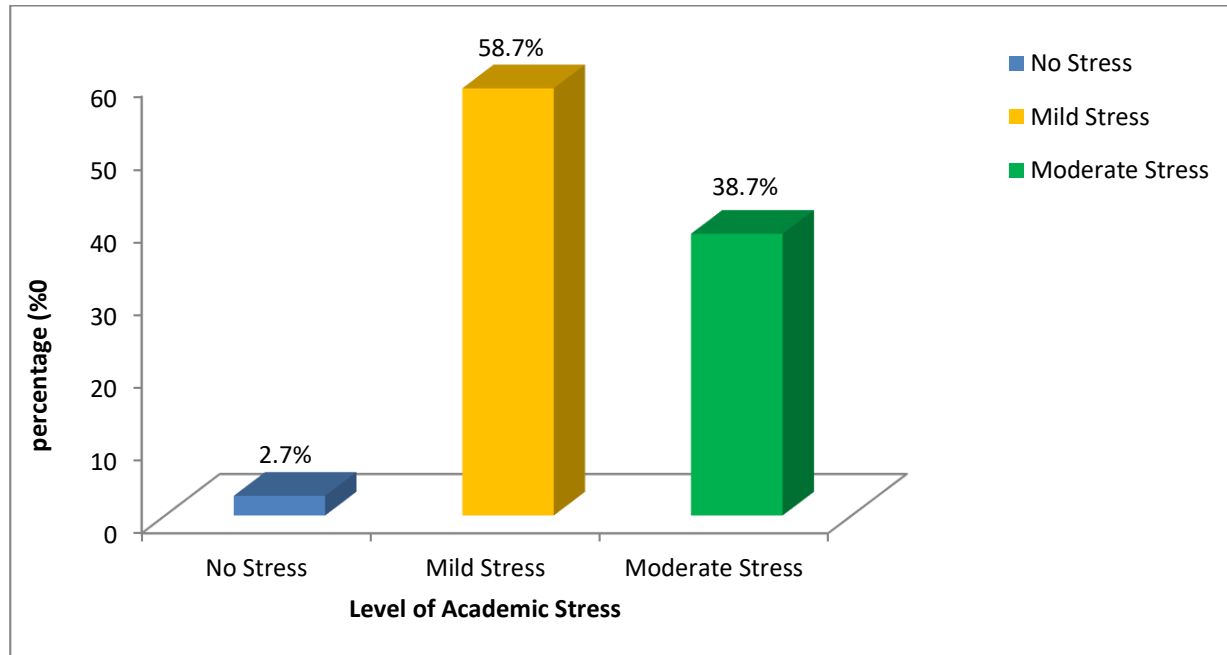


Fig 1: Percentage distribution of level of social networking addiction among school students

Fig 1 depicts the percentage distribution of social networking addiction among school students. It showed that more than half (54%) students have no social networking addiction followed by (38%) students had mild addiction. There was only 3.3% and 4.7% students had moderate addiction and severe addiction respectively.



N=150

Fig 2 : Percentage distribution of level of academic stress among school students

Fig 2 depicts the percentage distribution of academic stress among school students. It showed that maximum (58.7%) students had mild stress followed by (38.7%) students had moderate stress and only few (2.7%) students had no stress. Hence, it was concluded that maximum school students had mild stress.

Table 2: Correlation of social networking addiction with academic stress among school students

N=150

Variables	Mean	SD	Correlation (r)	p
Social networking addiction	81.81	22.79	r = 0.53	0.000**
Academic stress	71.31	10.83		

**significant at 0.01 level

Table 2 show that correlation of social networking addiction with academic stress among school students that social networking addiction mean value was 81.81 and academic stress mean value was 71.31. Correlation value was 0.53 and p value was 0.000. Which showed that positive significant association of social networking addiction with academic stress among school students at $p < 0.01$.

Table 3: Association of level of social networking addiction with selected demographic variables of school students

N= 150

Demographic variables	Level of social networking addiction				df	χ^2	p
	No addicti on	Mild addiction	Moderate addiction	Severe addictio n			
Age (in years)							
15 – 16	19	14	1	2	6	2.51	0.8 ^{NS}
17 - 18	55	41	4	5			
19 - 20	7	2	00	00			
Gender							
Male	38	30	3	3	3	0.78	0.85 ^{NS}
Female	43	27	2	4			
Class							
+1	29	20	1	3	3	0.69	0.87 ^{NS}
+2	52	37	4	4			
Stream							
Medical	23	11	3	00	9	15.34	0.82 ^{NS}
Non medical	28	23	1	2			
Commerce	8	4	00	34			
Arts	22	19	1	2			
Mother's occupation							
Homemaker	66	46	4	7	9	4.2	0.90 ^{NS}
Govt. job	4	3	0	0			
Private job	6	3	1	0			
Skilled worker	5	5	0	0			
Father's occupation							
Govt. job	15	5	1	0	9	8.44	0.49 ^{NS}
Private job	18	1	3	2			
Own business	24	18	1	2			
Skilled worker	24	17	0	3			
Family type							
Joint	30	28	2	1	3	4.15	0.24 ^{NS}
nuclear	51	29	3	6			
Residence							
Urban	72	50	5	7	3	1.60	0.65 ^{NS}
Rural	9	7	0	0			
Time spent on social sites							
1-2hrs/day	57	32	29	2	6	13.98	0.03 [*]
3-4 hrs/day	11	10	1	0			
>4hrs /day	13	15	2	5			
Socio economic status							
Upper	6	3	1	0	12	15.26	0.22 ^{NS}
Upper middle	31	29	1	4			
Middle/lowermiddle	28	16	0	1			
Lower/uppermiddle	14	8	2	2			
lower	2	1	1	0			
Mostly used social							

network platform

Facebook	2	0	0	0	15	29.04	0.01*
instagram	34	27	4	3			
Whatsapp	17	7	0	0			
Snapchat	13	11	1	1			
Youtube	15	12	0	2			
Telegram	0	0	0	1			

NS = non significant

* significant p<0.05 level

Table 3 depicts the association of level of social networking addiction with selected demographic variables of school students. There was a significant association between social networking addiction with demographic variables like time spent on social sites and mostly used social network platform which were statistically significant at < 0.05 level of significance ($\chi^2 = 13.98$; df =6; p = 0.03) ($\chi^2 = 29.04$; df =15; p = 0.01) respectively. Other variables such as age, gender, class, stream, mother's education, and father's education, type of family, residence and socio economic status were statistically non significant (p < 0.05).

Table 4: Association of level of academic stress with selected demographic variables of school students

Demographic variables	Level of academic stress			df	χ^2	p
	No stress	Mild stress	Moderate stress			
N= 150						
Age (in years)						
15 – 16	1	19	16	4	24.42	0.35 ^{NS}
17 - 18	3	66	36			
19 - 20	0	3	6			
Gender						
Male	1	54	19	2	12.42	0.00*
Female	3	34	19			
Class						
+1	2	25	26	2	4.51	0.12 ^{NS}
+2	2	63	32			
Stream						
Medical	3	26	8	6	17.56	0.00*
Non medical	0	31	23			
Commerce	1	11	3			
Arts	0	20	24			
Mother's occupation						
Homemaker	1	72	50	6	16.60	0.01*
Govt. job	0	5	2			
Private job	2	6	2			
Skilled worker	1	5	4			
Father's occupation						
Govt. job	0	17	4	6	10.18	0.12 ^{NS}
Private job	18	1	3			
Own business	0	29	16			
Skilled worker	2	24	18			
Family type						
Joint	2	39	20	2	1.55	0.46 ^{NS}
nuclear	2	39	20			

Residence						
Urban	4	77	53	2	1.04	0.59 ^{NS}
Rural	0	11	5			
Time spent on social sites						
1-2hrs/day	2	52	39	4	6..62	0.15 ^{NS}
3-4 hrs/day	2	15	5			
>4hrs /day	0	21	14			
Socio economic status						
Upper	1	8	1	8	14.04	0.08 ^{NS}
Upper middle	0	38	27			
Middle/lowermiddle	2	30	13			
Lower/uppermiddle	1	11	14			
lower	0	1	3			
Mostly used social network platform						
Facebook	0	2	0	10	6.08	0.81 ^{NS}
instagram	2	41	25			
Whatsapp	1	13	10			
Snapchat	0	13	13			
Youtube	1	19	9			
Telegram	0	0	1			

NS = non significant

* significant $p < 0.05$ level

Table 4 depicts the association of level of academic stress with selected demographic variables of school students. There was a significant association between academic stress with demographic variables like gender, stream and mother's which were statistically significant at < 0.05 level of significance ($\chi^2 = 12.42$; $df = 2$; $p = 0.00$) ($\chi^2 = 17.56$; $df = 6$; $p = 0.00$) ($\chi^2 = 16.60$; $df = 6$; $p = 0.01$) respectively. Other variables such as age, class, father's education, type of family, residence, time spent on social sites, mostly used social network platform and socio economic status were statistically non significant ($p < 0.05$).

DISCUSSION:

Social media has become an integral part of the lives of school students. It has transformed the way they communicate, connect, and share information. However, there is growing concern about the impact of social networking addiction on their academic stress levels. In this study the aim to explore the relationship between social networking addiction and academic stress among school students. By understanding this connection, we can develop strategies to support students in managing their social media use and promoting their well-being.

The current study that more than half (54%) students have no social networking addiction followed by (38%) students had mild addiction. Maximum (58.7%) students had mild stress followed by (38.7%) students had moderate stress and only few (2.7%) students had no stress. Correlation of social networking addiction with academic stress among school students had positive significant association of social networking addiction with academic stress among school students at $p < 0.01$. There was a statistically significant association between social networking addiction with demographic variables like time spent on social sites and mostly used social network platform and between academic stress with demographic variables like gender, stream and mother's at $p < 0.05$.

This study is supported by the study conducted in medical students showed that 360 students were enrolled by stratified random sampling. The mean social networking addiction was higher in male students (52.65 ± 11.50) than in female students (49.35 ± 13.96) and this difference was statistically significant ($P < 0.01$). There was a negative and significant relationship between students' addiction to social networking and their academic performance ($r = -0.210, p < 0.01$).

CONCLUSION

It can be concluded that more than half (54%) students have no social networking addiction. Maximum (58.7%) students had mild stress and correlation of social networking addiction with academic stress among school students had positive significant association of social networking addiction with academic stress among school students at $p < 0.01$.

Based on the findings of present study, it is recommended that similar studies should be conducted on a large sample and on different classes to assess the level of social networking addiction and academic stress.

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