Abstract

Internet is a very essential element of life which cannot be unheeded. There is a surely a drastic change in today’s life, today is the age of digital technology. The world has been uniform by the World Wide Web (www). Today we live in a country where contacting someone, sharing our feelings as well as our thoughts, opinions is just a click away and the main contribution of this digital technology is “Social media Revolution”. Social Networking sites are now available to satisfy one’s instant social needs. These networking sites have made it possible for the people to contact the friends who lives in a very distant places and also help us to share pictures, videos and audio’s with our near ones. Today it is very difficult to find out the teenager without having account on any social networking site. As they use these sites to keep in touch with friends, colleagues, relatives and nears & dears in order to express their feelings, views & opinions and also academic related problems.

Internet is used for so many purposes viz, Commercial purpose, Health purpose, Educational purpose by a large community but unfortunately we have a huge community including majority of youth and teenagers who use Internet for only social networking sites (Boyd, 2006). Trusov, Bucklin, and Pauwels (2009) reviewed that the phenomena of social network is quite simple to understand, it is a web based facility which allows individuals to build a profile identity and generate subjective associations and connections among themselves and communicate them at a central location.

According to Kuppuswamy and Shankar (2010), Social network websites grab attention of the students and then diverts it towards non-educational and inappropriate actions including useless chatting. On the basis of the above statement we can say that social networking sites may badly affect the academic life and learning experiences of the student. Whereas on the
other hand, Liccardi et al., (2007) reviewed that the students are socially connected with each other for sharing their daily learning experiences and do conversation on several topics.

NEED AND IMPORTANCE
The people would use the social media in order to pour all their emotions, feelings and thoughts, sharing their journeys now became an ordinary thing for the social media users. Apart from expressing their emotions and ideas, people use the sites in order to communicate with other people. They are able to keep in touch with friends, relatives or well-wishers who live in distant places. This makes everything convenient for the youth, but our youth should know how to utilize the social media effectively, as the users mostly remain in chatting and other entertaining purposes, however social media is powerful tool to disseminate the knowledge and enhances ones cognitive ability.

As we all know that with the revolution of social media, it becomes easier to catch anybody at any time but the users should know how to utilize the social media efficiently & properly.

As the social media is the new area of research & is the current or need based problem. The work in this field has been done in some developed countries like USA, UK and others and the researcher felt that less work has been done in our country especially in the state of Jammu and Kashmir and the researcher felt that there is a great scope of research in this very respective field. The researcher is feeling so many effects of various social networking sites on the different communities of students like secondary school students, higher secondary school students, graduate students and post graduate students and the researcher or investigator wants to study the impact of social networking on

**Higher secondary school students**, Like social media is related to various aspects of personality like, Self-esteem, adjustment, social awareness and above all academic achievement of school going children. As, the various studies shows different influence on all these aspects of personality. Like many studies show, negative correlation between self-esteem and social media and
between social media and adjustment where as various studies shows positive correlation between social media and social awareness and between social media and academic achievement of students. As there are so many student users who prefer to explore the functional side of all these sites by using it for scholastic or academic purposes. There are students who would arrange online conferences, workshops in order to talk regarding the projects after the school hours. Students can also share lectures of different universities available on You-tube and can clarify their concepts in order to enhance their grades or academic achievement. Thus from this exercise we can conclude that social media is positively correlated with the academic achievement of students.

In view of the above trends and gaps the investigator has undertaken to compare on two group’s viz. Users and Non-users. The present study is to assess the self-esteem, adjustment, social awareness and academic achievement. Thus the present study has been designed to examine the impact of social media on self-esteem, adjustment, social awareness and academic achievement of higher secondary school students.

STATEMENT OF THE PROBLEM

The problem for the present investigation has been formulated as under:

“Impact of Social Media on Self-esteem, Adjustment, Social Awareness and Academic Achievement of Higher Secondary School Students”

OPERATIONAL DEFINITIONS OF TERMS AND VARIABLES

The important variables and concepts which the investigator had included in the present study was- Social media, Self-esteem, Adjustment, Social awareness and Academic achievement. These terms and variables have been operationally defined as under:

1. Social Media: Social media or Social network is a tie in order to study the relationships between individuals, groups, organizations, or even entire societies (social units). In the present study social media is assessed by maximum hours spent by the sample subjects, constructed by investigator herself with the help of supervisor.
2. **Self-esteem:** Self-esteem of Secondary school students for the purpose of present investigation refers to the scores obtained by the sample subjects on Cooper Smith’s Self-esteem inventory.

3. **Adjustment:** Adjustment of Secondary school students for the purpose of present investigation refers to the scores obtained by the sample subjects on Hosoce’s adjustment inventory on various dimensions viz, Home, Social, Emotional and School.

4. **Social Awareness:** Social awareness of Secondary school students for the purpose of present investigation refers to the scores obtained by the sample subjects on various dimensions viz; Knowledge, Attitude and Diagnosis measured by Nadeem-ijlal’s social awareness scale.

5. **Academic Achievement:** Academic achievement of Secondary school students for the purpose of present investigation refers to the knowledge attained or skill developed in the school subjects. So academic achievement means the achievement of students in academic subjects. For this purpose, the aggregate marks obtained by the subjects in the previous class served as measure of academic achievement.

**OBJECTIVES OF THE STUDY**

The objectives for the present study were framed as under:

1. To study the extent of usage of various portals of social networking by Higher Secondary school students.

2. To identify ‘Users (U) & ‘No users’ (NU) on the basis of extent of usage of Social Networking.

3. To study & compare “Self- esteem” of ‘Users (U) & ‘No users’ (NU) of Higher Secondary school students.

4. To study & compare “Adjustment” of ‘Users (U) & ‘No users’ (NU)’ of Higher Secondary school students.

5. To study & compare “Social awareness” of ‘Users (U) & ‘No users’ (NU) of Higher Secondary school students.
6. To study & compare “Academic achievement “of ‘‘Users (U) &’No users (NU) of Higher Secondary school students.

HYPOTHESES

The following hypotheses were formulated for the present study:

1. Users & Non-users differ significantly in their Self-esteem.
2. There is a significant difference between ‘Users’ & ‘No users’ on various dimensions of “Adjustment”.
3. There is a significant difference between ‘Users’ & ‘No users’ on various dimensions of “Social awareness”.
4. There is a significant difference between ‘Users’ & ‘No users’ on their “Academic achievement”.

SAMPLE

The sample for the present study consisted of 300 Rural Urban Users and Non-users of social media of secondary school students. The sample students were in the age range of 16 to 18 years and sample were drawn randomly.

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<tr>
<th>S No.</th>
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<td>01.</td>
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TOOLS

The following tools were employed for the present investigation.

1. **Information Blank:** In order to collect the information regarding the use of social media. A research constructed self constructed information blank on Social Media among the Secondary school students.

2. **Self-Esteem inventory:** Self-esteem of higher secondary school students was assessed with the help of self-esteem inventory adopted by Cooper Smith in 1967.
3. **HOSOCES Adjustment Inventory:** In order to assess the adjustment among higher secondary school students Nadeem’s Hosoces Adjustment Inventory (HAI) were administered.

4. **Social Awareness Scale:** Social Awareness of higher secondary school students was measured with the help of Nadeem-Ijlal’s Social Awareness Scale (NISAS).

5. **Academic Achievement:** Academic achievement for the present investigation was measured in terms of the marks secured by college students in their previous examination.

**MAJOR FINDINGS**

The study has obtained the real and major findings of the study are given below:

1. **Extent of usage of various portals of social networking by Higher secondary school students:**
   1.1. Percentage of Male Users is 29.7% and Non Users is 28.6% while as the number and percentage of Female Users is 70.3% and Non Users is 71.4%.
   1.2. Percentage of social media users in Bandipora, Baramulla and Srinagar are 36.2%, 28.7% and 35.1% respectively. Highest percentage of users of social media were present in Bandipora district 36.2% followed by Srinagar district 35.1% and lowest were present in Baramullah district 28.7%.
   1.3. Highest percentage of social media users are Facebook users 88.61% followed by WhatsApp (80.20%), You tube (32.67%), Instagram (19.30%), Twitter (14.85%), and lowest is Google+ (6.43%) and others 8.41%.
2. Self-esteem of Higher secondary school students of both Users & Non-users of social media

2.1 Only 1.0% of higher secondary school students in all the three districts, Possess low self-esteem, 61.7% possess average self-esteem, and 37.3% possess High Self Esteem.

2.2 Only 1.5% of social media Users of higher secondary school students in all the three districts possess low Self- esteem.

2.3 Social media Users 61.9% and of No-users 61.2% of higher secondary school students possess average self-esteem and 36.6% of social media Users and 38.8% Non-users of higher secondary school students possess high self-esteem.

2.4 There is a significant difference between Users and No users of social media of higher secondary school students on self esteem.

2.5 Non-users possess high self- esteem as compared to Users of Social media of higher secondary school students.

3. Adjustment of Higher secondary school students of both Users & Non-users of social media

3.1. 22.7% forms low Adjustment, 62.3% forms average Adjustment and 15.0% forms High adjustment.

3.2. 21.8% of social media Users of higher secondary school students possess low Adjustment.

3.3. 24.5% Non-users of social media of higher secondary school students possess High adjustment.

3.4. 62.4% Users of social media of higher secondary school students possess Average adjustment.

3.5. 62.2% Non-users of Higher secondary school students possess Average adjustment.

3.6. 15.8% Users of social media of higher secondary school students possess High adjustment.

3.7. 13.3% Non-Users of Higher secondary school students possess High adjustment.
3.8. There is a significant difference between users and non-users on home adjustment.

3.9. There is a significant difference between Users and non-users of social media on Social adjustment.

3.10. There is no significant difference between users and non-users of social media on emotional adjustment.

3.11. There is a significant difference between users and non-users of social media on Social adjustment of Higher secondary school students.

4. **Social Awareness of Higher secondary school students of both Users & Non-users of Social media**

4.1. Only 0.7% of social media users of higher secondary school students possess Low Social Awareness.

4.2. 34.7% of social media users of higher secondary school possess Average social awareness.

4.3. 64.7% of social media users of higher secondary school student’s High social awareness.

4.4. 1.0% social media Users of Higher secondary school students in all the three districts possess Low Social Awareness.

4.5. 42.9% social media Users and 30.7% No-users of higher secondary school students in all the three districts possess average Social Awareness.

4.6. 68.3% social media Users and 57.1% No-users of higher secondary school students in all the three districts possess High Social Awareness.

4.7. There is a significant difference between social media Users and Non-users of higher secondary school students on Knowledge and Diagnosis dimensions of Social awareness.

4.8. There is no significant difference between Users and Non-users on Attitude dimension of Social awareness.

4.9. There is a significant difference between Users and Non-users of social media on social systems of higher secondary school students.
4.10. There is no significant difference between Users and Non-users of social media on social evils of higher secondary school students.

5. **Academic Achievement of users and Non-users of social media of higher secondary school students.**

5.1. The 53.7% students possess grade A1, 36.0% students possess grade A2, 7.3% students possess grade B1, 1.0% students possess grade B2, 1.7% students possess grade C1 and only 0.3% student possess grade C2.

5.2. Among 202 users, 56.4% possess grade A1, 35.6% possess grade A2, 5.9% possess grade B1, 1.0% possess grade B2, and 1.0% possess grade C1 however, there is no student in grade C2 and D.

5.3. Among Non-Users 48.0% possess grade A1, 36.7% possess grade A2, 10.2% possess grade B1, 1.0% possess grade B2 and 3.1% possess grade C1 1.0% possess grade C2 nevertheless no student fall in grade D.

5.4. There is a significant difference between the Users and Non-users of social media on Academic achievement of higher secondary school students.