A STUDY OF THE SOCIO-ECONOMIC STATUS AND SOCIAL MEDIA ADDICTION AMONG THE STUDENTS FROM SELECTED HIGHER SECONDARY SCHOOL

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ABSTRACT

There are various factors which influence social media addiction but present study only sought to measure the role of socio economic status of the higher secondary school students.. The students were selected from the three different streams and by using survey method (2 X 3) factorial design). The sample of the study consisted of 252 adolescents of age group 15- 18 years (127 boys and 125 girls) studying in higher secondary affiliated to the West Bengal Council of Higher Secondary Education based on random sampling. Two validated questionnaires vetted by experts was used and analyzed by employing quantitative research approach. Regarding social media addiction scores gender and stream wise difference was observed except socio economics status. The present study corroborates the probable relationship between socio economic status and social media addiction.

Key Words: Socio economic status, Social media addiction, Gender, Stream and Higher Secondary School students

INTRODUCTION

The issue of social media addiction is not yet accorded the same importance as other substance addiction, although facebook addiction often resembles symptoms of drug, chemical and substance addiction. The term internet addiction was used by *Goldberg* (1996) to depict undesirable effect of excessive engagement with internet activities. Earlier, *Kandell* (1998), *Griffith* (2000) mentioned the severe psychological dependency and its impact on behavior in the context of excessive use of internet. Young (2004) mentioned the symptoms of social media addiction are mood modification, salience, tolerance, conflict, neglect of personal life, mental preoccupation and escapism. The Diagnostic and Statistical *Manual V* (2013) developed by the American Psychiatric Association included Internet Use Disorder (IUD) and described the accompanying symptoms.

Ferlander (2003) in this respect reported the contribution of facebook in enriching social capital. According to *Valkenburg et al* (2009), teen agers and young adults are able to connect with their peers in a more positive ways through face book because of its intimate atmosphere. Lately web based groups and electronic media have promoted social networking in an unparallel manner. As many as nine motives were identified by *Foregger* (2008) in her study, which are passing time, social information, utilities and upkeep, channel use, marketplace, maintaining and establishing old relations, social comparisons, attractiveness and interconnectedness. Among various such sites social media is one such network which allows the registered users to create profiles, upload photos and keep in touch with friends and family members. *Rao and Madan* (2013) reported that it is the most visited social networking in India. It is ranked as number one among such sites in 2010 with 20.9 million visitors. Mostly used by young people, the site is easily accessible and a powerful toolkit helping people to organize activities, events or groups and generally satisfy the psychological and social needs by staying connected.

Nyland et. al (2007) mentioned five motives in this respect. Statistically speaking, Karacic and Oreskovic (2017), in their study mentioned that 84% adolescents mostly used the Internet for entertainment, more female (20%) than male adolescents (12%) used it for school/work respectively. According to *Santor* (2000) peer pressure is the insistence and encouragement of the same age group individuals to make an individual to do something even an adult person feels the pressure to move along with his group and only one of three persons can say no to peer pressure. Socio economic status may be positive and negative as well. Okonta (2007), shown that relationship between levels of socio-economic status and adolescents' involvement in various risk-taking behaviours. Rodgers (2009) As a result of High socio economic status influence the

adolescents develop their sense of identity, learn to take positive risks, form own ideas, learn healthy life style and other skills. However, the skills like controlling impulses, resisting pressure, rational thinking are yet to develop properly during this stage. There are various factors which influence social media addiction but present study only sought to measure the role of socio economic status and of the under higher secondary school students.

Objectives of the study
The following are the objectives of the proposed project-
- The level of socio economic status and social media addiction leading of the higher secondary school students.
- Whether there is any significant effect of gender and stream on these students' socio economic status and social media addiction scores.
- To explore the relationship among the socio economic status and social media addiction scores.

Hypotheses
The following hypotheses were framed to achieve the above mentioned objectives.
H_o1-There will be no difference between boy and girl students in respect of socio economic status scores.
H_o2-There will be no difference between boy and girl students in respect of level of social media addiction scores.
H_o3- There will be no difference in socio economic status scores among the students of arts, science and commerce stream.
H_o4- There will be no difference in social media addiction scores among the students of arts, science and commerce stream.
$H5$- There will be positive correlation between scores of socio economic status and social media addiction.

METHODOLOGY
Sample and Population
This study employs a quantitative research approach by using survey method and 2 X 3 factorial design. The sample of the study consisted of 252 adolescents of age group 18- 20 years (127 boys and 125 girls) studying in higher secondary school students affiliated to the West Bengal Council of Higher Secondary Education based on random sampling. The students were selected from the three different streams of study namely arts, science and commerce.

Variables of the Study
The Variables have been discussed in detail as important terms of the present of the study. In the section a brief discussion of the variables are given below:

Table No.-1: Summary of the Variables

Name of the Variables	Nature of the variables	Types	Subscales/Categories	Mode of Assessment
1. Socio economic status	Continuous	Independent/ Dependent	three indicators- income, education and occupation	Questionnaire
2. Social media addiction	Continuous	Independent/ Dependent	Single Score	Questionnaire
3.Gender	Sampling category	Independent	Boy and Girl categories	Information from the respondents
4. Stream	Sampling category	Independent	Arts, Commerce and Science	Information from the respondents

Instruments
In this study three standardized questionnaires were used to collect relevant data. Both the questionnaires were translated in Bengali and their psychometric properties were ascertained.
Socio-economic Status Scale: The socio-economic status scale developed by Kuppuswamy (2010) was used to measure the students' socio-economic status. For developing the socio economic status (SES) scales three indicators namely, income, education and occupation as proposed in Kuppuswamy's socio economic status. This instrument was prepared on a 7-point scale.
Social Media Addiction Scale - Student Form: The scale was developed and standardized by Şahin (2019). In the present study this was used which included 5-point Likert-type scale consisting of 29 items grouped under 4 factors.

RESULTS AND DISCUSSION

The descriptive statistics of the three types of variables namely socio economic status and social media addiction are shown in the Table No. 2.

Table No.-2: Showing the Means, Medians, Modes SDs and Skewness and Kurtosis of the Scores of Socio Economic Status and Social Media Addiction of the Higher Secondary School Students

	Socio Economic Status	Social Media Addiction
N	252	252
Mean	40.03	74.81
Median	40.00	76.00
Mode	38[a]	74
Std. Deviation	4.395	6.982
Variance	19.318	48.747
Skewness	-.334	-1.053
Kurtosis	.321	.505
Range	24	32
Minimum	26	55
Maximum	50	87
Sum	10087	18851

The descriptive statistics in Table -2 for socio economic status the scores of mean, median and mode show an average performance ranging 40.03 except other variables. In case of the socio economic status (SD-4.395) the scores are more clustered around mean than the scores of social media addiction (SD-6.982). It is evident that scores of the two variables asymmetrically distributed with the scores negatively skewed (socio economic status-0.334, and social media addiction-1.053).

Table No. 3: Showing the Means and SDs of the Scores of Socio Economic Status and Social Media Addiction of the Higher Secondary School Students of the Girls and Boys

Gender		Socio Economic Status	Social Media Addiction
Girls	Mean	39.98	76.24
	N	127	127
	S.D.	4.212	5.836
Boys	Mean	40.08	73.35
	N	125	125
	S.D.	4.591	7.736

Table No-3, shows that socio economic status scores of the boy students (M=40.08 and S.D. = 4.591) is higher than girl students (M= 39.98 and S.D. = 4.212). and social media addiction score of the girl students (M=76.24and S.D. = 5.836) is higher than boy students (M=73.35 and S.D. = 7.736).

Table No.4: Showing the Means and SDs of the Scores of Socio Economic Status and Social Media Addiction of the Higher Secondary School Students of Different Streams Namely Arts, Science and Commerce

Stream		Socio Economic Status	Social Media Addiction
Com	Mean	39.10	75.64
	N	81	81
	S.D.	4.576	6.476
Arts	Mean	40.22	77.44
	N	108	108
	S.D.	3.932	4.572
Science	Mean	40.89	69.21
	N	63	63
	S.D.	4.749	7.891
Total	Mean	40.03	74.81
	N	252	252

	S.D.	4.395	6.982

Table No-4, shows that socio economic status scores of the science students (M= 40.89 and S.D. = 4.749) is higher than arts students (M= 40.22 and S.D. = 3.932) and commerce students (M=39.10 and S.D. = 4.576). Table indicates also social media addiction score of the arts students (M=77.44 and S.D. = 4.572) is higher than science students (M=69.21 and S.D. = 7.891) & commerce students (M=75.64 and S.D. = 6.476).

Table No. 5: Showing the ANOVA Results of the Socio Economic Status Scores in Respect of Gender and Stream

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Main Influence Gender (A)	4.745	1	4.745	0.248	0.619
Stream (B)	115.258	2	57.629	3.011	0.051
First order Interaction Influence Gender and Stream (A x B)	11.869	2	5.934	0.310	0.734
Error	4708.499	246	19.140		
Total	408609.000	252			
Corrected Total	4848.806	251			

a. R Squared = .029 (Adjusted R Squared = .009)

First Main Influence (A)

From the Table-5, it indicates that gender differed significantly on their socio economic status scores. This might be interpreted as: there was a non-significant main effect of gender on their socio economic status scores [F (1/246) =0.248, P=0.619].

Second Main Influence (B)

The second main effect of stream was not significant. This finding could be reported as: there was a non-significant main effect of stream [F (1/246) =3.011, P=0.051].

This Result indicates that $H_0 1$ and $H_0 3$ are accepted

Table No. 7: Showing the ANOVA Results of the Social Media Addiction Scores in Respect of Gender and Stream

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Main Influence Gender (A)	944.660	1	944.660	27.711	0.000
Stream (B)	3220.556	2	1610.278	47.236	0.000
First order Interaction Influence Gender and Stream (A x B)	305.171	2	152.586	4.476	0.012
Error	8386.093	246	34.090		
Total	1422395.00	252			
Corrected Total	12235.472	251			

a. R Squared = .315 (Adjusted R Squared = .301)

First Main Influence (A)

From the Table-7, it might be concluded that there was a significant effect of gender on social media addiction scores. This might be interpreted as: there was significant main effect of gender [F (1/246) = 27.711, P<0.01].

Second Main Influence (B)

The third main effect of stream was also significant. This finding could be reported as: there was significant main effect of stream [F (1/246) =47.236, P<0.01].

This Result indicates that $H_0 2$ and $H_0 4$ are rejected

Table No. 8: Showing the Relation between Scores of Socio Economic Status and Social Media Addiction of the Higher Secondary School Students

		Socio Economic Status	Social Media Addiction
Socio Economic Status	Pearson Correlation	1	0.011
	Sig. (2-tailed)		0.863
	N	252	252
Social Media Addiction	Pearson Correlation	0.011	1
	Sig. (2-tailed)	0.863	
	N	252	252
**. Correlation is significant at the 0.01 level (2-tailed).			

From the above table it may be concluded that significant positive correlation exists between socio economic status and social media addiction scores [f = 0.863, p<0.01] except other relationship.

This Result indicates that H5 is accepted

CONCLUSION

The students from science stream were least involved among the sample group. The scores of social media addiction scale showed the significant gender difference with girl students felt more pressured. The stream wise difference was also found to be statistically significant where the mean score of arts students was highest followed by commerce and science students' scores. Stream wise difference was also observed in this respect where students belonging to arts stream were frequent users than those of commerce stream. But no statistically significant difference was observed regarding the scores of socio economic status. Anti social behavior like playing truant, smoking, alcohol and drug use and risk taking behavior are the result of peer pressure (Esen *and Gundogdu,* 2010). *Esen and Gundogdo* (2010) argued that internet addicted adolescents have lower social skills which make them vulnerable to peer pressure. However, it is also observed that excessive users (adolescents) of internet interact less with peers and have incompetent relationship quality (Harman*, Hansen, Cochran & Lindsey,* 2005). The association of two variables was observed by other researchers. The present study corroborates the probable relationship between socio economic status and social media addiction.

Limitations

Limitation of the study is the very small size of the sample. The qualitative study of the research has not been included due to paucity of time. It is required to understand the relationship between the variables in depth. The effects of different psychological variables like acquiring knowledge, relevant concept, analytical power and cognitive ability etc were not included in the present study.

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