Social Networking Sites usage and Academic Deviance among Girl students of Higher Secondary Schools in Kerala

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Abstract

Social networking sites are web based services that create virtual communities in which people connect and interact with friends, family and acquaintances; it also offers platform for sharing multimedia objects. Younger generations, especially students are the major and frequent users of social networking sites. Shifting trend and behaviour is seen among students with the advent of new multimedia technology and they are more dependent on technology so that it is imperative to find out its effects on the academic activities and whether it is leading to any deviance on their part. The present study investigates the extent of academic deviance and its relation with usage of social networking sites among higher secondary school female students. Data for the study was collected from 160 higher secondary school female students using social media with the help of the academic deviance scale. Percentage, ANOVA, correlation and regression were used to test the significance of difference. Study reveals that there exists significant difference in the academic deviancy score among the various levels of social media users.

INTRODUCTION

Social networking sites are web based services that create virtual communities in which people connect and interact with friends, family and acquaintances. It offers a platform to share opinions, photos, music and videos on particular subjects or just online hangout (Khurana, 2015; Murray and Waller, 2007). Social

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networking apps can be referred as community based web sites, online discussion forums, chat rooms and other online social spaces. Kaplan and Haenlein (2010) defined social media as the interaction among people, through which they create, share, and/or exchange information and ideas in virtual communities and networks via social media sites. According to Bertot et. al (2010), the concept of social media is based on four main pillars: partnership, participation, enablement and time. Through the use of social media, users achieve some form of sanctioning that allows a free forum for interactions (Duggan and Smith, 2013).

Social media networks are designed for the intention of communal acquaintances (Eijkman, 2009). Today's students are accessing Facebook and Twitter to connect and share information with those around them (Virkus, 2008). Social media encompasses a wide range of tools and apps such as wikis, blogs, video sites and other online forms.

Social networking sites play vital role in daily lives. Changing trend and behaviour can be observed among adolescents with the advent of new technology. They are more dependent on technology so that it is imperative to find out its effects on the behaviour of adolescents, and whether it is leading to any deviance on their part. Deviancy refers to the condition of being abnormal. In Sociology, deviance is explained as an action or behaviour that violates social norms that differ from society to society.

Baldwin et al. (1997) indicated that friendship networks often necessitate access to information and knowledge directly and indirectly and effect of friendship networks on student academic performance has been confirmed. A student's involvement in activities like making friends on social networking sites should be seen as them having access to relevant information that can be channeled towards improving their academic performance. This depends on the ability and willingness of the concerned individual to be able to harness that opportunity and to cope with academic related stress. Academic performance is defined as "...how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers" (K. Banquil et.al. 2011). Deviation from the indicators of academic performance is referred as the academic deviance. This study attempts to answer the questions: What is the extent of academic deviation among girl students of higher secondary schools in Kerala? And, if there is any association between uses of social networking sites and academic deviancy among higher secondary school female students in Kerala.

SIGNIFICANCE OF THE STUDY

The findings of this study will benefit Higher Secondary School administrators to formulate policies to

guide the students properly. It will offer school administrators knowledge and insights in framing the policies and procedures to guide ethical usage of the social networking sites. The study will help the educational practitioners for designing intervention strategies which are more holistic and inclusive of all stakeholders. Moreover the findings will provide the basis for educating students on ethical usage of social networking sites.

METHODOLOGY: THEORETICAL FOUNDATION

Bandura's Social Learning Theory (1971, 1997) and Bourdieu's Social Capital Theory (1986) have been applied in this research work. Students use social networking sites for communication and create virtual social capital. Social networking sites offer a platform for young people to create personal and socially interconnected and interdependent virtual communities where they share their personal data on the base of trust; but some divergent youngsters exploit other young people. Linking this theory with this study, young personnel learn deviant acts from one another via continuous reciprocal interaction through observation; imitation and modeling the attitude of other young individuals. It will adversely affect the academic performance of students and lead to academic deviancy. Further, people use social networking for information and knowledge. People watch films, unethical videos and images to fulfill

their sexual needs. Young adults also utilise users' personal information for blackmailing.

OBJECTIVES OF THE STUDY

1. To know the extent of social networking sites usage among girl students of higher secondary schools in Kerala.

2. To know the extent of academic deviation among girl students of higher secondary schools in Kerala.

3. To find out the relation between use of social networking sites and academic deviancy among girl students of higher secondary school in Kerala.

HYPOTHESES

1. There is no significant difference in the academic deviancy of higher secondary school female students based of the usage pattern of social media.

2. There is no significant correlation between social media usage and academic deviancy of higher secondary school female students.

METHODS AND MATERIALS

Survey method has been adopted in the present research work. The higher secondary school girl students in Kerala form the universe of the study. A total of 160 higher secondary school female students using social media were randomly selected from two schools in Thiruvananthapuram District, Kerala. Two batches consisting of

40 students each from science and humanities were selected. To measure the academic deviance among higher secondary school female students, 12 statements in the five point likert-scale were used. Frequency of login social networking sites, period of using social networking sites and number of active social networking sites were used to measure the level of social networking sites. Analysis of variance, correlation and regression were used for statistically testing the tenability of hypotheses.

RESULTS

Preliminary analysis was carried out to identify the level of cyber media use, academic deviance and the relation between cyber media use with academic deviance. Data were collected from the 160 higher secondary school female students who use the cyber media by giving due weightage to locale and class. Profile of the sample students is presented in Table 1.

It is evident from Table 1, that 52.5 per cent of the students belong to rural area and 47.5 per cent of the respondents belong to the urban area; 36.3 per cent students belong to the family income category below Rs. 20000, 29.4 per cent between Rs. 20001-30000, 23.8 per cent student come under Rs 30001-40000 income group and 10.6a per cent fall in above Rs 40001 annual income category. Based on the family type, 81.3 per cent come from nuclear families and 18.8 per cent from joint families.

Table 2
Usage of various social media

Social Media	Number	Percentage
Facebook	58	36.3
Twitter	88	55.0
WhatsApp	138	86.3
Instagram	22	13.8
Others	6	3.9

It is seen from Table 2 that majority (86.3%) of the higher secondary school girl students were

Table 1
Profile of the respondents

Variable	Group	Number	Percentage
Locale	Rural	84	52.5
	Urban	76	47.5
Income of the family(yearly)	Below Rs 20000	58	36.3
	Rs 20001–30000	47	29.4
	Rs 30001–40000	38	23.8
	Above Rs 40001	17	10.6
Family type	Nuclear	130	81.3
	Joint	30	18.8
Total		160	100.0

using WhatsApp. The percentage of the higher secondary school female students using Facebook and Twitter were 36.3 per cent and 55.0 per cent respectively. Instagram is used by 13.8 per cent of the girl students and only 3.9 per cent of the students were using other social networking sites.

(78.8%) of the respondents were using social media for one to two years; 5 per cent of students used social media for two to four years; 8.1 per cent used social media for above four years. Those who have been using social media only for a year is 8.1 per cent. Table 3 also shows that a significant proportion of the

Table 3
Classification of the respondents based on frequency, period and number of active social networking sites

Frequency of login social networking sites		Period of using social networking sites		Respondents active in social networking sites	
Many times in a day	10 (6.3)	Upto one year	13 (8.1)	1	67 (41.9)
Once in a day	40 (25.0)	1–2 years	126 (78.8)	2	18 (11.3)
Few times in a week	82 (51.3)	2–4 years	8 (5.0)	3	34 (21.3)
Once in a week	28 (17.5)	Above 4 years	13 (8.1)	4	41 (25.6)
Total	160 (100.00)	Total	160 (100.0)	Total	160 (100.0)

The table presents distribution of respondents in the selected schools according to the frequency of login cyber media. The highest proportion of higher secondary school girl students login to social media few times a week is 51.3 per cent and 25 per cent login once in a day. Only 6.3 per cent of the girl students login social media many times a day and 17.5 per cent of the students login to social media once a week. The data highlight that majority of the higher secondary school female students login to social media at least once a day or few times in a week.

When the data was analysed on the basis of duration of usage of social media, it is found that majority

respondents (41.9%) accessed one active account in social networking sites. One fourth of the respondents (25.6%) accessed four active social networking sites. The percentage of female students having active account in three social networking sites was 21.3 per cent and two active social networking sites was 11.3 per cent.

LEVEL OF SOCIAL MEDIA USE

Based on the frequency of login social networking sites, period of using social networking sites and number of active social networking sites; the respondents are classified as the high, medium and low users of social networking sites and is presented in Table 4.

Table 4
Level of social media use

Level of social media use	Number	Percentage
Low	60	37.50
Medium	77	48.13
High	23	14.38
Total	160	100.00

Classification based on the frequency of login social networking sites, period of using social networking sites and number of active social networking sites shows that the percentage of high, average and low users of social networking sites are 37.50 per cent, 48.13 per cent and 14.38 per cent respectively. Study shows that most of the respondents were medium level users of social networking sites.

ACADEMIC DEVIANCY BEHAVIOUR

Academic deviancy behaviour of the higher secondary school female students was assessed by the indicators of academic performance along with their use of social media during academic hours for (non-academic) activities.

Table 5 shows that most of the respondents completed assignments on time (90.00%), scheduled daily study plans (71.8%), followed the study plans (66.25%), used social media to discuss academic content (76.25%), did not use social media when had academic work (61.88%), and did not use social media during study hours (68.13%). But, some of the respondents showed some academic deviancy such as using social media when bored (41.13%), used social media though having academic work (38.13%), used social media during study hours (31.88%), always did last minute work (50.63%), asked someone to do the assignments (34.38%), showed the urge to use social media during school hours

Table 5
Academic deviancy behaviour of the higher secondary school female students

Academic deviancy	Yes		No	
	Number	Percentage	Number	Percentage
Complete assignment on time	144	90.00	16	10.00
Schedule daily study plan	115	71.88	45	28.13
Follow the study plan	106	66.25	54	33.75
Use social media to discuss academic content	122	76.25	38	23.75
Use social media when bored	69	43.13	91	56.88

Use social media though have academic work	61	38.13	99	61.88
Use social media during study hours	51	31.88	109	68.13
Always do last minute work	81	50.63	79	49.38
Asking someone to do the assignment	55	34.38	105	65.63
Urge to use social media during school hours	77	48.13	83	51.88
Use mobile phone in school	25	15.63	135	84.38
Part of any academic group in social media	70	43.75	90	56.25

(48.13%) and used mobile phones in school (15.63%). Academic deviancy score was calculated by providing one score against each of the academic deviancy statements. Analysis of variance was used to compare the academic deviancy score based on the level of social media use and it is presented in Table 6.

of 1.31, 1.44 and 1.96 respectively. Analysis of variance shows that (F = 3.956, p = 0.021) there exist significant difference in the academic deviancy score among the various level of social media users. Academic deviancy score is higher for high level of social media users and lower for low level of social media users. To know the relationship

Table 6
Social media use and academic deviancy

Social media use	N	Mean	Std. Deviation	Std. Error	F	Sig.
Low	60	4.3667	1.31441	.16969	3.959	.021
Medium	77	4.3636	1.44103	.16422		
High	23	5.3043	1.96410	.40954		
Total	160	4.5000	1.50888	.11929		

Table 6 discloses that the academic deviancy mean score of the low, medium and high social media users are 4.37, 4.36 and 5.30 with standard deviations of 1.31, 1.44 and 1.96 respectively.

between the social media use and academic deviancy, correlation was calculated and it is presented in Table 7.

Table 7
Correlation and regression summary of social media use and academic deviancy

Model	R	R-square	Adjusted R square	Standard Error of the Estimate
1	.172a	.029	.023	1.49118

Model	Sum of squares	df	Mean Square	F (p-value)
Regression	10.670	1	10.670	4.798* (.030)
Residual	351.330	158	2.224	
Total	362.000	159		

Dependent Variable: Academic deviancy
Predictors: Constant, Social media use.
Significant at 0.05 level

Table 8
Betas of the Predictor Variable to the Predictor

Model	Unstandardised coefficients		Standardised coefficients	t-value	p-value
	B	*Std. Error*	*Beta*		
(Constant)	3.584	.434	–	8.253	.000
Social media use	.143	.065	.172	2.191	.030

Correlation analysis reveals that, there exist significant positive correlation (r = 0.172; p = 0.030) between the variables, social media use and academic deviancy among higher secondary girls students. Table 7 also shows the value of the parameters of the regression analysis between the predictor variable social media use and dependent variable academic deviancy. The result of the analysis shows that the predictor variable social media use predicts the academic deviancy of the girl students of the higher secondary schools. The predictor variable taken against the criterion variable yielded a coefficient of multiple correlations (R) of 0.172 and adjusted multiple correlation square (R_2) of 0.029. The R_2 value translated is 02.9 per cent. The analysis also gave a Standard Error of 1.491, F-value of 4.798, which is greater than the table value 3.38 and significance at 0.05 level.

Table 8 gives the predictor variables and its coefficients in the regression equation. The beta values, corresponding to the variable social media use, and constant are 0.143, 3.584 and the t-values are 2.191, 8.253 which indicate that social media use and constant are significant at 0.05 level of significance. Among the variables, beta value of all variables shows that they are the positive predicators of academic deviancy. To develop regression equation for predicting the dependent variable academic deviancy (Y) from the predictor variable, social

media use, the following procedure has been used.

The general regression equation of the criterion variable Y, in terms of the predictor variable, social media use (X) is given by

Academic deviancy (Y) = Social media use X 0.134 + 3.584.

FINDINGS AND DISCUSSION

Major findings of the study on social networking sites usage and academic deviance among girl students of higher secondary schools in Kerala are—

- Majority (86.3%) of the higher secondary school female students are using WhatsApp; the percentage of the higher secondary school female students using Facebook and Twitter are 36.3per cent and 55.0per cent respectively. Social media networking site Instagram is used by 13.8 per cent of the female students.

- The highest proportion of higher secondary school female students (51.3%) usually login to social media few times a week and 25 per cent login once in a day.

- Major (78.8%) proportion of the higher secondary school girl students have been using social media for one to two years.

- Study also shows that a significant proportion of the respondents (41.9%) have one active account in social networking site whereas, one fourth of the respondents (25.6%) have account in four active social networking sites.

- Study shows that most of the higher secondary school girl students are medium level users of social networking sites.

- Analysis of variance shows that (F = 3.956, p = 0.021) there exists significant difference in the academic deviancy scores among the various levels of social media users. Academic deviancy score is higher for high level of social media users and lower for low level of social media users.

- Correlation analysis reveals that, there exist significant positive correlation (r = 0.172; p = 0.030) between social media use and academic deviancy among higher secondary girl students.

- Regression analysis shows that among the variables, beta value of social media use is the positive predicator of academic deviancy.

CONCLUSION

The aim of present research work is to investigate the level of social media use and academic deviancy and its relation among higher secondary school female students. Study reveals that majority of the higher secondary school female students login to social media few times a week or once in a day. Majority of the respondents have been using social media for one to two years. Majority of them also had one active account in social networking sites and one fourth of the respondents had four active social networking sites. Study shows that most of

the higher secondary school female students are medium level users of social networking sites. Analysis of variance shows that there exists significant difference in the academic deviancy score among the various levels of social media users. Academic deviancy is higher for high level of social media users and it is lower for low level of social media users. Correlation analysis reveals that, there exists significant positive correlation between the variables social media use and academic deviancy among higher secondary girl students. Hence, it is essential to properly guide and channelise the higher secondary school female students regarding the academic use of social media.

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