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Effect of Social Networking Addiction and Academic Self Concept in Adolescents on their Academic Achievement

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Abstract

Psychologists opinion is that a man's personality is a collection of capacities, habits and attitudes which distinguish him from other men. There is something in the man called the 'self' in the form of 'I am', 'I think', 'I feel', 'I perceive' and 'I act' giving a life force to the individual. Social networking is an addiction if it is not used for educational purposes or for business. The academic achievement effects if child is engaging more in social network sites. The present paper deals that how much social networking is an addiction to an individual and its effect on their academic achievement. Self–concept is one of the most dominating factors influencing the 'individual's behaviour. Success and other pleasurable events in life lead to the enhancement of self concept while failure, frustration and other designating experiences lower the concept of self. It is observed that self concept has close connection with some personal aspects like learning, motivation, attitudes, perception, adjustment and discipline and other successes of the individual in and out of the school. The present paper is an extract of Ph.D. work.

Introduction

William James defined 'self' as 'all that one is tempted to call by the name of ME'. He describes two aspects of the self the 'material ME' and the 'social ME' Coleman's view of self has two facts the self as object and the self as a process. The self as object is the individual's self image. This image incorporates the perception of what he is really like (self – identity) his value as persons (self –evaluation) and his aspirations for growth and accomplishment (self ideal).

For Freud, self concept (or ego) arises from the interplay between the biological and instinctual urges of the 'Id' and modifying influences of the culture and parental strictures forming the superego. Jung and Adler are a bit close to Indian concept of self. For Jung 'self' is the centre of the personality around which all the systems are constellated. It holds the systems together and provides the personality with unity, equilibrium and stability.

For Rogers, the self or the self – concept denotes the organized, consistent, conceptual gestalt composed of perceptions of the characteristic of 'I' or 'me' and the perception of the relationship of 'I' or 'me' to others and to various aspects of life together with the values attached to these perceptions.

Now a day, it is commonly observed that with the advancement of social networking sites like internet, Twitter, Facebook, WhatsApp, Friendster, MySpace, Chat On etc., the students studying in secondary schools especially adolescents are addicted to social networking. It is evident that many sites are being used as tool by adolescents for all the activities from dawn to dusk. Children are much addicted of mobile phones to use, Facebook, Twitter, WhatsApp etc. that they remain on phone during social situations or in the presence of family. Sometimes, it is used by them to bully others but excessive use of social networking sites can cause or worsen health problem and academic achievement of adolescents. The addiction of social networking affects the academic achievement to large existents. The students who are addicted social networking sites, wastes

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their valuable time in such activities which hampers their academic achievements.

Hence, there is an urgent need for generating awareness of ill affects of social networking addition in view of the previewing situations.

Since academic achievement has been one of the most important goals of the educational process and in today's competitive world it has become an index of child's future. The investigator decided to investigate the problems, that is, "effect of social networking addiction and academic self-concept in adolescents on their academic achievement"

Aim of the Study

Now a day, it is commonly observed that with the advancement of social networking sites like internet, Twitter, Facebook, WhatsApp, Friendster, MySpace, ChatOn etc., the students studying in secondary schools especially adolescents are addicted to social networking. It is evident that many sites are being used as tool by adolescents for all the activities from dawn to dusk. Children are much addicted of mobile phones to use, Facebook, Twitter, Whatapp etc. that they remain on phone during social situations or in the presence of family. Sometimes, it is used by them to bully others but excessive use of social networking sites can cause or worsen health problem and academic achievement of adolescents. The addiction of social networking affects the academic achievement to large existents. The students who are addicted social networking sites, wastes their valuable time in such activities which hampers their academic achievements. Hence, there is an urgent need for generating awareness of ill affects of social networking addition in view of the previewing situations.

Since academic achievement has been one of the most important goals of the educational process and in today's competitive world it has become an index of child's future. The investigator decided to investigate the problems, that is, "effect of social networking addiction and academic self concept in adolescents on their academic achievement"

Objective

1. To study the effect of social networking addiction and academic self-concept on the academic achievement of adolescents.
2. To study the effect of social networking addiction and academic self-concept on the academic achievement of urban female adolescents.
3. To study the effect of social networking addiction and academic self-concept on the academic achievement of rural female adolescents.
4. To study the effect of social networking addiction and academic self-concept on the academic achievement of urban male adolescents.
5. To study the effect of social networking addiction and academic self-concept on the academic achievement of rural male adolescents.

Hypotheses

1. There will be no significant effect of social networking addiction and academic self-concept on the academic achievement of adolescents.
2. There will be no significant effect of social networking addiction and academic self-concept on the academic achievement of urban female adolescents.
3. There will be no significant effect of social networking addiction and academic self-concept on the academic achievement of rural female adolescents.
4. There will be no significant effect of social networking addiction and academic self-concept on the academic achievement of urban male adolescents.
5. There will be no significant effect of social networking addiction and academic self-concept on the academic achievement of rural male adolescents.

Analysis and Interpretation

Hypothesis -1: There will be no significant effect of social networking addiction and academic self concept on the academic achievement.

Table No. 1: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.201	.040	.038	10.164

From the above table 1 it can be interpreted the value of r is 20 which means that there is relation between social networking addiction, academic self concept and the academic achievement. However the value of r square is .040 which means that four percent variation academic achievement is explained by social networking addiction and academic self concept.

Anova table showing the effect of social networking addiction and academic self concept on the academic achievement

Table No. 2: ANOVA[b]

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1646.057	1	1646.057	15.934	.000[a]
	Residual	39153.586	379	103.308		
	Total	40799.643	380			

The above table 2 reveals the calculated value of f is 15.93 which is greater than the table value at 0.05 level of significance which means that the social networking addiction and academic self concept has effect on the academic achievement .Hence the hypothesis stating that there will be no significant effect of social networking addiction and the academic self concept on the academic achievement is rejected.

Coefficients summary table showing the effect of social networking addiction and academic self concept on the academic achievement

Table No. 3: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	121.981	7.198		16.947	.000
	acadamic self concept	-.159	.040	-.201	-3.992	.000

The table 3 depicts that the calculated value of p is .00 which is less than the table value at 0.05 level of significance which reveals that there is a significant effect of social networking addiction and the academic self concept on the academic achievement. Hence the hypothesis stating that there will be no significant effect of social networking addiction and the academic self concept on the academic achievement is rejected.

Hypothesis -2: there will be no significant effect of social networking addiction and academic self concept on the academic achievement of rural female students

Table No.:4:Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.373[a]	.139	.131	7.40870

From the above table 4 it can be interpreted the value of r is .37 which means that there is relation between social networking addiction, academic self concept and the academic achievement. However the value of r square is .13 which means that thirteen percent variation in academic achievement is explained by social networking addiction and academic self concept.

Anova table showing the effect of social networking addiction and academic self concept on the academic achievement of rural female students

Table No. 5: ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	870.727	1	870.727	15.863	.000[a]
	Residual	5379.113	98	54.889		
	Total	6249.840	99			

The above table 5 reveals the calculated value of f is 15.86 which is greater than the table value at 0.05 level of significance which means that the social networking addiction and academic self concept has effect on the academic achievement of rural female students .Hence the hypothesis stating that there will be no significant effect of social networking addiction and the academic self concept on the academic achievement of rural female students is rejected.

Coefficients summary table showing the effect of social networking addiction and academic self concept on the academic achievement of rural female students

Table No. 6:Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	136.155	10.370		13.130	.000
	ASCRG	-.230	.058	-.373	-3.983	.000

The table 6 depicts that the calculated value of p is .00 which is less than the table value at 0.05 level of significance which reveals that there is a significant effect of social networking addiction and the academic self concept on the academic achievement of rural female students. Hence the hypothesis stating that there will be no significant effect of social networking addiction and the academic self concept on the academic achievement rural female students is rejected.

Hypothesis -3: There will be no significant effect of social networking addiction and academic self concept on the academic achievement of urban female students

Table No. 7:Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.282[a]	.080	.070	9.96036

From the above table 7 it can be interpreted the value of r is .28 which means that there is relation between social networking addiction, academic self concept and the academic achievement of urban female students. However the value of r square is .080 which means that eight percent variation in academic achievement of urban female students is explained by social networking addiction and academic self concept.

Anova table showing the effect of social networking addiction and academic self concept on the academic achievement of urban female students

Table No. 8: ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	841.650	1	841.650	8.484	.004[a]
	Residual	9722.460	98	99.209		
	Total	10564.110	99			

The above table 8 reveals the calculated value of f is 8.48 which is greater than the table value at 0.05 level of significance which means that the social networking addiction and academic self concept has effect on the academic achievement of urban female students .Hence the hypothesis stating that there will be no significant effect of social networking addiction and the academic self concept on the academic achievement of urban female students is rejected

Cofficients table showing the significant effect of social networking addiction and academic self concept on the academic achievement of urban female students.

Table No. 9:Coefficients[a]

Model	Un standardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	133.543	14.527		9.193	.000
ASCUG	-.233	.080	-.282	-2.913	.004

The table 9 depicts that the calculated value of p is .00 which is less than the table value at 0.05 level of significance which reveals that there is a significant effect of social networking addiction and the academic self concept on the academic achievement urban female students. Hence the hypothesis stating that there will be no significant effect of social networking addiction and the academic self concept on the academic achievement of urban female students is rejected.

Hypothesis -4: There will be no significant effect of social networking addiction and academic self concept on the academic achievement of urban male students

Table No. 10:Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.055[a]	.003	-.007	11.94143

From the above table 10 it can be interpreted the value of r is ..055 which means that there is no relation between social networking addiction, academic self concept and the academic achievement of urban male students. However the value of r square is .003 which means that variation in academic achievement of urban male students is not explained by social networking addiction and academic self concept.

Anova table showing the effect of social networking addiction and academic self concept on the academic achievement of urban male students

. Table No. 11: ANOVA[b]

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	42.818	1	42.818	.300	.585[a]
Residual	13974.572	98	142.598		
Total	14017.390	99			

The above table 4.11 reveals that the calculated value of f is .30 which is less than the table value at 0.05 level of significance which means that the social networking addiction and academic self concept has no effect on the academic achievement .Hence the hypothesis stating that there will be no significant effect of social networking addiction and the academic self concept on the academic achievement is accepted.

Coefficients summary showing the effect of social networking addiction and academic self concept on the academic achievement of urban male students

Table No. :12:Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	102.557	16.917		6.062	.000
ASCUB	-.051	.093	-.055	-.548	.585

The table 12 depicts that the calculated value of p is .58 which is greater than the table value at 0.05 level of significance which reveals that there is no significant effect of social networking addiction and the academic self concept on the academic achievement of urban male students. Hence the hypothesis stating that there will be no significant effect of social networking addiction and the academic self concept on the academic achievement urban male students is accepted.

Hypothesis -5: There will be no significant effect of social networking addiction and academic self concept on the academic achievement of rural male students.

Table No:13:Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.074[a]	.005	-.005	11.14878

From the above table 13 it can be interpreted that the value of r is .074 which means that there is no relation between social networking addiction, academic self concept and the academic achievement of rural male students. However the value of r square is .005 which means that variation in academic achievement of rural male students is not explained by social networking addiction and academic self concept.

Anova table showing the effect of social networking addiction and academic self concept on the academic achievement of urban male students

Table No.: 14: ANOVA[b]

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	67.061	1	67.061	.540	.464[a]
Residual	12180.939	98	124.295		
Total	12248.000	99			

The above table 14 reveals the calculated value of f is .540 which is less than the table value at 0.05 level of significance which means that the social networking addiction and academic self concept has no effect on the academic achievement of rural male students . Hence the hypothesis stating that there will be no significant effect of social networking addiction

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and the academic self concept on the academic achievement of rural male students is accepted.

Coefficients table showing the effect of social networking addiction and academic self concept on the academic achievement of urban male students

Table No. 15: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	105.597	15.013		7.034	.000
	ASCRB	-.061	.083	-.074	-.735	.464

The table 15 depicts that the calculated value of p is .46 which is greater than the table value at 0.05 level of significance which reveals that there is no significant effect of social networking addiction and the academic self concept on the academic achievement rural male students. Hence the hypothesis stating that there will be no significant effect of social networking addiction and the academic self concept on the academic achievement of rural male students is accepted.

Conclusion

1. There is a significant effect of social networking addiction and the academic self-concept on the academic achievement of adolescents.
2. There is a significant effect of social networking addiction and the academic self-concept on the academic achievement of rural female students.
3. There is a significant effect of social networking addiction and the academic self-concept on the academic achievement of urban female students.
4. There is no significant effect of social networking addiction and the academic self-concept on the academic achievement of urban male students.
5. There is no significant effect of social networking addiction and the academic self-concept on the academic achievement of rural male students.
6. There is low positive correlation between social networking addiction, academic self-concept and academic achievement of female (rural & urban) students of adolescents.
7. There is no correlation between social networking addiction, academic self-concept and academic achievement of male (rural and urban) students of adolescents.

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