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Social networking sites dependence and academic performance among Higher Secondary Students, Odisha

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Abstract
Background: The rapid expansion of social networking sites (SNS) has significantly influenced the behaviour and academic life of adolescents. Excessive or uncontrolled use of SNS is emerging as a form of behavioural addiction, potentially affecting academic performance, concentration, and daily functioning. Teenagers, being the most active users of digital platforms, are particularly vulnerable to developing SNS dependence.

Methods: A descriptive cross-sectional survey was conducted among 220 teenagers aged 15-18 years from selected higher secondary schools in Bhubaneswar. Participants were selected using disproportionate stratified random sampling. Data were collected using a socio-demographic questionnaire, Social Media Addiction Scale (SMAS), and an Academic Performance Self-Assessment Questionnaire. Data were analyzed using descriptive statistics, Chi-square test, and Karl Pearson's correlation coefficient.

Results: The study revealed that 57.3% of teenagers had moderate addiction, 32.7% had severe addiction, and only 10% showed mild dependence on social networking sites. Regarding academic achievement, 69.5% demonstrated average performance, 21.8% good, and only 8.6% excellent performance. A statistically significant association was found between SNS dependence and academic performance (Chi square = 62.460, p = 0.000). A significant negative correlation was also observed between SNS addiction and academic performance (r = -0.402, p = 0.000), indicating that higher SNS dependence is linked with poorer academic outcomes.

Conclusion: The findings indicate a high prevalence of social networking site dependence among teenagers, which adversely affects their academic performance. The negative correlation underscores the need for awareness programs, parental monitoring, and school-based interventions to promote healthy and balanced SNS usage among adolescents

Keywords: Social networking sites, teenagers, addiction, academic performance, SNS dependence, adolescents

Introduction

Social networking sites have become an essential part of our daily life. It is being used extensively throughout the world, especially among adolescents and youth. Its problematic use is associated with various psychological symptoms. [1] Internet is used for education, entertainment, social networking, and information sharing.[2] In the field of medicine and healthcare, it helps in practice of evidence-based medicine, research and learning, access to medical and online databases, managing patients in remote areas, and academic and recreational purposes. [3]

According to the data from the US Census Bureau current population of Asia is 3,784,644,000 and in that 1,033,688,491 were internet users and in India current population is 1,305,074,000 and in that 137,000,000 are internet users. Maharashtra is the biggest Indian market with 18% of total internet household followed by Tamil Nadu with 10% and Karnataka 8.27%. [4]

Alex Mary Anju *et al*. (2023) A study to evaluate the efficacy of knowledge regarding impact of social media addiction among school age children in selected schools at Bangalore" Teenagers are keen users of the internet; 87% of teens aged between twelve and seventeen years use the internet, increasing to 94% for Year 11 and Year 12 students. While

these data are from a study in the USA, the numbers are likely to be similar for Australian youth. A recent study found that 72% of teenagers and young adults use social networking sites, compared to 39% of people over 30 years of age. Social networking sites allow users to create a personal profile that can contain personal information, photographs, videos and sound clips. Facebook alone has over 200 million users worldwide. [5]

Diwanji Sanika ,Apr 20,2020 published Digital population in India In a world where social media is everywhere we look, it's hard to imagine a time where platforms like Facebook and Instagram didn't exist. According to the Global Digital Report 2019, there has been a 9% increase in global social media usage since January 2018 and the number of social media users worldwide in 2019 is 3.725 billion. The number of internet users had increased over the years in rural as well as urban areas. This is expected to cross the 600 million mark in 2019. **[6]**

A cross-sectional survey among 676 Korean middle school students assessed internet addiction and interpersonal problems. Using the Korean Internet Addiction Self-Test and the Inventory of Interpersonal Problems, 80.9% were general users, 16% were potential risk users, and 3.1% were high-risk users. Internet addiction showed a significant positive correlation with interpersonal problems. The study emphasized the need for increased awareness and early attention to both high-risk and low-risk students to prevent internet addiction. [7]

A study among 2,793 Taiwanese college students examined the link between internet addiction and adult ADHD, identified which ADHD symptoms were most related, and explored gender differences. Using the Chen Internet Addiction Scale and the Adult ADHD Self-Report Scale, the study found that adult ADHD was significantly associated with internet addiction. Inattention showed the strongest association, followed by impulsivity. The study concluded that screening and managing adult ADHD is essential to reduce vulnerability to internet addiction and to guide preventive strategies. [8]

A survey of 2,735 adolescents in Singapore examined the prevalence and factors related to excessive internet use. The participants had a mean age of 13.9 years, with an almost equal number of boys and girls. While 25% did not use the internet daily, 17.1% used it for more than five hours per day. Excessive use was significantly associated with having no home internet rules, fewer confidants, feelings of sadness or depression, and poorer perceived academic performance. The study emphasized the need for school counselors and teachers to recognize the prevalence and problems linked to excessive internet use. [9]

A cross-sectional study among 360 Iranian medical science students examined the relationship between social networking addiction and academic performance. Using stratified random sampling, the Bergen Social Media Addiction Scale, and students' previous term grades, the researchers found that addiction levels were moderate overall and significantly higher in males than females ($P < 0.01$). Social networking addiction showed a significant negative relationship with academic performance, indicating that higher addiction was linked to lower grades. [10]

A study on 70 students aged 14-18 at Don Bosco Higher Secondary School, Manipur, examined the effects of social media on academic performance. Data were collected in January 2017 using questionnaires and a focus group discussion. Quantitative data were analyzed using SPSS, while qualitative responses were described narratively. More than half of the focus group participants reported a decline in their academic performance due to spending excessive time online, especially on non-educational sites. Although some students used social media to relieve stress during exams, overall findings indicated that heavy social media use negatively affected academic performance. [11]

A cross-sectional study at MVJ Medical College, Bangalore, assessed the effects of social networking sites among 408 medical students. Using a pre-tested self-administered questionnaire, researchers found that 67.2% accessed social networking sites daily, mainly WhatsApp (87.7%) and Facebook (81.4%). Chatting was the most common activity, followed by photo uploads. Many students reported irritation, mood swings, headaches, and eyesight problems related to excessive use. About 39.7% felt their academic performance had declined. The study concluded that although SNS have benefits, their negative impacts—particularly on academics, social life, mood, and health—were more prominent among medical students. [12]

A cross-sectional study by Madhusudhan Madaiah among 408 medical students at MVJ Medical College examined social networking site usage and its effects. Using a pre-tested self-administered questionnaire and SPSS analysis, the study found that 67.2% used SNS daily, mainly WhatsApp and Facebook. Chatting and photo uploads were the most common activities. Many students reported irritation, mood swings, headaches, and eyesight problems due to excessive use, and 39.7% felt their academic performance had declined. The study concluded that despite some benefits, the negative effects of SNS use were more prominent among medical students. [13]

A cross-sectional study by Santanu Ghosh among 846 university students assessed internet addiction using a semi-structured questionnaire, the Internet Addiction Test, and the Mental Health Inventory. The prevalence of internet addiction was 19.85%, with 19.5% showing moderate and 0.4% severe addiction. Internet addiction was significantly linked to anxiety, depression, poor emotional control, reduced life satisfaction, psychological distress, and lower overall well-being ($P < 0.05$). The study concluded that students often use the internet to cope with stress by avoiding cognitive tasks. [14]

Methodology

Study Design

This study adopted a quantitative research approach using a descriptive cross-sectional survey design.

Study Setting

Four higher secondary schools in Bhubaneswar, Odisha.

1. Kendriya Vidyalaya-4
2. Maharshi Women's Higher Secondary School
3. Rajdhani Higher Secondary School
4. KIIT Higher Secondary School

Study duration

The study was completed within 15 days, as specified in the delimitations.

Sampling Method

Disproportionate stratified random sampling technique was used to select students from different schools and streams.

Sample size
A total of 120 teenagers (aged 15-18 years) participated were included in this study. The sample size was determined using Yamane's formula.
According to Yamene's formula

$n = N/ (1+ N e^2)$

Here n= Sample size, N = Population size, e = Percentage of error i.e. 0.05

Inclusion Criteria
- Teenagers aged 15-18 years (or specify your study age range if different).
- Currently student for at least 6 months in institution.
- Both boys and girls participate.
- Residing and studying in the selected study area during the data-collection period.
- Able to understand the language of the questionnaire (e.g., Odia/English) and give informed consent.
- Consent to participate (written or documented verbal consent).

Exclusion Criteria
Students who had attended seminars/workshops on ill effects of internet/social media

Description of the tools
Data were collected using three tools:
- **Tool 1: Self-structured socio-demographic questionnaire:** The variables social networking site dependence and academic performance. The socio-demographic tool consisted of seventeen items related to personal history (age, family type, marital status, education, occupation, income, work experience, sleep, children, etc.).
- **Tool-2: The Social Media Addiction Scale (SMAS):** It is a standardized assessment tool designed to measure the level of addiction to social media platforms among adolescents, youth, and adults. It evaluates psychological dependence, compulsive behaviors, emotional attachment, and the functional impact of social media use.

a) **Number of items:** 29 items
b) **Response format:** 5-point Likert scale 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree
c) **Scoring range:** Minimum score: 29, Maximum score: 145

Interpretation of Scores:
Total Score: Level of Social Media Addiction
29-67: Mild Addiction
68-106: Moderate Addiction
107-145: Severe Addiction

- **Tool-3: Academic Performance Self-Assessment Scale (APSAS):** The Academic Performance Self-Assessment Scale (APSAS) is a structured tool developed to assess students' self-perceived academic performance by evaluating their study habits, personal competencies, classroom engagement, and learning attitudes.

Number of items: 15 items
Response type: Most versions use a 5-point Likert scale, such as: 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always
Score range: Minimum possible score: 15, Maximum possible score: 75
Key Domains/Dimensions Measured: The scale generally covers the following three major domains, ideal for comprehensive academic evaluation: Academic Habits (Study Skills), Personal Academic Skills, Learning Behavior,

Tool validation
Content validity: 3 community health nursing specialists, 2 psychiatric nursing experts, 1 doctor in community medicine, 1 statistician. The tools demonstrated strong reliability, with Cronbach's α. values of .80. Pre-testing (tryout) done in hospital for clarity, ambiguity, and timing.

Study variables
- **Independent variable:** Dependence on social networking sites
- **Dependent variable:** Academic performance
- **Demographic variables:** Age, gender, stream, parents' education, family income, time spent on SNS, etc

Data collection procedure
Prior to data collection, ethical clearance was obtained from the Institutional Ethics Committee (IEC) of KIMS, KIIT Deemed to be University and written permission was taken from the authorities of the four selected higher secondary schools. A pilot study (n = 30) was carried out at Maharshi Women's College to test feasibility and reliability of the instruments (split-half r = 0.80).

Selection of participants and sampling
Participants were selected using disproportionate stratified random sampling from the four selected higher secondary schools (Kendriya Vidyalaya-4; Maharshi Women's Higher Secondary School; Rajdhani Higher Secondary School; KIIT Higher Secondary School). Inclusion criteria were: age 15-18 years, at least one social media account, and willingness to participate. Students who had attended seminars/workshops on internet/SNS ill-effects were excluded.

Informed consent and participant briefing
Before administering questionnaires, the investigator explained the purpose, procedures, voluntary nature, confidentiality, and right to withdraw. Written informed consent was obtained from each participant (in English). An information sheet and consent form were used during recruitment. Instruments and mode of administration
Data were collected using a structured, self-administered questionnaire in English comprising three sections: (A) socio-demographic proforma, (B) Social Media Addiction Scale (SMAS; 29 items, 5-point Likert) to assess dependency on SNS, and (C) Academic Performance Self-Assessment Scale (15 items, 5-point Likert) to assess academic habits, personal skills and learning behaviour. The instruments were content-validated by seven experts (community, psychiatry, community medicine, and a statistician).

Administration procedure and timeline

Data collection was carried out in classroom settings during school hours after obtaining school permission. The investigator read brief instructions aloud, distributed the questionnaires, and remained available to clarify queries without influencing responses. Each questionnaire took approximately 8-15 minutes to complete. Data collection across the four schools was completed within the planned study period.

Ethical considerations

Ethical approval was obtained from the Institutional Ethics Committee of the Institute of Medical Odisha, with approval dated 29.01.2020 (Ref. No.: KIMS/R&D/16/2020). Ethical approval from KIMS, KIIT University Ethics Committee. Permission from school authorities. Informed consent obtained from students. Confidentiality maintained. Participants had the right to withdraw anytime

Statistical Analysis

SPSS version 21 was used for data analysis. Demographic information and baseline characteristics were summarized using descriptive statistics, including mean values, standard deviations, and frequency counts. The data will be collected and analyzed with descriptive and inferential statistical techniques. The demographic variables will be analyzed by using frequency and percentage. The frequency tables will be formulated for all significant information.

Theoretical framework

Stimulus-Organism-Response (SOR) Model)

The SOR model (Mehrabian & Russell, 1974) explains how external stimuli influence internal states, which finally lead to behavioral outcomes. This model is widely used in addiction, media-use, and behavioral research.

1. **Stimulus (S):** External exposure to social networking sites: (time spent, purpose of use, number of accounts, type of SNS, duration of use, etc.)
2. **Organism (O):** Internal psychological and behavioral changes in teenagers: (dependency level, habit formation, emotional effects, distraction, mood changes, sleep disturbances)
3. **Response (R):** Academic outcomes: (academic performance: study habits, concentration, scores, personal skills)

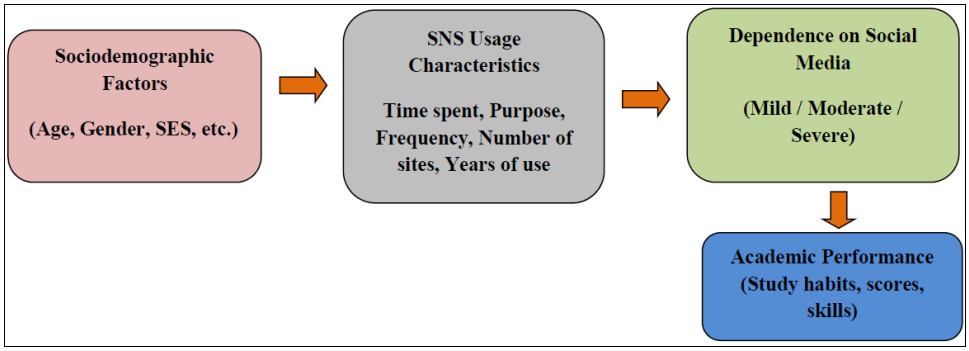

Fig 1: SOR Model

Results

Table 1: Distribution of subjects based on socio demographic variables. (N =220)

Demographic variable	Classification	Frequency (f)	Percentage (%)
Age in year	< 15	13	5.9
	15-16	66	30
	17-18	97	44.1
	> 18	44	20
Gender	Male	122	55.5
	Female	98	44.5
Type of family	Nuclear	121	55
	Joint	30	13.6
	Extended	69	31.4
Education	11th	141	64.1
	12th	79	35.9
Stream	Arts	98	44.5
	Science	47	21.4
	Commerce	75	34.1
Education of father	No formal education	32	14.5
	Up to Primary education	41	18.6
	Up to higher secondary education	63	28.6
	Graduation & above	84	38.2
Education of mother	No formal education	37	16.8
	Up to Primary education	70	31.8
	Up to higher secondary	83	37.7
	Graduation & above	30	13.6
% scored in previous exam	Above 90%	21	9.5
	80-90%	43	19.5
	70-80%	70	31.8
	Below 70%	86	39.1

Occupation of father	Agriculture	16	7.3
	Govt. service	99	45
	Private service	83	37.7
	Self-employed	22	10
Occupation of mother	House wife	60	27.3
	Govt. service	55	25
	Private sector	73	33.2
	Self-employed	32	14.5
Family income	<10000	37	16.8
	10001-20000	42	19.1
	20001-30000	87	39.5
	30001 and above	54	24.5
Time spend in SNS/Days	Less than 1/2	33	15
	1/2-1	40	18.2
	2-3	79	35.9
	4-5	68	30.9
Purpose of Using SNS	Chatting	55	25
	Downloading music picture and video	89	40.5
	Academic work	17	7.7
	Status update/comments /wall post	59	26.8
Favorite site most used	Face book	66	30
	Whats App	40	18.2
	Twitter	22	10
	More than one specify	92	41.8
Using SNS since how many Year	< 1	44	20
	1-2	77	35
	>2	99	45
SNS mostly affect	Academic performance	103	46.8
	Sports	45	20.5
	Other extracurricular activities	72	32.7
Difficult to spend days without using of SNS	No	90	40.9
	Yes	130	59.1
Online activity increase during holidays	No	50	22.7
	Yes	170	77.3

The above table-1 revealed that Frequency (F) and percentage (%) distribution of patients according to age in years, gender, types of family, education of father and mother, percentage scored in previous exam, occupation of father and mother, family income, time spend in SNS/ days, purpose of using SNS, favorite site most used, using SNS since how many years, CNS mostly affect, difficult to spend days without using of SNS, online activity increase during holidays.

Table 2: frequency and percentage distribution to assess the dependency of social networking sites among teenagers. (N =220)

Social media addiction score	Frequency (f)	Percentage (%)
Mild (29 - 67)	22	10
Moderate (68 -106)	126	57.3
Severe (107 -145)	72	32.7

The data presented in table-2 revealed that the distribution of social media addiction scores revealed that 22 participants (10%) fell into the mild category with scores ranging from 29 to 67. A majority of 126 participants (57.3%) had moderate addiction scores between 68 and 106. Additionally, 72 participants (32.7%) were classified as having severe social media addiction, with scores ranging from 107 to 145.

Table 3: Description of teen agers academic performance in frequency and percentage. (N =220)

Academic performance Score	Frequency (f)	Percentage (%)
Average (15 -35)	153	69.5
Good (36 -55)	48	21.8
Excellent (56 -75)	19	8.6

The assessment showed that 153 participants (69.5%) had an average level of performance with scores between 15 and 35. Meanwhile, 48 participants (21.8%) demonstrated good performance, scoring between 36 and 55. Only 19 participants (8.6%) achieved an excellent level, with scores ranging from 56 to 75.

Table 4: Frequency and percentage wisedescriptionregarding Association of social networking sites use with academic performance score. (N =220)

Social Media Addiction Score	Average (15-35)		Good (36-55)		Excellent (56-75)		Total	
	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
Mild (29-67)	1	4.5	18	81.8	3	13.6	22	100
Moderate (68-106)	92	73.0	19	15.1	15	11.9	126	100
Severe (107-145)	60	83.3	11	15.3	1	1.4	72	100
Total	153	69.5	48	21.8	19	8.6	220	100

The data presented in table-4 revealed that association of social media use score with academic performance score. In the mild addiction group 13.6% had excellent academic performance; in the moderate and severe addiction level the 11.9% and 4.9% respectively had excellent academic performance. Similarly proportions of students with good Academic Performance decreases with increase in level of addiction. This indicated the academic performance level is

inversely associated with social media addiction level (p= 0.000). This implies that student addictiveness to social networking sites has a significant influence on their academic performance.

Table 5: Description regarding Correlation between Social networking sites use score and Academic performance score. (N=220)

Total score	Statistics	Academic performance Total score
Social media use	Pearson Correlation	-0.402**
	Sig. (2-tailed)	0.000
	N	220
** Correlation is significant at the 0.01 level (2-tailed).		

Table-4 presents that present Karl Person's correlation between social media use score and academic performance score. It observed a significant negative correlation of -0.402 (p=0.000). This implied increase in one results in decrease in the other and vice versa.

Discussion

The present study found that social networking site addiction among teenagers was moderate, with 57.3% falling into this category. This aligns with a 2017 meta-analysis from Iran, which reported a 50.1% prevalence of moderate internet addiction among medical students. These findings indicate that social networking has become a significant and routine part of teenagers' daily lives. [15]

The present study confirmed its first hypothesis, showing a statistically significant association between social networking dependency and academic performance (P = 0.000). As social media addiction increased, academic performance decreased. These findings align with a 2016 study from Turkey, which also reported a significant negative relationship between social networking addiction and students' academic performance (P < 0.01). [16]

The second hypothesis was also confirmed, showing a significant negative correlation between social networking addiction and teenagers' academic performance (r = -0.402, p = 0.000). This indicates that increased social media use leads to lower academic achievement. These findings are consistent with Ahmadi and Zeinali (2018), who likewise reported a significant negative impact of social networking addiction on academic performance. [17]

Implications of the Study:

The use of social networking sites and their impact on academic performance among teenagers in a selected higher secondary school in Bhubaneswar, Odisha. Nurses play a key role in supporting students' mental health and guiding parents to promote healthy habits and academic success. The study's findings highlight important implications for families and the community, particularly in nursing practice, education, research, and administration.

Limitation

Study limited to 220 students. Duration only 15 days. Findings depend on self-reported responses, risk of bias. Conducted only in selected higher secondary schools

Conclusion

A majority of teenagers showed moderate (57.3%) and severe (32.7%) levels of dependence on social networking sites. Most students (69.5%) had average academic performance. There was a significant association between SNS dependence and academic performance ($\chi^2 = 62.46$, p = 0.000). A significant negative correlation (r = -0.402, p = 0.000) showed that higher SNS addiction is linked with lower academic achievement.

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Conflicts of interest

There are no conflicts of interest for the writers.

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Ethics Approval

Ethical approval was obtained from the Institutional Ethics Committee of the Institute of Medical Odisha, with approval dated 29.01.2020 (Ref. No.: KIMS/R&D/16/2020). Ethical approval from KIMS, KIIT University Ethics Committee. Permission from school authorities. Informed consent obtained from students. Confidentiality maintained. Participants had the right to withdraw anytime

Data Availability

THE data is available and can be accessed with a reasonable request.

Abbreviations

SNS - Social Networking Sites, SMAS - Social Media Addiction Scale, IEC - Institutional Ethics Committee, SPSS - Statistical Package for Social Sciences

Conflict of Interest

Not available

Financial Support

Not available

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