A STUDY OF SNS (SOCIAL NETWORKING SITES) ON THE NETWORKING STUDY BASIS OF SR.SEC.SCHOOL STUDENTS BASED ON GENDER

Dr. Vibha Kaushik[*1], Dr. Roma Singh[*2], Dr. Rajani Chopra[*3], Ankush Kumar Trivedi[*4]

[*1,2,3]Assistant Professor, Gyan Vihar School Of Education Jaipur, India.

[*4]B. Ed--M. Ed Scholar, Gyan Vihar School Of Education, Suresh Gyan Vihar University Jaipur

ABSTRACT

It seems like you're discussing the impact of technology, particularly the internet and social networking sites, on communication, interaction, and information sharing.

The shift from Web 1.0 to Web 2.0 has indeed brought about significant changes, enabling users to contribute and interact more actively. Understanding how adolescents adapt to and are influenced by social networking sites is indeed an important area of study, particularly regarding their study habits and academic performance. If you need further information or assistance on this topic, feel free to ask!

Certainly! The advent of social networking sites (SNSs) has revolutionized how adolescents communicate, interact, and access information. These platforms offer unprecedented opportunities for connectivity, exploration, and expression. However, they also pose challenges, such as potential distractions from academic responsibilities and exposure to various influences. Research on how SNSs impact adolescents' study habits and academic performance can provide valuable insights into navigating these complexities and promoting positive outcomes in education and development.

Understanding the nuanced dynamics of SNS usage among adolescents, including differences based on gender and other demographic factors, can further enrich our comprehension of this phenomenon.

Key Words- Sns(Social Networking Sites), Gender ,Social Media,,Social Networking

I. INTRODUCTION

The connotation of socialisation and communication has changed drastically with the ongoing development of technology. One of the significant major contributions of technology is the internet. Internet's widespread use has shrunk the world, and the rapid expansion of knowledge and information is beyond our imagination. The existence of the internet is so evident that terms like virtual communities and information super highway appear in the Oxford Dictionary (Balcazar et al., 2009).

With the rapid expansion of knowledge and information, people use the internet in diverse ways, such as collecting information and knowing facts for personal gratification or entertainment. With a few clicks of the buttons, the whole plethora of knowledge is in front of us. This ever-evolving interface has gone through various transitional stages.Web 1.0 was when people could only read the content without room for interaction and contribution. On the other hand, Web 2.0 empowers the user to contribute content and interact with other web users. This has dramatically changed the landscape of the web in a short time. The idea of interacting and sharing in the new world of social media, Internet users are both inventors and users of content.

Messages flow in all directions, from corporations to users, among users, and back to corporations, through an infinite range of potential paths (Moreno & Kota,2013). Genuine interactivity is the keyword. The leading technologies and services of Web 2.0 comprised blogs, Really Simple Syndication (RSS), wikis, mashups, tags, Folksonomy, tag clouds, and social networking sites. The web.

The 2.0 version of the Internet is a remarkable paradigm shift in the field of ICT. Social networking sites (SNSs) are one of the features of the Web 2.0 version of the Internet. The ubiquitous nature of Social Networking Sites (SNSs) makes them incalculably popular among adolescents.

Today's teenagers are more empowered to communicate in the entire world via SNSsthey can interact with each other. They also get more prospects to explore and experiment via SNSs, which increases their probability of being influenced by them.

II.   REVIEW OF LITERATURE

Bicen (2021):- conducted the current study to explore the reasons for using SNSs by the students pursuing graduation. The sample size of 229 students was selected from Near East University. Students were from various departments of the university.

The departments comprised music, computer and psychological counselling. The researcher surveyed the students who volunteered from the departments mentioned above. The researcher constructed a Likert scale questionnaire to gather the data.

Subramani (2021):- surveyed to understand the educational use of social networking sites for students. University students are active users of social networking sites for academic purposes as well as for personal use. Several studies provided an overview of social networking sites and their acceptance, usage, and impact among students. He also examined the components and factors influencing students' usage of SNSs and their impact. He emphasised that SNSs need more understanding regarding the usage, recognition, and conduct of Indian students.

Kalpidou and Morris (2021):- investigated how Facebook use, and attitudes associate toself-esteem and college adjustment, and likely to find a positive relationship concerning Facebook and social adjustment, and a negative relationship among Facebook, self-esteem, and emotional adjustment. The author examined these associations in first-year and upper-class students and expected to find differences among the groups. Seventy undergraduate students accomplished Facebook measures (number of friends, time, emotional and social connection to Facebook)

Pantic et al. (2020):- Investigated the relationship between social networking and depression indicators in the adolescent population. Repeated use of Facebook and other social networking sites is thought to be related to certain behavioural changes. Some authors have stated concerns about its possible detrimental effect on mental health. In the present study, 160 high school students were interviewed using an anonymous, structured questionnaire and Back Depression Inventory – second edition (BDI-II-II). In addition to BDI-II-II, students were asked for the data for height and weight, gender, average daily time spent on social media, average time spent watching TV, and sleep duration in 24 hours.

Afshan Munir (2019) :-attempted to study the influence of SNSs on the study' and sleep habits of postgraduate scholars. The concept of social media is pretty understandable, it is a web-based service which permits the user to create a profile and then create subjective connections among himself and a list of added contacts and interact with them at a common platform. It was a rough estimate that social media would have had bad effects on students health. In the present study, 100 studentsparticipated in survey research from the two universities. These students belonged tothe Master levels classes.

Gok (2019) investigated the good and bad impact of SNSs on students' learning and study habits. Social media plays an important role in communication with individuals, share and inquire all types of information, following, assessing and understanding the events etc. for everyone at the current phase. 220 schoolchildren of a vocational school of higher education took part in the present study. The data were collected by a questionnaire constructed to gather the pupil's views about digital technologies and SNSs. The questionnaire comprises fourteen questions and contains demographic figures, digital technologies, social media, and habits of the male andfemale pupils. The results indicated that the digital technologies and SNSs have anadverse effect on students' learning and study habits.

III.   RESEARCH METHOD

The Researcher adopted descriptive research method and three rating point scale questionnaire used for survey technique to find out study of sns(social networking sites) on the study basis of sr.sec.school students based on gender.

The nature of this study is descriptive and the normative survey technique has been followed in the present study.

VARIABLES-

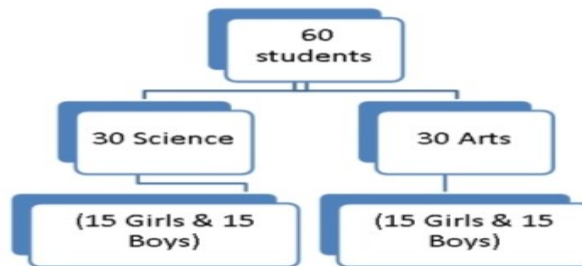**Independent Variable-** senior secondary leval students

Dependent Variable- social networking sites

Population & Sample:-

senior secondary level students of the jaipur district is the population

based on gender -. boys and girls

Total 60 students:-. 30 boys and 30 girls \

Sampling method:-

1. 10th and 12 th standard teacher in Jaipur city and jaipur rural

2. based on gender boys and girls

Statistics Used simple Random sampling will be used

- MEAN
- STANDARD DIVATION
- T--TEST

Test to check the significant difference of teaching effectiveness between boys and girls

Objectives: The study's general objective is to evaluate social networking sites' impact on student performance. The following are the specific objectives of this study

The Objective of the Study

Ø The overall study is based on the gender of senior secondary level (Boys/ Girls).

HYPOTHESIS:

a) Conceptual hypothesis:

There is no significant difference in the impact of Social Networking Sites on Gender basis students at the Senior Secondary level.

TABLE NO.1

No	Category	Total Student (N)	Mean M)	Standard deviation (S)	Value	level of significance
1	Boy	30	22	1.8112	0.835	hypotheses is not accepted
2	Girls	30	22.5	2.73342		

Degree of Freedom (df) =	N1+N2-2
	30+30-2
	58
Value of t at 0.05 level =	2
Value of t at 0.01 level =	2.66

IV.   ANALYSIS AND INTERPETATION:

It is evident from Table 4.5.1.1 that the finding for SNSs and their impact on study habits of the Senior Secondary level is 0.83, which is more than 0.05 and 0.01 level of t-value 2 and 2.66given in the table. The mean of both groups is 22 and 22.5. Respectively the standard deviation is 1.81, approx 2.73. A significant difference was found in the hypothesis, which needs to be accepted.
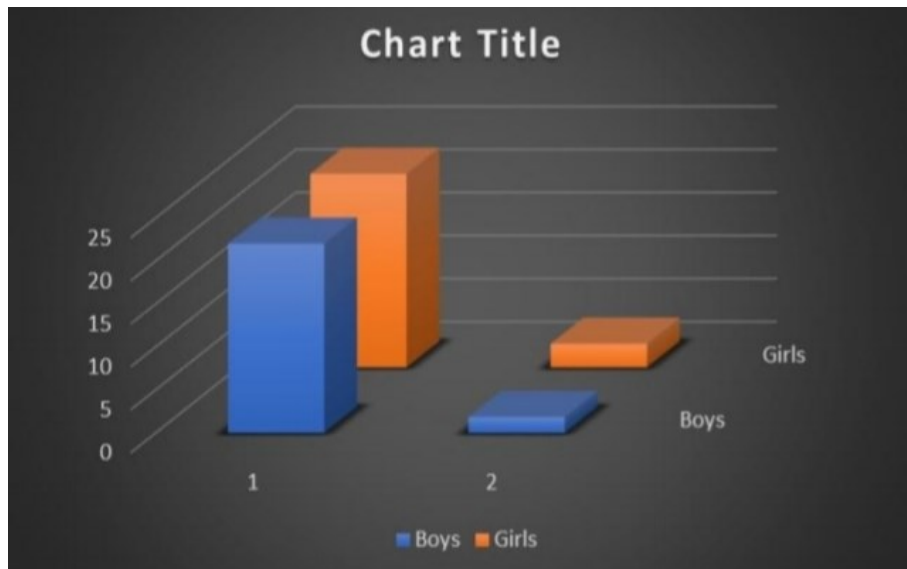

fig1

EducationaI implications:-

Every research work conducted has a few proposed contributions. The same is true for the present study too. The investigator submits the following implications in light of the current study findings. To fully benefit from these technological advancements, policymakers, curriculum developers, school administration, teachers, counsellors, and parents need to be fully aware of how they can use SNSs to their advantage.At the macro level, CBSE, NCERT, and RBSE institutions should take the initiative to form a mandatory policy to orient students and teachers about the merits and demerits of SNSs and provide guidelines to use them.

The procedures can include posting content rationally, using privacy settings appropriately, not allowing any third person to use their account, not being friends with strangers, and respecting others on SNSs. Furthermore, they can also guide them on how to use social networking sites for their best benefit, as it was observed in the study that students need instructions or guidelines on how to use SNSs judiciously. However, they are using SNSs in all domains of life

V.   CONCLUSION

Differences have been found in the significant level of the proposed hypothesis, so the null hypothesis cannot be accepted here. SNSs are an essential element one cannot overlook to have a Study impact and habits to satisfaction in the future.It is significant for the students to understand their potential and gather accurate data on SNSs, and courses they would want to pursue their career and ultimately be prepared for the career by using SNSs they want in their future to experience study habits in their life.

To enlighten the impact of study habits of SNSs and help students to understand the various aspect of networking sites for career and educate them about the importance of SNSs and their impact on sr. .seconday school students in motivating them to attain their goals in a timely.

The impact of SNSs on contextualising the approach in the study is another major strength. The limitation of this study is that it needs a broader sample area in the survey and can't be generalised to other non-indigenous people.

The study also could have looked into factors like academic achievement and whether SNSs students would improve academic achievement.Moreover, the study could not look into the SNSS elements in an in-depth manner though it has covered some aspects in exploring the social conflict in the study.

VI.   REFERENCES

[1] Alloway, T. P., Horton, J., Alloway, R. G., & Dawson, C. (2013). Social networking sites and cognitive abilities: Do theymake you smarter? Computers & Education,63,10–16.

[2] https://doi.org/10.1016/j.compedu.2012.10.030

[3] Alotaibi, N. B. (2019). Cyber bullying and the expected consequences on the students' academicachievement. IEEEAccess,7,153417–153431. https://doi.org/10.1109/ACCESS.2019.2947163

[4] Arnold, N., & Paulus, T. (2010). Using a social networking site for experiential learning: Appropriating, lurking, modelingand community building.

[5] The Internet and Higher Education, 13(4), 188–196. https://doi.org/10.1016/j.iheduc.2010.04.002

[6] Arora, T., Albahri, A., Omar, O. M., Sharara, A., & Taheri, S. (2018). The prospective association between electronic deviceuse before bedtime and academic attainment in adolescents. Journal of Adolescent Health,63(4), 451–458.

[7] https://doi.org/10.1016/j.jadohealth.2018.04.007

[8] Amin, Z., Mansoor, A., Hussain, S. R., & Hashmat, F. (2016). Impact of social media of student's academic performance. International Journal of Business and Management Invention,5(4), 22-29. https://www.ijbmi.org/papers/Vol(5)4/version-2/D050402022029.pdfAriel,