

Study of Social Media Effects on School Going Children: A Study on Smartphone Use and Parental Insights

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Abstract

The study aimed to figure out how inappropriate content on social media affects school going kids. For the purpose of this study, children below 15 are the consideration. Nowadays, many children have smartphones and their natural curiosity leads them to explore social media. We're using a mix of methods to gather information from parents through a questionnaire. We want to know how much time kids spend on smartphones, which platforms they use and if there are any noticeable changes in their behavior. This study involves surveying 80 parents of children below 15 years age. With the growing use of smartphones by children, it's important for families and schools to pay attention. To guide children in the right direction and prevent issues, regular communication with them is crucial.

INTRODUCTION

Technology helps countries grow and stay connected with the world. One important piece of technology we have now is the smartphone. Smartphones let us talk and share things quickly.

When Covid-19 stopped kids from going to school, many used smartphones for online classes. Now, almost every child has a smartphone. They watch cartoons, play games and more. Parents let them use phones for fun or to keep them quiet. Smartphones have become important for kids. In the past, only adults had smartphones because they were expensive. But now, even young kids use them a lot. My study is about how bad things on the internet can affect young kids who use smartphones. Smartphones are like magic boxes for kids. They always want to know more and explore. They use phones for fun on platforms like Instagram, Facebook and Whatsapp. This can sometimes change how they behave because they see many things. This research is to understand how this affects young kids. Even when they are not studying, they use phones and might see things that are not good for them. This is what my research is all about.

In the contemporary era, the pervasive influence of social media has transformed various aspects of human interaction, communication and behavior.

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This research embarks on a journey to explore the motivational factors that underpin the use of online social networking sites (SNS) and assess their impact on individuals. As technology continues to advance, understanding the motives driving social media use becomes imperative, particularly in the context of education and personal development.

Social media platforms, such as Facebook, Twitter and Instagram, have become integral components of the daily lives of individuals across different age groups and backgrounds. The motivations that drive people to engage with these platforms are diverse and multifaceted. Scholars Ada, Çiçek and Kaynakyeşil (2013) delve into this realm, aiming to unravel the motivational factors shaping online social networking site usage. Aichner and Jacob (2015) contribute to this exploration by examining the degree of corporate engagement with social media, emphasizing the broad impact of these platforms beyond personal use.

The transformation brought about by social media extends to the realm of education. As online learning environments become more prevalent, the study by Barbour and Plough (2009) emphasizes the role of social networking in alleviating the potential isolation that can accompany online education. Similarly, the work of Dabbagh and Kitsantas (2012) explores the integration of personal learning environments and social media, highlighting the potential for connecting formal and informal learning through these platforms.

In the context of the youth, the impact of social media on adolescents and families has become a subject of concern and investigation. O’Keeffe and Clarke-Pearson (2011) discuss the effects of social media on children and adolescents, emphasizing the need for understanding and managing these influences. Additionally, the study by Lenhart et al. (2010) delves into the patterns of social media and mobile internet use among teens and young adults, shedding light on the prevalence and trends in this demographic.

Educational applications of Web 2.0 technologies, including blogs and social media, are explored by Churchill (2009), showcasing how these tools can support teaching and learning. The potential benefits and challenges associated with social media

use in education are further examined by Goodwin, Kennedy and Vetere (2010), illustrating the role of technology in facilitating informal interactions and learning outside the traditional classroom setting.

While social media presents opportunities for learning and engagement, it also raises concerns about potential negative impacts. The study by Karpinski and Duberstein (2009) investigates the relationship between Facebook use and academic performance among undergraduate and graduate students. This underscores the need for a balanced perspective on the role of social media in educational settings.

As we navigate the terrain of social media’s impact on various facets of life, this research paper aims to synthesize these diverse perspectives. By examining motivational factors, educational applications and societal implications, we seek to provide a comprehensive understanding of the role that social media plays in shaping contemporary human experiences. In the following sections, we will delve into the methodologies employed by researchers, the key findings that have emerged and the implications of these studies for our broader understanding of social media in today’s interconnected world.

Objectives and Methodology

The primary objective of this research is to investigate various aspects of smartphone usage among under-aged individuals. The study focuses on key questions, including determining the age of the child and whether they own a personal phone. In cases where personal ownership is absent, the research explores the source of phone usage. Additionally, the reasons for using the phone beyond online classes are examined, along with identifying the preferred social media platforms and primary activities engaged in on the phone. The research also delves into the duration of allowed screen time and observes any behavioral changes resulting from smartphone exposure. Concerns related to inappropriate phone use are assessed and the communication dynamics between parents and children regarding phone content are explored. These aspects collectively contribute to a comprehensive understanding of under-aged smartphone usage.



Hypothesis

- Instagram is the most preferred social media platform.
- Children spend 2-3 hours on social media.
- Slight changes in instant behavior may occur.

The research employs survey of 90 parents of students going to school and having age below . The study investigates the influence of inappropriate content on under-aged children by analyzing their social media usage patterns and assessing its impact on their behavior.

Data Tabulation and Analysis

The table above shows if kids have their own phones. Out of 90 table above with Table 1 surveyed, 50 kids (55.6%) have their own phones while the remaining 40 kids (44.4%) don't have their own phones.

In Table 2, we examine the sources of phones used by kids who don't have their own phone or when they don't have access to their own phone. Out of the total 90 parents surveyed, amongst the ones who don't have their own phone, approximately 71.1% of them use their mothers' phones, while around 28.9% use their fathers' phones. This insight

provides a clearer picture of the primary sources of phones for children in the study.

In Table 3, we explore the additional reasons why kids need a phone aside from online classes. Out of the total 90 participants:

Approximately 28.9% of kids use the phone for keeping in contact with friends and peers, while 45.6% utilize it for knowledge gaining. Additionally, 25.6% of kids use the phone for entertainment and leisure purposes. This information provides insights into the multifaceted roles phones play in the lives of under-aged individuals beyond educational activities.

In Table 4, we explored the favorite social media platforms among the surveyed children, totaling 90 participants. About 36.7% of them expressed a preference for Instagram, while nearly 38.9% leaned towards Facebook. For approximately 11.1% of the children, Twitter emerged as their primary social media platform. Additionally, 13.3% indicated using other platforms as their preferred choice. This information provides insights into the diverse social media preferences of children in the study, reflecting the variety in their online interactions.

Table 5 displays the respondents' preferred phone activities, with frequencies and percentages. The most popular choices include playing games (33.3%), watching web series (26.7%), and watching memes (23.3%). Watching random videos also garnered interest at 16.7%.

Table 6 illustrates the daily phone usage of children, presenting frequencies and percentages.

Table 1: Do Kids have personal phone

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	50	55.6	55.6	55.6
	No	40	44.4	44.4	100.0
	Total	90	100.0	100.0	

Table 2: Whose phone do they use when not having access to personal phone

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mothers	64	71.1	71.1	71.1
	Fathers	26	28.9	28.9	100.0
	Total	90	100.0	100.0	

Table 3: Apart from online classes, why they need phone?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Keeping in Contact with friends and peers	26	28.9	28.9	28.9
	Knowledge gaining	41	45.6	45.6	74.4
	Entertainment (Timepass)	23	25.6	25.6	100.0
	Total	90	100.0	100.0	

Table 4: Which social media platform your child uses the most?

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Instagram	33	36.7	36.7	36.7
	Facebook	35	38.9	38.9	75.6
	Twitter	10	11.1	11.1	86.7
	Other	12	13.3	13.3	100.0
	Total	90	100.0	100.0	

Table 5: What is their best time pass on the phone?

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Watching memes	21	23.3	23.3	23.3
	Playing games	30	33.3	33.3	56.7
	Watching random video	15	16.7	16.7	73.3
	Watching Web series	24	26.7	26.7	100.0
	Total	90	100.0	100.0	

Table 6: hours usage by child in a day

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	0-1 hours	28	31.1	31.1	31.1
	1-2 hours	13	14.4	14.4	45.6
	2-3 hours	18	20.0	20.0	65.6
	3-4 hours	18	20.0	20.0	85.6
	more than 4	13	14.4	14.4	100.0
	Total	90	100.0	100.0	

Table 7: Do you see any changes in your child as a result of exposure to mobile phone?

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Yes	23	25.6	25.6	25.6
	No	31	34.4	34.4	60.0
	Sometimes	36	40.0	40.0	100.0
	Total	90	100.0	100.0	

The majority of respondents reported usage between 0-1 hours (31.1%), followed by 2-3 hours (20.0%) and 3-4 hours (20.0%). A smaller proportion indicated usage of 1-2 hours (14.4%), while 14.4% reported usage exceeding 4 hours.

Table 7 outlines responses regarding observed changes in children due to mobile phone exposure. The data reveals that 25.6% acknowledged witnessing changes, 34.4% reported no discernible changes, and 40.0% noted occasional alterations in their children's behavior or habits.

Table 8 presents responses to whether parents perceive their children engaging in inappropriate phone activities. The findings indicate that 57.8% of respondents feel their children are indeed involved in wrongful phone behaviors, while 17.8% believe otherwise. Additionally, 24.4% noted occasional instances of their children engaging in inappropriate phone use.

Table 9 outlines parental responses regarding whether their children discuss content viewed on their phones. The data indicates that 61.1% of

Table 8: Do you feel your child is doing something wrong in phone?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	52	57.8	57.8	57.8
	No	16	17.8	17.8	75.6
	Sometimes	22	24.4	24.4	100.0
	Total	90	100.0	100.0	

Table 9: Does your child discuss something that he / she sees on the phone?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	55	61.1	61.1	61.1
	No	12	13.3	13.3	74.4
	Sometimes	23	25.6	25.6	100.0
	Total	90	100.0	100.0	

Table 10: If yes, what does your child discuss with you

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Current memes in trend	12	13.3	13.3	13.3
	Viral Stories	43	47.8	47.8	61.1
	Web series and films	24	26.7	26.7	87.8
	Others	11	12.2	12.2	100.0
	Total	90	100.0	100.0	

parents reported their children engaging in such discussions, while 13.3% stated that their children do not discuss phone content. Additionally, 25.6% mentioned occasional discussions about phone content.

Table 10 provides insights into the topics children discuss with their parents based on phone content. The majority, 47.8%, engage in conversations about viral stories, followed by discussions about web series and films (26.7%). Current memes in trend are discussed by 13.3%, while 12.2% mention other topics in their conversations with parents.

Hypothesis Results

- Instagram as the Most Preferred Social Media Platform
- Children Spending 2-3 Hours on Social Media
 - Data indicates that the distribution of hours spent on the phone by children. While it does show that a significant percentage falls within the 2-3 hours category (20.0%),

it does not exclusively focus on social media usage. Therefore, the specific hypothesis related to the duration of time spent on social media cannot be directly addressed with the available data.

- Slight Changes in Instant Behavior
 - Data that 25.6% of respondents have observed changes in their children as a result of exposure to mobile phones. However, the degree or nature of these changes is not detailed, and the term “slight” is subjective. The available data indicates that changes are acknowledged, but it does not provide specific insights into the extent or type of behavioral changes.

SUMMARY

This information talks about what kids like to do on their phones and how much time they spend. Most kids enjoy playing games (33.3%), watching

web series (26.7%), and looking at memes (23.3%). When it comes to time, many kids spend 0-1 hours (31.1%), and some spend 2-3 hours (20.0%) or 3-4 hours (20.0%) on their phones each day. Parents shared that 25.6% noticed changes in their kids because of phone use, while 34.4% didn't see any changes. Some parents (57.8%) think their kids do things on the phone that they shouldn't, and 24.4% say it happens sometimes.

Talking about what they see on the phone, 61.1% of kids discuss it with their parents. Only 13.3% don't talk about it at all. The discussions include viral stories (47.8%), web series and films (26.7%), and current memes (13.3%). The data show Instagram is the favorite app, if kids spend 2-3 hours on social media, or if there are just small changes in their behavior. More details or specific information would be needed to know these things for sure.

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