Facebook Usage of Secondary School Students in Relation to Family Environment

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INTRODUCTION

With approximately 2.85 billion active users on a monthly basis, Facebook is the largest social networking platform in the world (www.statista.com). The rapid emergence of web 2.0 technology has led to different learning styles, particularly when it comes to Facebook. Social networking tools, such as Facebook, have changed the way people access, manage and exchange information, as well as the way they interact. In the past few decades, learning styles have changed and this has led to an increase in young people's learning styles. The learning opportunities offered by social networking sites on the other hand are often more appealing and engaging than traditional teaching methods (Heid*et al* 2009).

Social networking

Social networking has always been a part of human culture and belief and is a way to expand one's social circle through making connections (Sawyer and Chen 2012). The internet and modern sociology have changed the background of social networking from face-to-face interaction to online connectivity. Social networking sites (SNSs) such as Twitter, Facebook, WhatsApp, etc., have revolutionized the way people communicate since their introduction and increased use has become a global phenomenon over the last decade (Bargh*et al* 2002).

Early 1990s brought the advent of the Internet, which became a global phenomenon. As of 1991, there were over 100 million internet users in the United States and over 180 countries were connected to the World Wide Web. Over a hundred online identification constructions are available through these websites. Our ability to connect instantly with people from all over the world is made possible by the creation of forum boards, chat rooms, and instant messaging. Almost anything can be found on social networking sites. Our ways of communicating have

changed drastically with the rapid increase in internet usage (Ellison *et al* 2007). There are so many ways to communicate via the internet: email, instant messaging, chatting, and video conferencing. In recent years, social network sites have gained a lot of popularity. These websites are used by almost all people to some extent or another. A social networking site is a web based service that allows users to create personal profiles, post messages, and communicate with others who have joined the site.

Facebook and its usages

While still a Harvard student, Mark Zuckerberg founded Facebook in 2004, and the site quickly swept across the United States. It quickly spread to practically every institution in the United States, with nearly 0.12 million students creating profiles at the colleges where Facebook was available. The number of registered users has surpassed one million by November 2004. Facebook has 2.5 million users and was available in 835 colleges across the United States. Facebook changed its name to Facebook in the fall of 2005. It was one of the top 10 sites on the internet in terms of overall traffic, with over 300 million pages read in a 24-hour period and roughly 65 percent of its users logging in every day.

When Facebook was first launched in 2004, college students were allowed to create their own profiles including photos, lists of likes and interests, and contact information with the intention of connecting with each other. Members could make 'friend requests' to other members using a search tool. A member's profile was accessible once the request has been accepted. Members can send messages publically and privately. Members could make 'friend requests' to other members using a search tool. All members received access to each other's profiles as soon as their request was approved. They could send both public and private messages. As of 2006, Facebook made a major shift in membership policy, making membership open to all people, not just college students. The service's functionality remained largely unchanged.

One of the main aspects of managing privacy on Facebook has to do with how users handle 'friend requests'. People can see other people's profile content if they are friends on Facebook. On the other hand, Facebook allows each user to customize the privacy and content settings of their profile page. In the case of accepting a friend, a child has full control over what his friends can see regarding his profile.

In its quest to revolutionize social networking, Facebook Mobile is another success story. This has allowed the user to communicate with friends on the go and instantly share his thoughts. In addition to being an impulse activity, networking via mobile has become a major part of life for many people. It is a service that is used every single day and everywhere: while at home, at work or even while traveling.

According to Facebook, 1.88 billion daily active users were reported during the first quarter of 2021. Monthly active users accounted for 66 percent of daily active users. According to Facebook analytics, the average user spends six hours and thirty five minutes on Facebook every month, compared with three hours and twenty minutes on Google, and two hours and seven minutes on Yahoo. Digital ad revenue is dominated by Google and Facebook. Engagement has increased even as reach has decreased. The number of likes, comments, shares, and clicks on links by Facebook users is increasing. The most engaging posts are those that include photos and links across industries. From the total number of users who like a Facebook page, it may not come as a surprise that photo and link posts get the most likes, comments, shares, and clicks. On weekends, Facebook users are most engaged with content, which is also the time when marketers post the least amount of content.

Facebook and family environment

People develop a variety of relationships in their lives, but 'family' relationships are the most crucial by far. Social media has the greatest impact here. At the beginning of the twentieth century, families would have face-to-face conversations at home after everyone got home from their day's work. Unlike previous years, families barely interact anymore, and everyone is engrossed in their own news stories and social media posts. It seems that watching videos, posting on social media, and replying to friends online has overtaken even saying hello.

As is often the case, children grow up, attend college, and start their own lives. With the help of social media, it is easier for parents to stay connected to their children in situations like these. Family members who live far apart can communicate even through cyberspace, with the ability to video chat and share pictures.

When using location sharing and tagging options, families share favorite restaurants, family outings, and wonderful moments between family members and generally preserve happy

memories. In addition to talking about social media posts that they've seen on social media, their parents and children may enjoy doing other things they have in common, such as visiting favourite pages for hobbies like crafts, cooking, and more.

A teenager's behavior on social media can be affected by their family, their environment, and their own characteristics. A child's first and most influential social environment is the family (Fatimah 2006). As the closest environment, family through parenting greatly influences the level of child development and plays a role in monitoring the child's behavior including social media use behavior. Similarly, peers have a significant impact on social media usage. A student's peer influences his or her attitudes, speech, interests, appearance, and behavior more than his or her family (Hurlock 2009). A pattern of social media use can also be influenced by social media information obtained from peers.

Teens don't spend time with their parents and friends sharing their feelings and needs. Instead, they spend leisure time on the PC, admiring their mobile phones, or updating their Facebook status. Due to this, they often lose touch with reality. Whenever it isn't available, they start longing for it, sometimes becoming the victims of unscrupulous activities (Kshirsagar and Kulkarni 2015).

Teenagers also tend to become addicted and lazy to social media due to its many appealing features. As a consequence, teenagers' learning schedules, eating, sleeping, and socializing are disturbed, which causes them to waste time and energy. Children's academic achievement can be disrupted by excessive time spent on social media, because teens are too tired to play in social networks, so they lose valuable learning time.

A few moments of thought will convince you that family environments differ from one to the next. It's impossible to say what effect different parenting approaches have on the development of the recipient offspring. This is due in part to a variety of other variables between families, including genetics and socioeconomic background. However, the challenge comes because determining cause and effect necessitates extended and intrusive observations that are impossible to conduct on human families. Other animals, however, can make similar findings, which give light on the importance of the family environment on the developmental course.

Statement of the problem

FACEBOOK USAGE OF SECONDARY SCHOOL STUDENTS IN RELATION TO FAMILY ENVIRONMENT

Objectives of the study

- To study Facebook usage of secondary school students with respect to gender.
- To study family environment of secondary school students with respect to gender.
- To study the relationship between Facebook usage and family environment of secondary school students.

Hypotheses of the study

- There is no significant difference in Facebook usage of male and female.
- There is no significant difference in family environment of male and female.
- There is no significant relationship between Facebook usage and family environment among secondary school students.

Research design

The present study falls under the domain of descriptive research as it intends to Facebook Usage of Secondary School Students in Relation to Family Environment among both male and female of 11th and 12th class only.

Sample

A sample of 200 students of 11th and 12th class of private and government schools of Amritsar district were selected for the purpose of the study. These students werecategorized into two groups; male and female with the help of deprivationscale. So the final sample for the study was distributed as below:
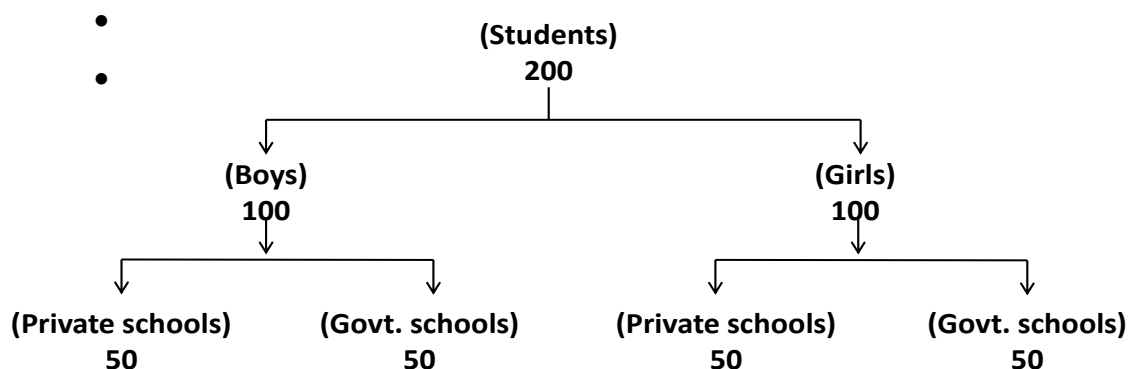

Figure 3.1:Categorization of sample size

652

 Tools used

The following tools were used for the study:

- Facebook Usage Scale by Hooda and Tyagi (2017)
- Family Environment Scale by Bhatia and Chadha (2009)

Hypothesis -1

Hypothesis-1 was framed to examine that "There is no significant difference in Facebook usage of male and female among secondary school students."

The mean, S.D., t-ratio of male and female were calculated to test the hypothesis. The hypothesis was examined at 0.01 level and 0.05 level of significance. The result of this analysis is shown below:

Table 1: Mean, S.D., t-ratio of Facebook usage of male and female school students

Variable	Gender	N	Mean	S.D.	d.f.	t-value
Facebook usage	Male	100	84.74	9.417	198	0.79
	Female	100	83.52	12.278		

Source: Field survey (virtual) 2021

Critical value 1.96 at 0.05 level and 2.58 at level 0.01 level, df= 198

The table 1 and figure 1 shows that mean score of Facebook usage of male comes out to be 84.74 which is higher than that of mean score of Facebook usage of female whose mean score is 83.52.

In the table 1, the t-value is 0.79 which shows that male have more Facebook usage as compared to female. The t-value is 0.79 which means that difference in Facebook usage of male is not significant as compared to Facebook usage of female at 0.05 % level of significance.

From the above interpretation of result, it is clear that mean score of Facebook usage of male and female students is statistically insignificant. Thus hypothesis-1, "There is no significant difference in Facebook usage of male and female among secondary school students" is accepted.
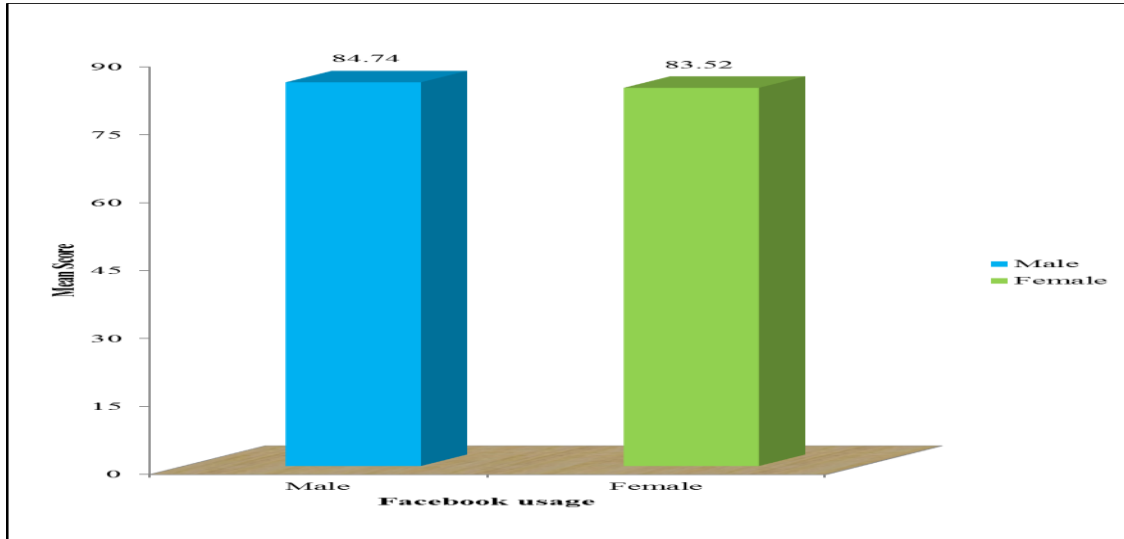

Figure 1: Mean score of Facebook usage of male and female school students

Hypothesis-2

Hypothesis-2 was framed to examine that **"There is no significant in family environment of male and female"**.

The mean, S.D., t-ratio of family environment of male and female were calculated to test the hypothesis. The hypothesis was examined at 0.01 level and 0.05 level of significance. The result of this analysis is shown below:

Table 2: Mean, S.D., t-ratio of Family environment scores of male and female school students

Variable	Gender	N	Mean	S.D.	d.f.	t-value
Family Environment	Male	100	219.28	14.47	198	-3.23

	Female	100	227.64	21.38		

Source: Field survey (virtual) 2021

Critical value 1.96 at 0.05 level and 2.58 at level 0.01 level, df= 198

The table 2 and figure 2 shows that mean score of family environment of female students comes out to be 227.64 which is higher than that of mean score of family environment of male students whose mean score is 219.28.

As depicted in table 2, the t-value is -3.23 which means that the difference in family environment of male students is less than that of the female students.

From the above interpretation of results, it is clear that mean score of family environment of male and female secondary schools students is statistically significant. Thus hypothesis-2, "There is no significant difference in family environment of male and female secondary schools students" is rejected as the mean score of family environment of female students is higher than that of mean score of family environment of male students.
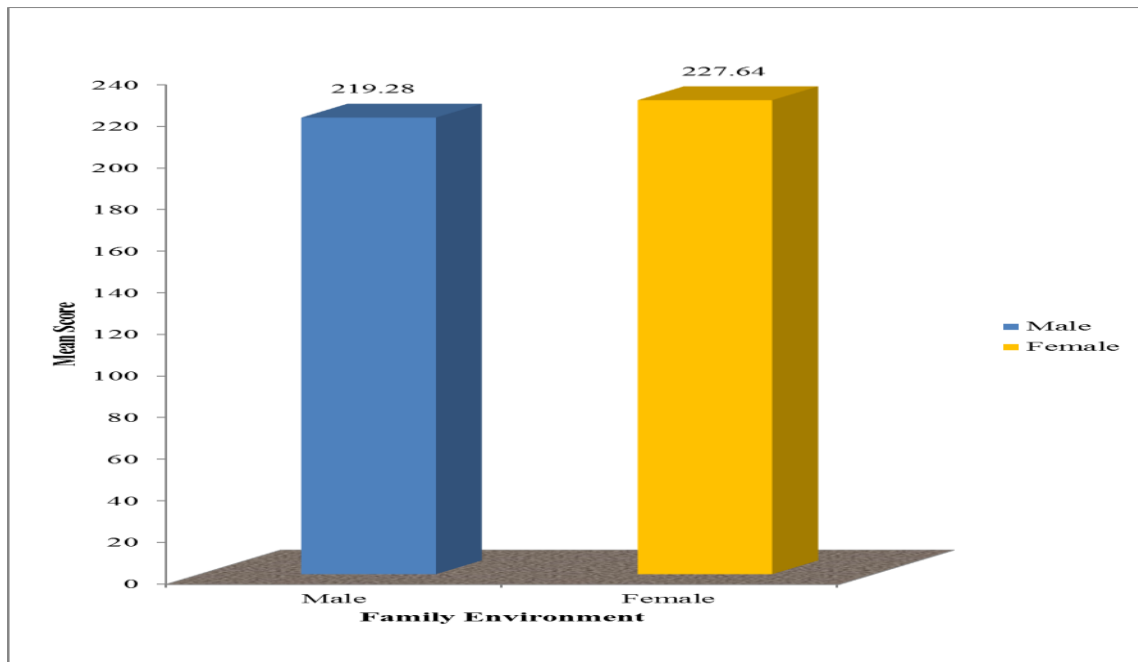

Figure 2:   Mean score of family environment of male and female secondary school students

Hypothesis-3

Hypothesis-3 was framed to examine that **"There is no significant relation between Facebook usage and family environment among secondary school students"**.

In order to test this hypothesis Pearson coefficient of correlation was applied between Facebook usage and family environment among secondary school students. The result of the analysis was reported in table 3, which shows that Pearson coefficient of correlation between Facebook usage and family environment among secondary school students.

Table 3: Correlation between Facebook usage and family environment among secondary school students

Variables		Total Family environment
Facebook usage	Pearson Correlation	-0.125
	Sig. (2-tailed)	0.078
	N	200

Source: Field survey (virtual) 2021

Critical value 0.138 at 0.05 level and 0.181 at level 0.01 level, df= 198

From table 3, the coefficient of correlation of Facebook usage and family environment among secondary school students comes to be -0.125. The obtained value of 'r' is less than the value of 0.138 and 0.181 at 0.05 and 0.01 level of significance. It becomes vivid that there is no significant relationship between the two variables that are Facebook usage and family environment among secondary school students.

From careful analysis of the results shown in the table 3 as well as statistical computation of p value (≥ 0.05), we come to this conclusion that the hypothesis-3 which states that "There is no

significant relation between Facebook usage and family environment among secondary school students" is accepted at both 0.01 and 0.05 level of significance.

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