

A Study on the Impact of Social Media on the Personal Values of Higher Secondary School Students in Raipur District

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ABSTRACT

The present study investigates "the impact of social media on the personal values of students in Higher Secondary Schools of Raipur District." For this research, schools at the higher secondary level were selected using the random sampling method. A sample comprising 100 students (50 boys and 50 girls) was selected. For data collection, the researcher utilized two standardized instruments: the 'Social Media Scale,' developed by Balwinder Singh and Surjit Lal, and the 'Personal Values Scale,' developed by Archana Dubey and Mahendra Patidar. The survey method was employed for this research study. The research findings revealed that a significant difference was observed regarding the impact of social media on the personal values of male students in higher secondary schools. Similarly, a significant difference was found regarding the impact of social media on the personal values of female students in higher secondary schools. Overall, a significant difference was observed regarding the impact of social media on the personal values of students in higher secondary schools.

KEYWORDS: Students, Social Media, Personal Values

INTRODUCTION

Today's adolescents and youth—particularly students at the higher secondary level—are utilizing social media platforms such as Facebook, Instagram, WhatsApp, YouTube, X (formerly Twitter), and Snapchat not merely to access information, but also to shape their thoughts, emotions, interests, and worldview. This developmental phase is considered extremely critical regarding the formation of students' personalities, moral consciousness, social behavior, emotional equilibrium, and the cultivation of personal values. Personal values—such as integrity, honesty, discipline, self-respect, empathy, cooperation, responsibility, diligence, tolerance, and social accountability—serve to provide direction to an individual's entire life. However, the excessive and unregulated use of social media is manifesting both positive and negative impacts on these values. On one hand, social media is proving instrumental in fostering awareness, self-expression, creativity, a global perspective, and sensitivity toward social issues among students; yet, on the other hand, it is also fueling the creation of virtual identities, a culture of ostentation, a tendency toward constant comparison, time wastage, diminished concentration, moral erosion, aggressive behavior, intolerance, and a consumerist mindset. In the Raipur district—which, by virtue of its proximity to the capital region of Chhattisgarh, is undergoing rapid development across educational, social, and technological spheres—students in higher secondary schools have not remained untouched by this digital transformation. The widespread availability of the internet in both rural and urban areas, the surging usage of smartphones, and the expansion of online education have collectively rendered the role of social media in students' lives even more influential. In the contemporary context, students are, to a significant extent, molding their ideals, life goals, moral convictions, and social conduct based on the content they encounter on social media, the influence of public figures (influencers), prevailing trends, and virtual feedback. This situation raises a pertinent question: Is social media serving to reinforce students' personal values, or is it, in fact, undermining them? In this context, it becomes imperative to conduct a study examining the nature of social media usage among students in the higher secondary schools of Raipur district—specifically, the types of content that influence them most significantly, and the impact this is having on their moral, social, and personal values. The objective of education extends beyond mere intellectual development; it also encompasses character building and the cultivation of a value-based outlook on life. If social media is indeed influencing students' values, it becomes essential for teachers, parents, school administrators, and policymakers to ascertain the direction and intensity of this

influence. Through this study, an attempt will be made to understand how social media shapes students' thinking, behavior, decision-making abilities, and social relationships, as well as the specific circumstances under which they embrace positive values or gravitate toward negative tendencies. Thus, the present study is significant not only from the perspective of educational research but is also deeply intertwined with broader social concerns; for today's students are the citizens of tomorrow, and their personal values will ultimately lay the foundation for the society of the future. Consequently, this study on the impact of social media among higher secondary school students in Raipur district represents a meaningful endeavor to address the exigencies of the times, fulfill a societal need, and discharge an educational responsibility.

Social Media

The definition of social media characterizes it as a group of internet-based applications that facilitate the creation and exchange of user-generated content. Furthermore, by leveraging mobile and web-based technologies, social media constructs dynamic platforms through which individuals and communities can transmit, co-create, discuss, and refine user-generated content. It catalyzes significant and widespread transformations in the interactions among organizations, communities, and individuals across the globe. In the early 2000s, software developers empowered end-users to move beyond merely viewing static and passive pages on the World Wide Web, enabling them instead to engage in more interactive experiences and to utilize user-generated content within both online and real-world communities. This culminated in the emergence of Web 2.0, and—most significantly—it gave birth to a remarkable phenomenon that we now refer to as social media. Social media empowers users on social networking platforms—such as Facebook, Twitter, YouTube, LinkedIn, Pinterest, MySpace, SoundCloud, and similar sites—by providing them with the capability and facility to engage in discussions, create content, collaborate, and share and refine information in the form of text, images, audio, and video. It is undeniably true that social media has democratized the internet and—most importantly—has upheld the ideals of freedom of speech and expression; yet, it is equally true that it has simultaneously unleashed certain "monsters" that lie in wait—entities whose numbers appear to be on the rise. The proliferation of handheld mobile devices—such as smartphones and tablets—is accelerating rapidly; furthermore, the ubiquitous availability of the internet on these devices has exponentially heightened the sense of immediacy inherent in real-time social interaction. Through this medium, not only does inappropriate content—which impacts highly sensitive and young minds—become easily accessible, but individuals with a reprehensible mindset also gain the liberty to utilize this platform for various heinous purposes.

Personal Values

Personal values represent your true priorities in life. They encompass anything you deem profoundly important—qualities that inspire you to fulfill your dreams and shape the manner in which you make decisions. For instance, a common value is honesty. Individuals who prioritize honesty believe that speaking the truth at all times is absolutely essential. They speak their minds, even if doing so entails offering negative criticism. If they were to sugarcoat their words, they might feel they have failed to uphold their core value. Everyone possesses their own unique and extensive list of values; while one person's list might include cooperation and friendship, another might prioritize independence and competitiveness. There are no objectively "right" or "wrong" values. Define your values based on what motivates you and what brings you happiness, even if those values seem peculiar to others.

Personal values are the principles that define and situate an individual both within and outside of their environment. These are attributes acquired through the development of individual and collective psycho-emotional capacities. These values are determined by sociological factors, the specific upbringing each individual has received, and, perhaps, by genetic predispositions. It is posited that, through their personal values, individuals are able to lead a coherent and consistent existence.

Personal values evolve in response to circumstances in the external world and may change over time. In the context of applying one's values, "integrity" refers to their consistency; if an individual consistently applies their values in an appropriate manner—regardless of arguments or negative reinforcement from others—they are said to possess integrity. Values are deemed to be applied appropriately when they are applied within the correct context or domain.

REVIEW OF PREVIOUS RESEARCH:

Shanmuga Priya and Savith (2015) conducted research titled "A Study on the Impact of Social Media on the Status of Women." The objectives of this research study were: to examine how women's online presence on social media is providing them with a sense of freedom, control, and empowerment—qualities

never before attained. The findings of the study were: Social networking offers opportunities to connect with new people or to get to know others. It provides solutions and suggestions for every query. The more women utilize it, the greater the benefits they will derive.

Naruka Santosh (2018) conducted a research study titled "A Study on the Impact of Social Media on the Moral and Social Values of Students in Academic Colleges." The objective of this research study was: to investigate the influence of social media on the moral and social values of students enrolled in academic colleges. The findings of the study were: The primary causes for the erosion of moral values are corruption, the emulation of Western culture, and the dominance of social media over an individual's life. Furthermore, it is essential to properly integrate the life values of Dharma (righteousness), Artha (wealth/purpose), Kama (desire/fulfillment), and Moksha (liberation) into one's life, thereby according the highest priority to morality.

Singh (2021) conducted a "Comparative Study of Life Values, Personal Values, Scientific Temper, and Vocational Interests of Tribal and Non-Tribal Students." The key findings of this study revealed that, upon comparing the scientific temper of both tribal and non-tribal groups, it was observed that non-tribal students exhibited a stronger scientific temper. Conversely, tribal students were found to possess higher personal values, while a similarity was observed between the two groups regarding their life values.

STATEMENT OF THE PROBLEM

"A Study on the Impact of Social Media on the Personal Values of Students in Higher Secondary Schools of Raipur District"

Objectives

The objectives of the study are as follows:

1. To conduct a comparative study regarding the impact of social media on the personal values of male students in higher secondary schools.
2. To conduct a comparative study regarding the impact of social media on the personal values of female students in higher secondary schools.
3. To conduct a comparative study regarding the impact of social media on the personal values of students in higher secondary schools.

Hypotheses

The hypotheses of the study are as follows:

1. There is no significant difference in the impact of social media on the personal values of male students in higher secondary schools.
2. There is no significant difference in the impact of social media on the personal values of female students in higher secondary schools.
3. There is no significant difference in the impact of social media on the personal values of students in higher secondary schools.

RESEARCH METHODOLOGY

Sample

For the present research study, the researcher selected students from higher secondary schools using the random sampling method. A sample comprising 100 students (50 male students and 50 female students) was selected.

Tools

In the present study, the following questionnaires were utilized by the researcher for the collection of data:

❖ **Social Media:-** The standardized instrument, the 'Social Media Scale,' developed by Balwinder Singh and Surjit Lal, was employed.

❖ **Personal Values:-** The standardized instrument, the 'Personal Values Scale,' developed by Archana Dubey and Mahendra Patidar, was utilized.

Research Methodology

The survey method was employed in this research work.

Data Collection

To collect the data, the researcher obtained permission from the principals of the schools and administered the standardized scales pertaining to Social Media and Personal Values to the students in a cordial and conducive environment.

Data Analysis

In the present study, the collected data were analyzed using the Independent t-test to test the formulated hypotheses.

RESULTS AND DISCUSSION

1. To conduct a comparative study regarding the impact of social media on the personal values of male students in higher secondary schools

The objective of this research study was to investigate the impact of social media on the personal values of male students enrolled in Higher Secondary Schools within the Raipur district. The obtained data were analyzed using the t-test. The details of the data analysis are presented in Table 01.

Table 01 Summary of Mean Scores Regarding the Impact of Social Media on the Personal Values of male students in Higher Secondary Schools

Male Students	N	M	SD	't' value	df	Inference
Social Media	50	42.12	4.77	8.62*	98	Significant
Personal Values	50	33.92	3.39			

*Level of Significance: .01

In Above Table 1 reveals that for male students at the Higher Secondary level, the mean score regarding social media usage is 42.12 with a standard deviation of 4.77, while the mean score regarding their personal values is 33.92 with a standard deviation of 3.39. Furthermore, the calculated 'z' value is 8.62, which is statistically significant at the 0.01 level of significance (for df=98). Consequently, the null hypothesis **"There is no significant difference in the impact of social media on the personal values of male students in Higher Secondary schools"** is rejected.

The mean score for social media usage among students at the Higher Secondary level is 42.12, which is significantly higher than the mean score for their personal values (33.92). In other words, it can be concluded that the mean score for social media usage among male students at the Higher Secondary level is higher than the mean score for their personal values. Therefore, it can be stated that a significant difference was observed regarding the impact of social media on the personal values of male students in Higher Secondary schools.

2. To conduct a comparative study on the impact of social media on the personal values of female students in Higher Secondary schools.

The objective of this research study was to investigate the impact of social media on the personal values of female students attending Higher Secondary schools in the Raipur district. The collected data were analyzed using the 't-test'. The details of the data analysis are presented in Table 02.

Table 02 Summary of Mean Scores Regarding the Impact of Social Media on the Personal Values of Female Students in Higher Secondary Schools

Female Students	N	M	SD	't' value	df	Inference
Social Media	50	42.49	8.77	4.42*	98	Significant
Personal Values	50	34.53	10.67			

* Level of Significance: .01

In above Table 2 reveals that, for female students at the Higher Secondary level, the mean score regarding social media usage is 42.49 with a standard deviation of 8.77, while the mean score regarding their personal values is 34.53 with a standard deviation of 10.67. Furthermore, the calculated 't' value is 4.42, which is statistically significant at the 0.01 level of significance. Consequently, the null hypothesis **"There is no significant difference in the impact of social media on the personal values of female students in Higher Secondary schools"** is rejected.

The mean score for social media usage among female students at the Higher Secondary level is 42.49, which is significantly higher than the mean score of 34.53 for their personal values. In other words, it can be concluded that the mean score for social media usage among female students at the Higher Secondary level is higher than the mean score for their personal values. Therefore, it can be stated that a significant

difference was observed regarding the impact of social media on the personal values of female students in Higher Secondary schools.

3. To conduct a comparative study on the impact of social media on the personal values of students in Higher Secondary schools.

The objective of this research study was to investigate the impact of social media on the personal values of students in Higher Secondary schools within the Raipur district. The collected data were analyzed using the 't-test'. The details of the data analysis are presented in Table 03.

Table 03 Summary of Mean Scores Regarding the Impact of Social Media on the Personal Values of Students in Higher Secondary Schools

Students	N	M	SD	't' value	df	Inference
Social Media	100	55.74	6.51	14.45*	198	Significant
Personal Values	100	47.49	8.59			

* Level of Significance: .01

In above Table 3 reveals that, for students at the higher secondary school level, the mean score regarding social media is 55.74 with a standard deviation of 6.51, while the mean score regarding personal values is 47.49 with a standard deviation of 8.59. Furthermore, the calculated 'z' value is 14.45, which is statistically significant at the 0.01 level of significance value = 1.98). Consequently, the null hypothesis "There is no significant difference in the impact of social media on the personal values of students at the higher secondary school level" is rejected.

The mean score regarding social media for students at the higher secondary level is 55.74, which is significantly higher than the mean score regarding personal values (47.49). In other words, it can be concluded that the mean score regarding social media for students at the higher secondary level is higher than their mean score regarding personal values. Therefore, it can be stated that a significant difference was observed in the impact of social media on the personal values of students at the higher secondary school level.

CONCLUSION

1. A significant difference was observed in the impact of social media on the personal values of male students at the higher secondary school level.
2. A significant difference was observed in the impact of social media on the personal values of female students at the higher secondary school level.
3. A significant difference was observed in the impact of social media on the personal values of students (overall) at the higher secondary school level.

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