

**THE IMPACT OF SOCIAL MEDIA ON SCHOOL AGED
CHILDREN IN MALE'**

FATHMATH SUHA

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THE IMPACT OF SOCIAL MEDIA ON SCHOOL AGED CHILDREN IN MALE'

FATHMATH SUHA

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DECLARATION

Name: Fathmath Suha

Student Number: 000032326

I hereby declare that this project is the result of my own work, except for quotations and summaries which have been duly acknowledged.

Signature:

Date: 05.11.2015

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FATHMATH SUHA

5th November 2015

ABSTRACT

In Maldives, the younger generation is now very much involved in the social world. Hence, there was a growing need to gain insight into the role that social media played in the life of young children in the country. Hence, through a cross-sectional descriptive study using mixed methods of sampling the integration and usage of social media and the impacts of media on school children was identified. The study results showed that there were a high number (93.7%) of social media users among school children and a surprisingly large proportion of students in the schools of Male' owned their own electronics. Looking at the different types of social media most often used, Viber (62.0%) and YouTube (58.9%) were the most used social media among students. Finally, the study was able to determine that using social media had more negative impact on lives of school aged children than positive impacts. Through this study the current social media usage among school aged children of 11-13 years of age in Male' was identified. In addition the study was also able to establish the different types of social media students have been using. As social media is here to stay and it being a prominent part of our life, it is vital to know how it will affect us in the future, especially for the younger generations to come.

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III. Abbreviations and Acronyms

GPA: Grade Point Average

IM: Instant Messaging

IRC: Internet Relay Chats

RSV: Respiratory syndrome virus

SM: Social Media

SNS: Social Networking Sites

IV. Definitions of Terms

Blogging: Writing about an event, situation, topic, etc. in a blog.

Cyber bullying: The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

Facebook Depression: Depression that develops when preteens and teens spend a great deal of time on social media sites, such as Facebook, and then begin to exhibit classic symptoms of depression.

Instant Messaging: The process of sending someone an instant message.

Internet: A global computer network providing a variety of information and communication facilities, consisting of interconnected networks

Online harassment: The use of the Internet or other electronic means to stalk or harass an individual, a group, or an organization.

Pneumatic Post: The transmission of mail between post offices

Pornography: Any printed or visual material containing the explicit description or display of sexual organs or activity, intended to stimulate sexual excitement

Sexting: Sending someone sexually explicit photographs or messages via mobile phone.

Social Media: Internet sites where people interact freely, share and discuss information about one another using a mix of personal words, pictures, videos and audios

Social Media Syndrome: Paralyzing fear of social interaction.

Social Networking: The use of dedicated websites and applications to interact with other users, or to find people with similar interests to one's own.

Telegraph: A system for transmitting messages from a distance along a wire, especially one creating signals by making and breaking an electrical connection.

1.0: INTRODUCTION

1.1 Background

What is Social Media?

Curtis, (2013) described social media as, internet sites where people interact freely, share and discuss information about one another using a mix of personal words, pictures, videos and audios (Curtis, 2013). At these web sites, individuals and groups create and exchange content and engage in person-to-person conversations.

Interacting with friends and family across long distances has been a concern of humans for centuries. As social animals, people have always relied on communication to strengthen their relationships. When face-to-face discussions are impossible or inconvenient, humans have dreamed up plenty of creative solutions.

The roots of social media stretch far deeper than we might imagine. Although it seems like a new trend, sites like Facebook are the natural outcome of many centuries of social media development.

The earliest methods of communicating across great distances used written correspondence delivered by hand from one person to another, in other words, letters. The earliest form of postal service dates back to 550 B.C., and this primitive delivery system would become more widespread and streamlined in future centuries.

In 1792, the telegraph was invented. This allowed messages to be delivered over a long distance far faster than a horse and rider could carry them. Although telegraph messages were short, they were a revolutionary way to convey news and information (Hendricks, 2013).

Although no longer popular outside of drive-through banking, the pneumatic post, developed in 1865, created another way for letters to be delivered quickly between recipients. A pneumatic post utilizes underground pressurized air tubes to carry capsules from one area to another (Hendricks, 2013).

Two important discoveries happened in the last decade of the 1800s: The telephone in 1890 and the radio in 1891 (Hendricks, 2013). Both technologies are still in use today, although the modern versions are much more sophisticated than their predecessors.

Telephone lines and radio signals enabled people to communicate across great distances instantaneously, something that mankind had never experienced before.

Technology began to change very rapidly in the 20th Century. After the first super computers were created in the 1940s, scientists and engineers began to develop ways to create networks between those computers, and this would later lead to the birth of the Internet (Hendricks, 2013).

The earliest forms of the Internet, such as CompuServe, were developed in the 1960s. Primitive forms of email were also developed during this time. By the 70s, networking technology had improved, and 1979's UseNet allowed users to communicate through a virtual newsletter (Hendricks, 2013).

By the 1980s, home computers were becoming more common and social media was becoming more sophisticated. Internet relay chats, or IRCs, were first used in 1988 and continued to be popular well into the 1990's (Hendricks, 2013).

The first recognizable social media site, Six Degrees, was created in 1997. It enabled users to upload a profile and make friends with other users. In 1999, the first blogging sites became popular, creating a social media sensation that's still popular today (Hendricks, 2013).

After the invention of blogging, social media began to explode in popularity. Sites like MySpace and LinkedIn gained prominence in the early 2000s, and sites like Photobucket and Flickr facilitated online photo sharing. YouTube came out in 2005, creating an entirely new way for people to communicate and share with each other across great distances (Hendricks, 2013).

By 2006, Facebook and Twitter both became available to users throughout the world. These sites remain some of the most popular social network sites (SNS) on the Internet. Other sites like Tumblr, Spotify, Foursquare and Pinterest began popping up to fill specific social networking niches.

Today, there is a tremendous variety of social networking sites, and many of them can be linked to allow cross-posting. This creates an environment where users can reach the maximum number of people without sacrificing the intimacy of person-to-person communication. We can only speculate about what the future of social networking

may look in the next decade or even 100 years from now, but it seems clear that it will exist in some form for as long as humans are alive.

In Maldives, the younger generation is now very much involved in the social world. When internet was introduced to the country in 1996, the beginning of the fall of dominoes began.

According to Socialbakers (2014), offering information and statistics regarding Facebook, there are a total of 87,540 users of Facebook in the Maldives, penetrating approximately a fourth of the population.

The social media has been integrated into all sectors in Maldives. One of the major events that got international acclaim was the initiation of the environmental affects and global warming commenced by Mr. Mohamed Nasheed, the president of the country at the time, or more famously known as “The Island President”. The event was talked about in all media in all regions of the world. Our small nation is now very socially active. Social media has carved a niche for itself in all areas of the country, may it be the tourism sector or the integration of social media in businesses (Naafiz, 2011).

1.2 Problem Statement and Justifications

Social media have become a prominent part of modern life. In developed countries, the use of social media is speedily entering into the world of school children. Children are now beyond the use of mobile phones, they are venturing into socializing on the web. School children today have more access to computers and internet. Aside from chatting to friends, the internet now offers tools to these young people to access to much more information, and create new opportunities for learning. Despite the seeming benefits of these social media tools, there can be serious negative effects, such as online harassment, invasion of privacy, exposure to pornography, and depression (Dike, Eke and Babarinde, 2013).

The current concern for our country was that we were in the dark when it came to social media. While recent years have seen dramatic changes in access to and use of the internet and mobile technologies, there was a growing need to gain insight into the role that social media played in the life of young children in the country. Moreover,

there was also a lack of research on the role that social media played in school children and we also needed to investigate its impacts on children.

1.3 Purpose of the Study

The purpose of the study was to identify how much social media had been integrated into the lives of students in Male' and also to determine the impacts of media on the school children of age 11-13.

1.4 Objectives

1.4.1 General Objectives

- To identify the incorporation of social media in the lives of school aged children (11-13 years) in Male'
- To determine the impacts of social media in children of age 11-13 years in schools of Male'.

1.4.2 Specific Objectives

- To identify the social media usage among the school aged children in Male'
- To find out the different types of social media the students use.
- To compare the social media usage among students for academic and other purposes.
- To identify the positive impacts of social media use.
- To establish whether use of social media has negative impacts.

1.5 Research Question

- How much is social media used by the school children and what are the most common social media used by them?
- Does use of social media by school aged children have negative impacts on them?
- Do the positive impacts of social media usage outweigh the negative impacts?

1.6 The Significance of the Study

As Maldives has no evidence based data on this field of study, it would be of great use to the country to know the current situation and it will contribute to increase the body of knowledge in the field.

In addition, the study was targeted to school children, an important population in the country. The results of the study would help analyze the current situation of school children with regards to social media and its effects. The results of the study would also help the respective organizations to establish a means of integration of social media in the organization to bring about positive impacts of social media. Hence, that can be utilized to turn the negative effects into positive.

This study result can also be utilized by the social media providers to identify the types of social media that the children are more attracted to and design it in such a way that it will help them in their academics as well.

It is also very important for parents and teachers to help their children and students to use this technology to the best of their advantage. Hence, by analyzing the results from this study they would be able to identify the need for the children to be aware of the ill effects of social media. Awareness programs on the right use of social media and how to use social media in the best possible way can be also initiated in schools.

1.7 Delimitations/ Scope of the Study

In this study, the study population included students of age 11-13, and other age groups were not included. This was because children under 13 years of age were considered to be the most influential and they were more attracted to the world of social media. As per Madden et al, in a survey done in 2012 in US it was identified that 95% of those ages 12-17 used the internet and eight in ten online teens use some kind of social media (Madden, 2013).

2.0: LITERATURE REVIEW

The Social Media took the world by storm, and it is here to stay for a long, long time. There are over billions of dollars spent on the production of new media, software and applications for the use of people every second throughout the world. The social media has no limits to age and it is a known fact that most of the social media users are the youth. The younger generation has taken up to the world of social media with such enthusiasm that we now see a hint of obsession with the virtual world.

Sloviter, (2011) says that more recently, pediatricians have been diagnosing and dealing with Social Media Syndrome, rather than treating ear infections, RSV and broken bones. This shows that the condition is every bit as real and potentially harmful as fevers and chickenpox.

In a report from the EuKidsOnline project in Europe, the research concluded that, in particular, there is a lack of research on young children under the age of 13 and their media usage (Staksrud, Livingstone and Haddon, 2007). This age group is important to investigate, as younger and younger children are participating increasingly in the media setting. We now face the challenge of understanding how new media influence children in their childhood in earlier life stages.

Integration of Social Media in lives of School Children

O’Keeffe & Clarke-Pearson (2014), state that social media sites have several benefits to children who use them. Sites like Facebook and MySpace offer children multiple opportunities for connecting with friends, classmates, and people with shared interests. During the last 5 years, the number of preadolescents and adolescents using such sites has increased dramatically.

According to a poll in Common Sense Media in 2010, 22% of children log on to their favorite social media site more than ten times a day. In addition, more than half of the adolescent population log onto to a social media site more than once a day in (Common Sense Media, 2010).

Hinduja & Patchin (2010), in their study found out that 75% of the teenagers currently own their own cell phones, and 25% use them for social media, 54% use them for texting and 24% use them for instant messaging.

In a study done by Rideout V, (as cited in Strasburger & Hogan, 2014) to find out the types of media in the lives of 8- to 18-Year-olds in 2010, it showed that the average 8- to 10-year-old spends nearly 8 hours a day with a variety of different media, and older children and teenagers spend >11 hours per day.

Purpose of Using SM: Uses and Gratification Theory

Uses and gratifications theory can be used to understand exposure to media. The theory focuses on why people use media and what they use them for. The audience is conceived of as active and assumed to be goal oriented. Over the years, several types of gratifications have been derived from numerous research publications. McQuail, Blumler, and Brown (cited in McQuail, 2005, p. 425) categorized media person interactions in four types: diversion (escape from routine or problems; emotional release), personal relationships (companionship; social utility), personal identity formation (self-reference; reality exploration; value reinforcement), and surveillance (forms of information seeking).

Palmgreen, Wenner, and Rayburn (as cited in Hendriyana, Hollanderb, d'Haenensc and Beentjes, 2011) developed scales to measure five dimensions of gratifications: informational seeking, decisional utility, entertainment, interpersonal utility, and parasocial interaction. Although there is criticism on the simplification of this gratifications types, the current Uses and Gratification research continues to categorize motivations for media use in terms of diversion (escape from routines or for emotional release), social utility (to acquire information for conversations), personal identity (to reinforce attitudes, beliefs, and values), and surveillance (to learn about one's community, events, and political affairs) (Ruggiero, 2000). Rubin (2002), (as cited in Hendriyana, Hollanderb, d'Haenensc and Beentjes, 2011) has proposed a threefold types of uses: diversion/escape (to get excitement, relax, stop being bored); personal identity/social utility (not to be left out by friends, talk with friends); and information seeking/cognition (to follow one's interest, to obtain sociocultural knowledge).

Social Media Use of School Children

In study done in Australia to find the internet use in children in 2009, more than one in five children (22%) was found to have used social networking websites. It was so

identified that social networking was more popular with girls, with just over a quarter (26%) of girls accessing social networking sites, compared with 19% of boys. The age group with the highest proportion of social network users was the 12-14 year age group, with nearly half (48%) using these sites. This was markedly different to the usage of younger children, with only 11% of children aged 9-11 years and 3% of children aged 5-8 years engaging in online social networking (ABS, 2011).

Impacts of Social Media Use

The new media landscape has led several researchers like Tapscott (1998), Drotner (2001), Endestad, Kaare and Torgersen (2007), etc., to argue that new media have a greater impact on childhood than the traditional media (As cited in Endestad, Heim, Kaare, Torgersen & Brandtzæg, 2011). For instance, heavy usage of such media has been linked to have negative effects on student's academic achievement, self-esteem and sociability. At the same time this new media has provided an interactive form of communication, information gathering, entertainment and problem-solving abilities (Anderson and Hanson, 2009).

Positive Impacts of Social Media

Social Networking Sites (SNS) play an important role in the lives of many young people. Over 60% of 13-17 year olds have at least one profile on a social networking site, many spending more than 2 hours per day on social networking sites (AACAP, 2011).

Social networking sites can present opportunities to youth who participate with them but like any activity there are also associated risks and it is important for parents to help their children use these sites wisely.

Some potential benefits are:

- Staying connected to friends
- Developing new social contacts with peers with similar interests
- Sharing content of self-expression such as art work, music and political views
- Developing and expressing your individual identity

(AACAP, 2011)

Negative Influences of Social Media

While children may reap a number of benefits from social media sites, several risks do exist. The lead author of the FAAP report and the author of *Cyber-Safe*, an AAP parenting book, O’Keeffe (2011), says that cyber bullying, “Facebook depression,” “sexting” and exposure to inappropriate content are just some of the many risks.

According to Johnson (2011), there is a high prevalence of sexting within the teen community. In the AAP clinical report it states that in a recent survey conducted, 20% of the teenage respondents had admitted to sending or posting nude or semi-nude photos of themselves. There is a widespread distribution of such photos via cell phones and computers, which may result in emotional distress, school suspension and legal troubles.

In a study that finds out about the influence of electronic media use on the academic and social lives of university students by Jacobsen, B.S., & Forste (2011), the results indicates that time-use variables alone account for about 6% of the variance in GPA. For every hour of electronic media exposure reported by students on average, GPA was reduced between 0.05 and 0.07 points.

3.0: METHODOLOGY

3.1 Research Design

A cross-sectional descriptive design was used for this study to collect data by using a convenience sampling method.

According to Baumgartner and Hensley, a cross-sectional design can be described as a method for testing many groups and assuming each group is representative of all other groups when they were at the point in time and it allows researchers to compare many different variables at the same time (2006). The benefit of a cross-sectional study design was that it allows researchers to compare many different variables like age, gender, marital status and educational level in relation to walking with no additional cost (Institute for Work and Health, 2009).

A convenience sampling was adapted for the study as all the schools were not able to provide an equal amount of students for the sampling. However, the study was able to involve students from all schools except one school who taught children of age 11-13 years in Male'. The targeted sample size was also achieved by including students who were available from other schools.

3.2 Study Area

The study was based in Male'; the capital of Maldives. As Male' is the main hub of education and the level of urbanization is highest in the capital. Hence, the children living in Male' were most exposed to the world of social media. All the schools, government and private schools were included in this study except for one private school.

There were a total of 8 schools (6 Government and 2 Private) in Male' that taught children between 11-13 years.

Government Schools

- Jamaaluddin School
- Imaaduddin School
- Kalaafaanu School
- Iskandhar School
- Madharasathul Arabiyyathul Islaamiyya
- Thaajuddeen School

Private Schools

- Billabong High International School
- Ghiyasuddin International School

3.3 Target Population

The student population of grade 6 & 7 in the schools was taken as the target population for the study. The target population for the study was the children enrolled in a school in Male' of age 11-13. This age group was selected because, it has to be kept in mind that this is the age group that is most influenced by any type of change in their environment or social life.

10-13 years are considered the early adolescent period in a child's life. As per Deborah Stewart, a pediatric professor at the University of California's Davis School of Medicine, the cognitive development of a child at this age has a very concrete thinking, with poor understanding for consequences and they lack impulse control. A child at this age is more experimental with actions and they take on high risk behaviors (Stewart, 2000).

The student population of grade 6 & 7 in the schools was taken as the study population for the research. There were a total of 2761 (1415 in grade 6, 1346 in Grade 7) children enrolled in grade 6 and 7.

Table 3.3.1 Population of Grade 6 & 7 in Schools of Male'

Schools	GRADE		Total
	6	7	
Kalaafaanu School	232	210	442
Madharasathul Arabiyyathul Islaamiyya	70	61	131
Thaajuddeen School	165	165	330
Imaaduddin School	252	238	490
Ghiyasuddin International School	72	148	220
Iskandar School	326	228	554
Jamaaluddin School	259	256	515
Billabong High International School	39	40	79
Total	1415	1346	2761

The study however were able to include only 7 schools as one of the private schools were not able to provide students for the survey due to no response from parents in getting consent for it.

3.4 Sampling Technique

A mix method random and non-random sampling was used in sample selection for this study. At first the samples were stratified into grades and the schools were asked to randomly pick students for the study. The number of sample selected by the schools was taken at convenience as there was the issue of limited response from parents for the consent of their children participating in the study.

The study sample was taken from 7 schools in Male'. Hence, from each school, students were selected as such:

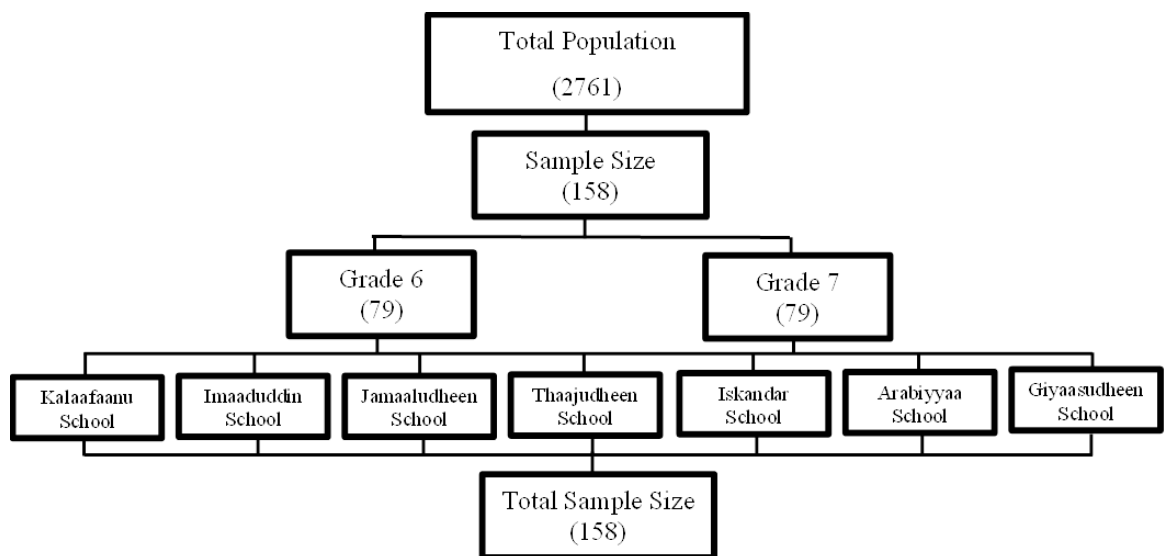


Figure 3.4 Sampling Frame

3.5 Sample Size

The sample size was calculated using sample size calculator software (Raosoft®). This software has been commonly used software for survey purposes. Raosoft, Inc. is a company that provides free software that helps to produce surveys, questionnaires and it is an innovative survey software program for information gathering and analysis (Raosoft, 2011).

With a sample error of 10%, and 99% confidence interval, the sample size was calculated as 158. It was assumed that 50% of the sample would respond.

3.6 Research Instrument

A self-administered questionnaire with guidance from the researcher was given to the students for this survey. The questionnaire was divided into 4 sections. The first section asked the students about their personal information like age, school marks where option and open ended questions were used. The next section asked the students about their electronic media uses and why they used them. These questions were multiple choice questions, where the participants could choose more than one option. The third section consisted of questions regarding use of social media including questions that asked how and why they used them. These questions were also multiple choice questions. The last section of the questionnaire asked the students opinion on social media and its effects by using a 5 scaled Likert scale and dichotomous questions. (Refer appendix 1)

3.7 Pre-Testing

The research instrument was pretested by 2 groups. At first the questionnaire was reviewed by peers, consisting of students from the University. It was identified that the questionnaire had spelling errors and the Likert scale used in the instrument could be improved by adding numbering. All grammatical errors and sentence structuring were changed according to the feedback given by the group.

Finally, the improved instrument was given to 10 students from one school selected at random (Imaaduddin School). 5 students from one class of grade 6 and 5 students from one class of grade 7 were chosen at random for the pretesting of the questionnaire. The students were first asked to go through the questionnaire and find any questions that were difficult to understand. In addition, it was brought to attention that some students were not able to understand words like “addictive” and some students were confused as to what “inappropriate” meant in the context of the question. Other than that, according to the students the questionnaire was fairly simple and quick to fill.

3.8 Data Collection Technique

The survey was conducted and data collection was done during the month of September and October 2015. The initial date of survey had to be postponed and conducting the survey took longer than expected as there was an unexpected holidays announced by the government in relation to the occasion of Eid. In addition to this, some of the schools had their prize days and teacher's day celebrations during the time of the survey.

Most of the schools had provided time during the session time for the survey to be conducted, while the other schools had asked the students to come to school for the survey before the session began.

The survey took place in the respective schools of the students and it took around 15-20 minutes for all students who participated in the survey to complete the questionnaires without any difficulties. The researcher was present at all the schools during the survey and before the survey had begun all participants was given an information sheet regarding the research (Refer Appendix 2).

It was explained to all participants the purpose of the research and survey, what was expected of them during the survey, what were the potential risks and also the benefit of participating in the survey. Before the participants began filling the questionnaire, all sections and types of questions it included was explained. Meanings of any difficult words were also explained. Any queries from the participants were answered before and also during the time of the survey.

3.9 Data Analysis

Before the data was analyzed, both the raw data were coded, cleaned and filtered. All missing data were discarded and the final set of data was entered into data analyzing software. The Statistical Package for Social Sciences (SPSS) version 20.0 was used to analyze the data for this study.

The comparison of social media usage for academic and other purposes was analyzed using percentages and the relationship between the social media use and academic performance was investigated by using inferential statistics like correlation, chi-square, and logistic regression.

Using descriptive frequencies such as mean mode median and standard deviation the independent variables such as age, gender, school level and place of education were analyzed. Data were presented as tabulations and graphs for easy interpretation of the results. (Refer Framework for Data Analysis in Appendix 4)

3.10 Ethical Considerations

In all researches the research subjects should not be harmed in any way, either directly or indirectly. Research subjects or participants should give their informed consent to participating in the study and to the data collected being used in the ways the researcher describes them. Additionally, the researcher must promise that the subject's identities will remain confidential (Knight, 2002).

A consent form and an information sheet were given to all survey participants. If parents were willing to let their children participate in the survey they were told to fill in the provided consent form and return it to the school.. It was informed to the schools and parents that the data and the results of the survey would not be disclosed and would be kept confidential. The information sheet included a brief description of the research and the purpose of the study. It also included what the students had to do during the study and what they were expected to do. (Consent form and information sheet attached in Appendix 2 and 3)

3.11 Validity and Reliability of Instrument

The validity and reliability of the instrument is very important to decrease the error in the study.

Joppe (2000), (as cited in Golafshani, 2003) defines reliability as: The extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable.

One way to decrease this error was to do a test- retest, which would show that the study result is similar even when repeated. A pilot study with 10 students from the study area was conducted before the study to see if a consistent result was obtained. Piloting also builds an opportunity to reflect on whether the research design is really getting at what it was intended to achieve (Knight, 2002).

LoBiondo-Wood & Haber (1998), (as cited in Long and Johnson, 2000) states that in quantitative terms, validity is taken to mean ‘the determination of whether a measurement instrument actually measures what it is purported to measure’.

The validity of the instrument was established by testing the results derived from the survey with the theoretical framework used for the study. If the result was similar to the theory the study is considered to be valid.

3.12 Conceptual Framework and Measurement of Variables

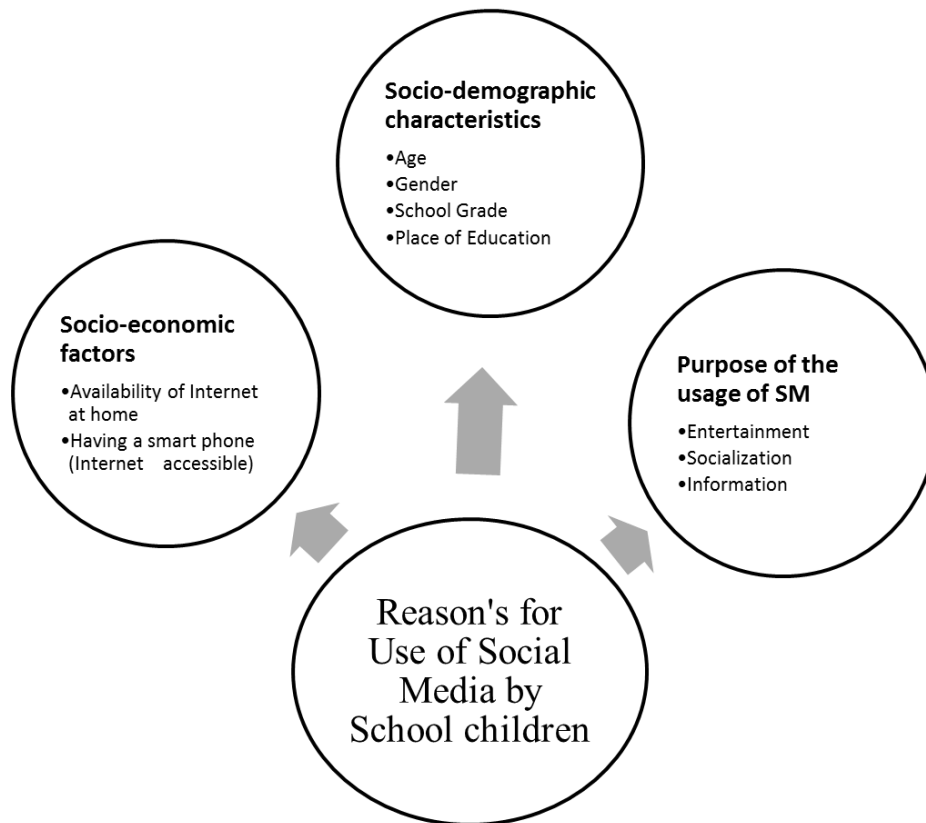


Figure 3.12.1 Conceptual Frame-work

The conceptual framework shows the relationship between the dependent variable and the independent variable. There are main three categorical factors (socio-demographic characteristics, socio-economic factors and the purposes of social media usage) that influence the use of social media in school children.

These factors contribute to the social media usage among the school children and there by influence what kind of impact it has on the children. The conceptual framework has been derived from the Uses and Gratification theory, which would help to identify why the students were using the social media and identify the purpose for its use.

4.0: DATA ANALYSIS AND RESULTS

4.1 Social Media and Demographics

Table 4.1.1 Social Media Usage Demographics

Social Media Usage Demographics			
Total (N=158)	Frequency (n)	Percent	Social Media Usage
Gender			
Boys	n= 81	51.3%	91.4%
Girls	n= 77	48.7%	96.1%
Age			
11	n= 19	12.0%	94.7%
12	n= 79	50.0%	92.4%
13	n= 60	38.0%	95.0%
Grade			
6	n=79	50.0%	91.1%
7	n=79	50.0%	96.2%
Schools			
• Imaduddin School	n=25	15.8%	96.0%
• Al Madhrasathul Arabiyyathul Islamiyyaa	n=12	7.6%	91.7%
• Kalaafaanu School	n=24	15.2%	91.7%
• Giyaasudheen International School	n=20	12.7%	100.0%
• Thaajudheen School	n=24	15.2%	95.8%
• Iskandar School	n=24	15.2%	83.3%
• Jamaaludheen School	n=29	18.4%	96.6%

Table 4.1.1 shows the demographics of the participants of the survey in relation to their social media usage. While 51.3 percent of the participants were boys and 48.7% were girls, it was seen that there was a higher percentage of social media usage among

the girls than the boys. Moreover, the data shows that children at the higher grade use social media more than their juniors. This is seen with the higher age groups as well.

Now looking at the schools as a whole, the highest percentage of social media use was found in Giyaasudheen International School, followed by (96.6%) Jamaaludheen School and (96.0%) Imaduddin School. The least amount of social media usage (83.3%) was seen in Iskandar School.

4.2 Student's Use of Electronics & Nature of Use

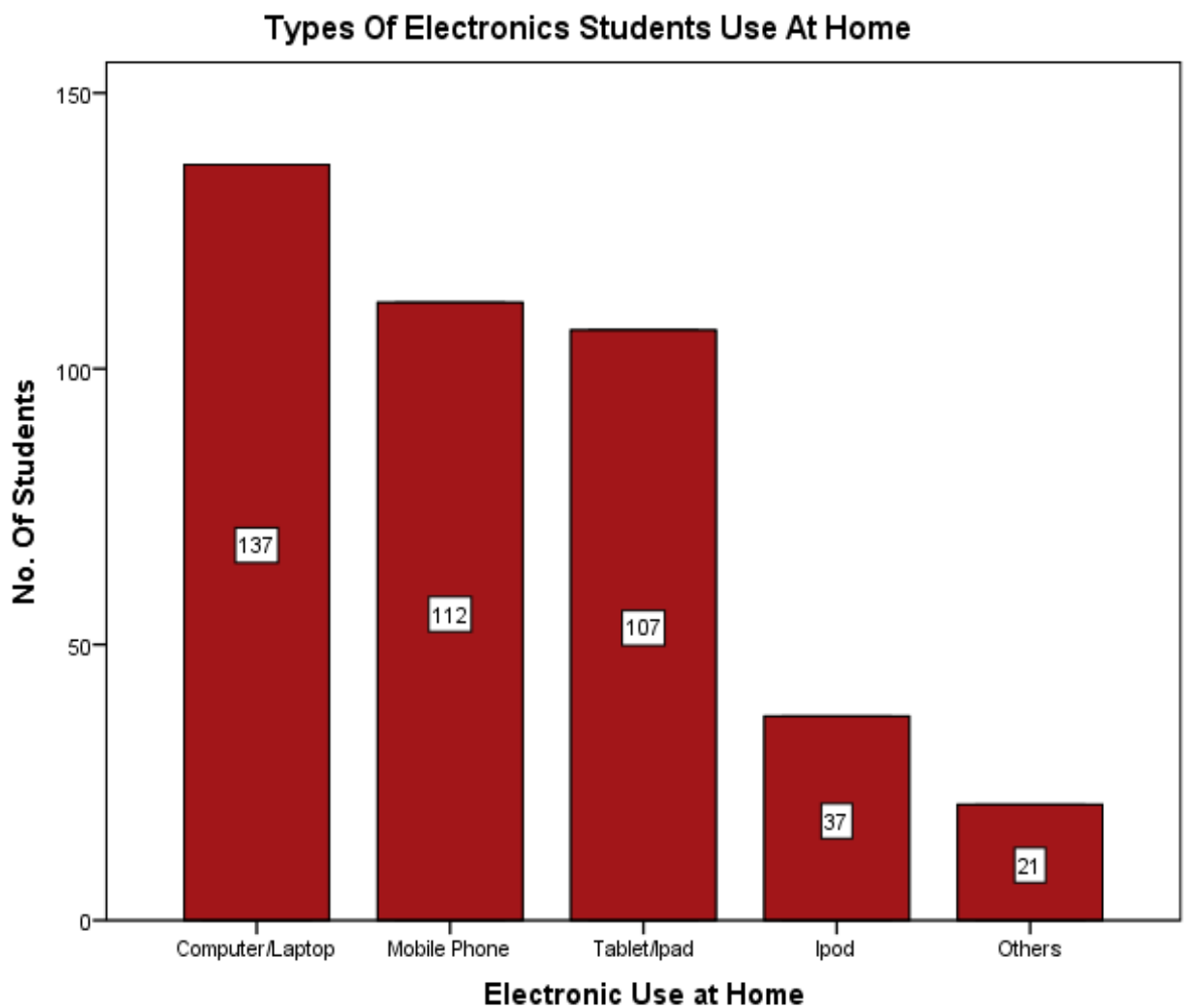


Figure 4.2.1 Types of Electronics Students Use at Home

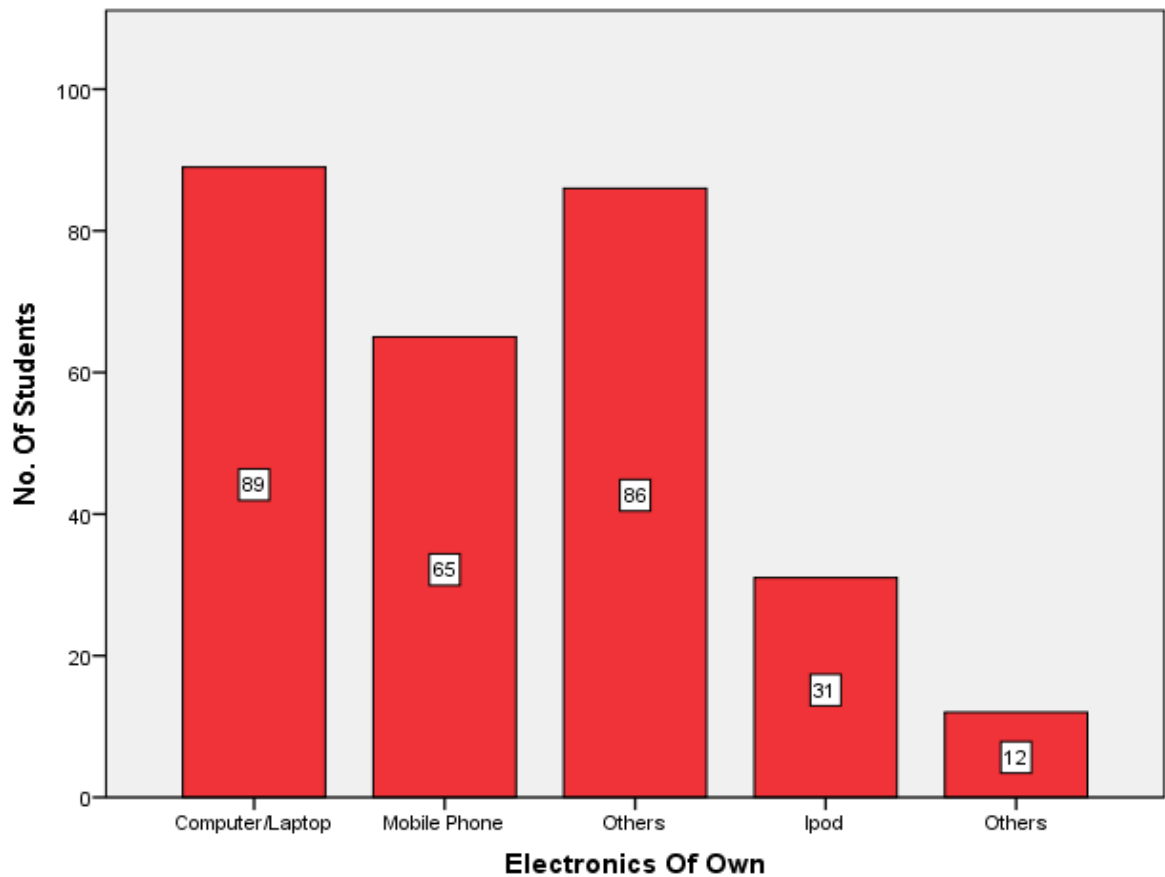


Figure 4.2.2 Amount of Student Who Own their Own Electronics

Figure 4.2.1 and 4.2.2 shows the number of students who use different types of electronics at home and also the number of students who own their own electronics.

The statistics show that a large number of students have access to electronics. 137 students use computers or laptops, 112 students use mobile phones, 107 tablets or Ipads, 37 students use Ipods and 21 uses other electronic devices. These devices include kindle devices, Play Stations, Game Boys and Smart Televisions.

In addition to this it was seen that most of the students also owned these electronics. 89 students out of the 137 had their own computer or laptop and 65 of 112 students owned their own mobile phones. Moreover, out of the 107 students who use tablets/Ipads, 86 of them have their own. 31 students own Ipods and 12 students own other electronic devices.

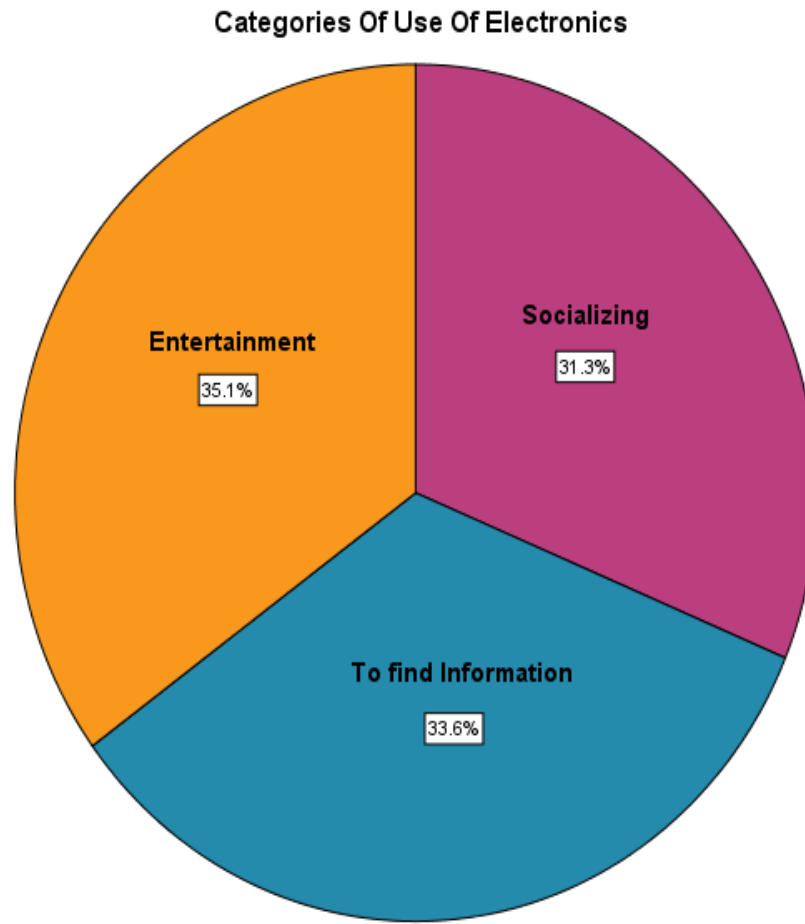


Figure 4.2.3 Percentage of Students Categorized According to Use of Electronics

Figure 4.2.3 shows the percentage of students who use the electronics for socializing, entertainment and to get information. It shows that 35.1 percent of students use them for entertainment, 33.6 percent use to get information and 31.3 percent use their electronics for socializing.

Table 4.2.1 Frequency of Use of Social Media per Type of Use

Frequency of Use of Social Media Per Type of Use					
Type of Use	Frequency of Use (%)				
	None	0-3 hrs	3-6 hrs	6-9 hrs	More than 9 hrs
Socializing	17.1	67.1	8.2	6.3	1.3
To Get Information	8.9	68.4	20.3	2.5	0
Entertainment	6.3	44.9	33.5	10.1	5.1

The above table (4.2.1) shows the frequency of use of social media per types of use among the students in schools of Male'. The highest frequencies of use were seen to get information and for socializing for 0-3 hours, that is 68.4 percent and 67.1 percent respectively. It was seen that most of the students used electronics for no more than 3 hours for all three activities.

4.3 Use of Social Media Among School Children: Duration and Frequency

Table 4.3.1 Social Media Use Among School Children

Use Social Media			
	Frequency	Percent	Valid Percent
Yes	148	93.7	93.7
No	10	6.3	6.3
Total	158	100.0	100.0

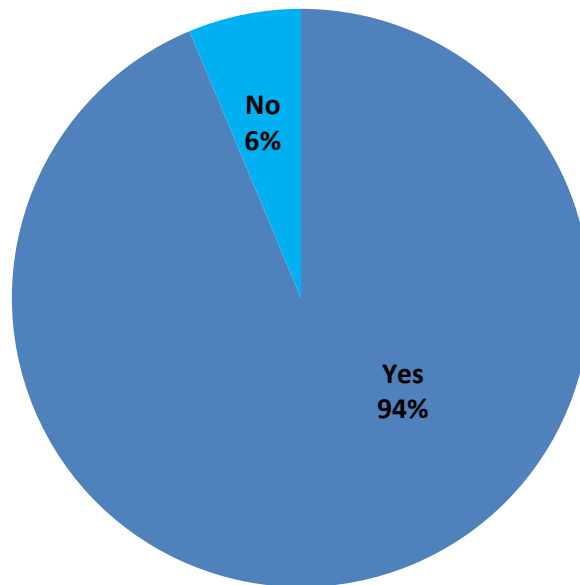


Figure 4.3.1 Percentage of Social Media Use Among School Children

Table 4.3.1 and figure 4.3.1 shows the frequency and percentage of students who use social media. Among the 158 students who participated in the study, 94 percent of the students were using social media. That is 148 students out of the 158 participants. Only 6 percent (10 students) of students said they did not use any social media.

As per the statistics collected by the survey, it was seen that 53.2 students spend less than 2 hours each day on social media each day, and 27.8 students spend 2 to 4 hours daily on social media.

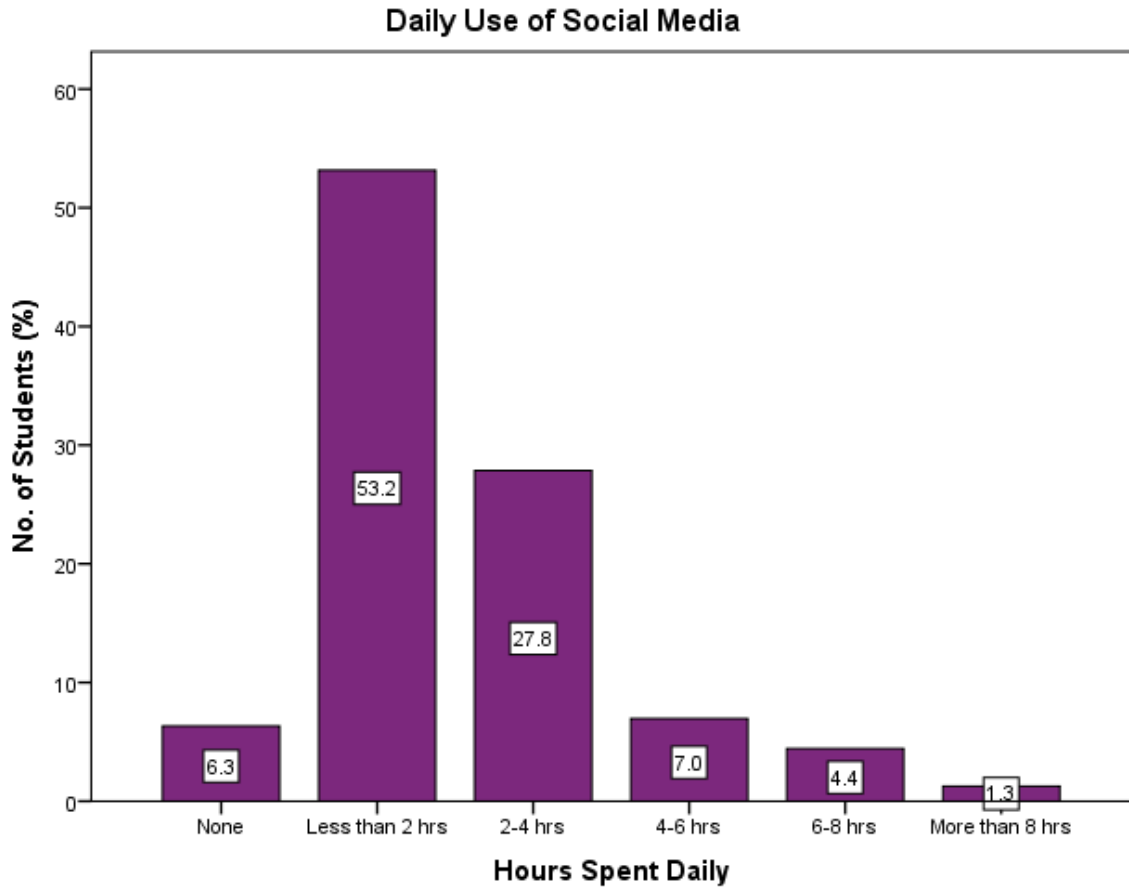


Figure 4.3.2 Frequency of Students and Their Daily Use of Social Media

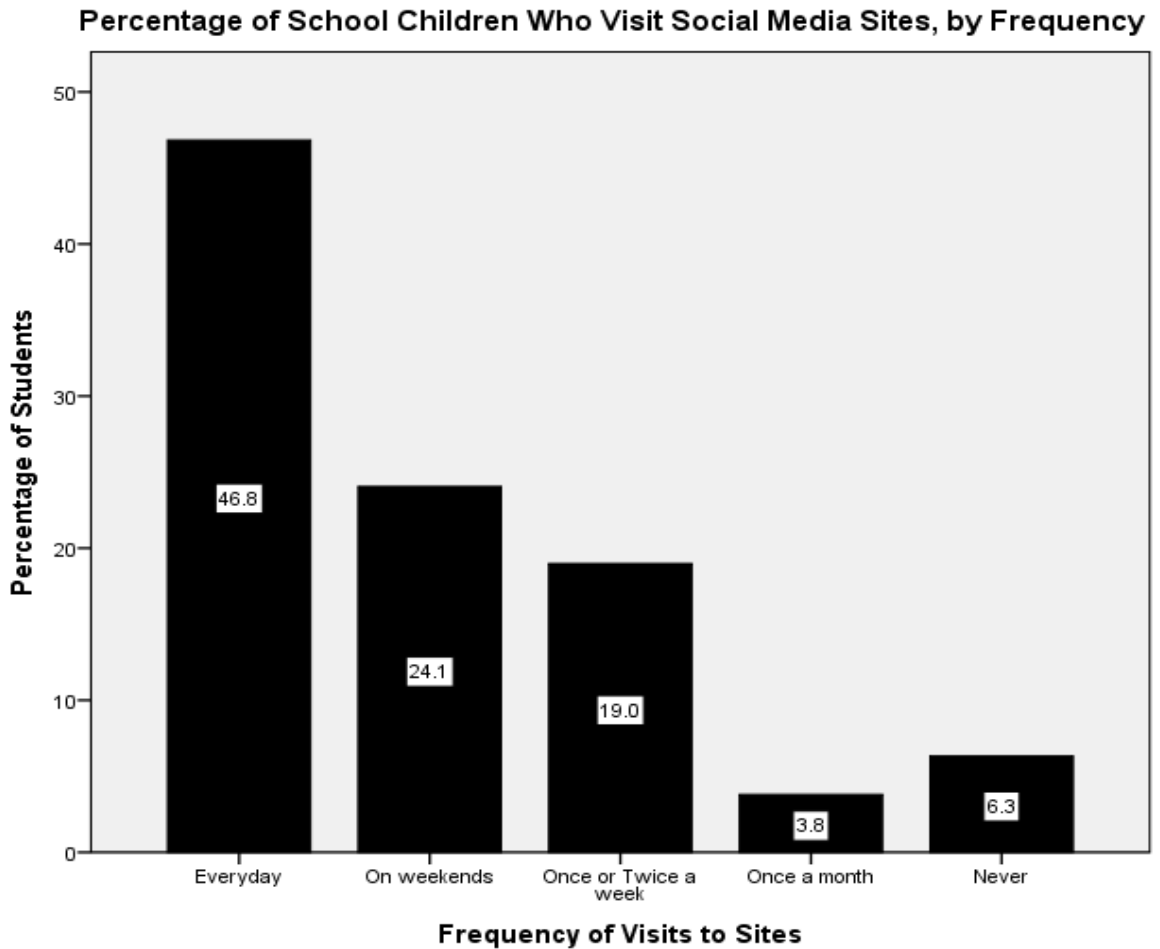


Figure 4.3.3 Percentage of School Children Who Visit Social Media by Frequency

Looking at the duration of frequency of visits to social media sites by students, the highest numbers of students (46.8) visit the sites every day. 24.1 percent of students visit the sites on weekends and 19.0 percent of students visit just once or twice a week.

Moreover, when we look at the use during weekends and weekdays, the percentage of usage is vastly different.

According to the 71.81 percent of students who participated in the study, they said that they used social media and visited social media sites on weekends more often than on weekdays. Only

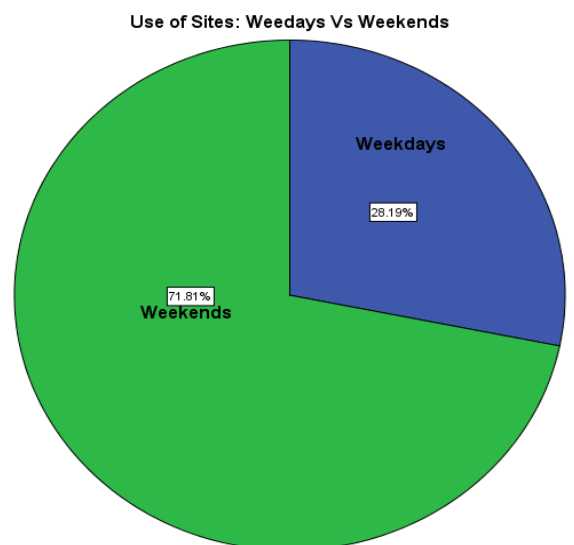


Figure 4.3.4 Use of Sites on Weekdays and Weekends

28.19 percent of students said they used the sites and were on social media more on weekdays.

4.4 Types of Social Media Used Among School Children in Male'

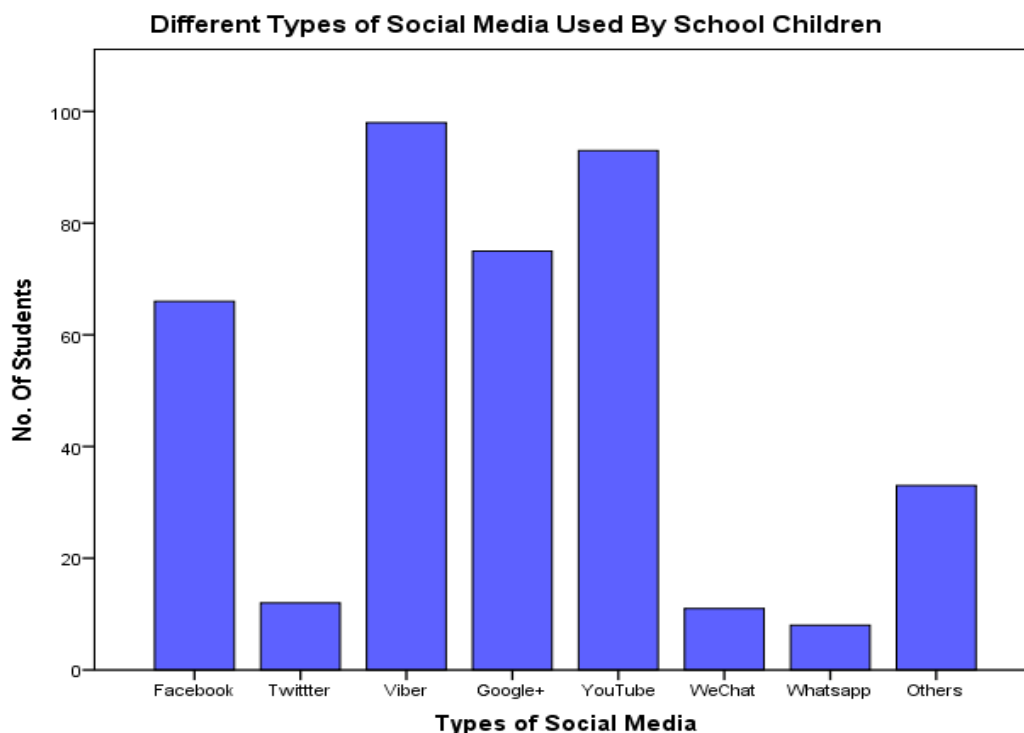


Figure 4.4.1 Different Types of Social Media Used by School Children

Types of Social Media	Frequency (n)	Percentage (%)
Facebook	66	41.8
Twitter	12	7.6
Viber	98	62.0
Google+	75	47.5
YouTube	93	58.9
WeChat	11	7.0
Whatsapp	8	5.1
Others	33	20.9

Table 4.4.1 Frequency of Types of Social Media Used by School Children

Figure 4.4.1 and table 4.4.1 shows the statistics for the different types of social media used by the students. The highest number of students (62.0%) used Viber and YouTube (58.9%), followed by Google+ (47.5%) and Facebook (41.8%). Moreover, 20.9 percent of students said that they used other social media such as Instagram, Snapchat, Skype and online gaming sites.

4.5 Why Students Use Social Media

Table 4.5.1 shows the reasons why students had used the different types of social media. The reasons ranged from “to chat with friends” to “because I’m bored” and also because it was “required for school work”.

According to 112 (98.2%) students who participated in the survey, they used social media and visited social media sites because they were bored. Whereas, 72.8 percent of students used them to find information and 71.5 percent of students accessed to social media to watch movies, play music etc... In was also seen by the survey that 70.9 percent of the participants of the study used social media to chat and socialize with their friends and family. Students also used social media for school work (62.0%), to know what was going around (41,8%), to meet new people and make new friends (19.6%), to talk to teachers (16.5%) and also to get popular (10.1%) and to get people’s attention (5.7%).

Table 4.5.1 Reasons for Use of Social Media

Reasons For Use of Social Media	Frequency (n)	Percentage (%)
Chat With Friends	112	70.9
Watch movies, play music etc...	113	71.5
Meet New People	31	19.6
Know What’s Going On	66	41.8
Bored	112	98.2
Find Information	115	72.8
Get Popular	16	10.1
Get Others Attention	9	5.7
For School Work	98	62.0
Talk To Teachers	26	16.5

4.6 Impacts of Use of Social Media on School Children

Table 4.6.1 Impacts of Use of Social Media

Impacts of Use of Social Media	Frequency (n)	Percentage (%)
Use Slang	93	58.9
More Comfortable Talking to People Online	72	45.6
Online During Doing School Work	52	32.9
Get Easily Distracted	41	25.9
Look Things Up Online Rather than From Books	88	55.7
Bullied Online	14	25.9
Sent or received Inappropriate Messages and Pictures	20	12.7
Watch or Read Inappropriate Things Online	18	11.4

The above table lists the impacts of social media on the students. It had both negative and positive impacts. The survey showed that 58.9 percent of the students used slang and 32.9 percent of the students said they were “online” during doing school work. In addition, 25.9 percent of the participants said that they got distracted easily because they were using social media. Similarly during the study it was seen that 25.9 percentage of the students had experienced cyber bullying. The survey also showed that 12.7 percent of students had sent or received inappropriate messages or pictures and 11.4 percent of students had watched or read inappropriate things online.

According to the participants of the survey, using social media had made them more comfortable to talk to people. This included 45.6 percent of students in the survey. Furthermore, 55.7 percent of students had said that they looked things up online rather than referring to a book.

4.7 Opinion of Students on Use and Impacts of Social Media

Table 4.7.1 Students Opinion on Social Media and if it is Helps them to Grow

Students Opinion on Social Media and It Helping them Grow		
	Frequency	Percent (%)
Strongly Agree	52	32.9
Agree	39	24.7
Neutral	51	32.3
Disagree	9	5.7
Strongly Disagree	7	4.4
Total	158	100.0

According to the results of the survey, 32.9 percent of the students strongly agreed that using social media had helped them to grow, and 24.7 percent of the students agreed to it as well. While 32.3 percent of the participants was neutral about it, 5.7 percent disagreed and 4.4 percent of students strongly disagreed that social media was helping them to grow in any way.

Table 4.7.2 Students Opinion on If Social Media Helps to Improve Academic Score

Students Opinion on If Social Media Helps Improve Their Academic Score		
	Frequency	Percent (%)
Strongly Agree	31	19.6
Agree	52	32.9
Neutral	54	34.2
Disagree	12	7.6
Strongly Disagree	9	5.7
Total	158	100.0

The survey also asked the students opinion on social media use and if it was helping them to improve their academics. As per 19.6 percent of the participants they strongly agreed that social media was helping to improve their academic score, this also includes 32.9 percent of that students agreed the statement. Meanwhile 34.2 percent of the students neither agreed nor disagreed to it. However, 7.6 percent of the students disagreed and 5.7 percent of the participants strongly disagree to it.

Table 4.7.3 Students Opinion on If Social Media Has a Bad Influence

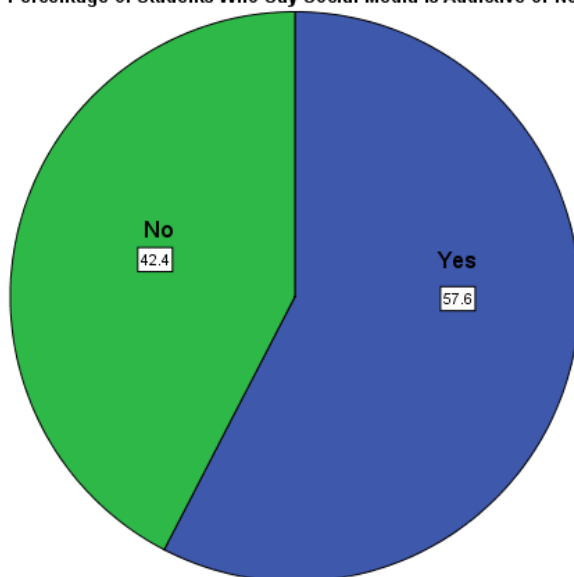
Students Opinion On: Social Media Has a Bad Influence		
	Frequency	Percent (%)
Strongly Agree	11	7.0
Agree	22	13.9
Neutral	40	25.3
Disagree	38	24.1
Strongly Disagree	47	29.7
Total	158	100.0

According to 7.0 percent of the participants they strongly agreed that social media had a bad influence on them, while 13.9 percent of them also agreed to it. 25.3 percent of the participants neither agreed nor disagreed that social media had a bad influence on them. However, 24.1 percent of the participants disagreed that social media had a bad influence and 29.7 percent of them strongly disagreed to it.

Table 4.7.4 Students Opinion on Addictiveness of Social Media

Students Opinion On Addictiveness of Social Media		
	Frequency	Percent (%)
Yes	91	57.6
No	67	42.4
Total	158	100.0

Percentage of Students Who Say Social Media is Addictive or Not



According to the students who participated in the study 57.6 percent of them said social media was addictive while 42.4% of them said that it was not.

Figure 4.7.1 Students Opinion on Addictiveness of Social Media

5.0: DISCUSSION AND CONCLUSION

5.1 Summary of Main Findings

The purpose of the study was to find out the incorporation of social media in the lives of school aged children and to identify the impacts of using social media on the students. The main finding of the study was that a high percentage of children of aged 11-13 years are currently social media users. That is 91.4 percent of boys and 96.1 percent of girls. Hence, there was a higher percentage of social media usage among the girls than the boys. Moreover, the data showed that children of greater age and who are at higher grades used social media more. In addition to this, it was also identified that a large number of students had access to electronics at home that they owned by themselves.

The study was also able to categories why students used social media, and it was seen that 35.1 percent of students use them for entertainment, 33.6 percent use to get information and 31.3 percent use their electronics for socializing. The highest frequencies of use were seen to get information and for socializing for 0-3 hours, that is 68.4 percent and 67.1 percent respectively. It was seen that most of the students used electronics for no more than 3 hours for all three activities. Looking at the duration of frequency of visits to social media sites by students, the highest numbers of students (46.8) visit the sites every day and they often spent less than 2 hours at these sites daily. It was also verified that students accessed to social media more often on weekends than weekdays.

The study also aimed to identify the types of social media the school children were using currently. The highest number of students (62.0%) used Viber and YouTube (58.9%), followed by Google+ (47.5%) and Facebook (41.8%).

Table 4.5.1 shows the reasons why students had used the different types of social media. The reasons ranged from “to chat with friends” to “because I’m bored” and also because it was “required for school work”.

Finally looking at the impacts of social media, it was seen that social media had both positive and negatives impacts. The survey showed that 58.9 percent of the students used slang and 32.9 percent of the students said they were “online” during doing school work. In addition, 25.9 percent of the participants said that they got distracted

easily because they were using social media. Similarly during the study it was seen that 25.9 percentage of the students had experienced cyber bullying. The survey also showed that 12.7 percent of students had sent or received inappropriate messages or pictures and 11.4 percent of students had watched or read inappropriate things online. However, students claimed that using social media had made them more comfortable to talk to people. This included 45.6 percent of students in the survey. Furthermore, 55.7 percent of students had said that they looked things up online rather than referring to a book which was much easier. The students also shared their opinion on how social media helped them to grow and 32.9 percent of the participants strongly agreed that it did. In addition, 29.7 percent of the students said they strongly disagree that social media was having any bad influence or impact on them. However, 57.6 percent of the study participants said social media was addictive.

5.2 Discussion

5.2.1 Incorporation of Social Media Use Among School-aged Children in Male'

The study included 158 participants from different schools in Male' and it allowed identifying the incidence of social media use among the school aged children. A total of 148 students from the 158 participants used social media. That is a high (93.7%) number of social media users in the sample. Only 6.3 percent of the participants said they did not use any kind of social media.

According to the results of the study, it was seen that there were a higher percentage of girls (96.1%) who used social media than boys (91.4%). Moreover, it was also identified that there were a higher proportion of older age (12 &13 year) students who used social media than 11 year old students. This was seen when looking at the statistics of social media usage among grade 6 (91.1%) and 7(96.2%) as well. This is seen in other parts of the world as well. In a study done in 2010 by the Pew Research Centers' Internet and American Life Project to identify the social media and mobile internet use among teens and young adults, it showed that among the adolescents, both boys and girls equally likely to go online, but it was seen that the younger teens remained slightly less likely to go online than the older teens. Among all age groups the highest percentage (93%) of people online was determined to be teens aged 12-17(Lenhardt, Purcell, Smith, & Zickuhr, 2010).

The study also established the fact the school children had access to electronics that made them more active in the social media world. In addition to the fact these electronics were available to them at home or school, it was identified that a high number of students had their own electronics such as computer/ laptop, mobile phone, tablet, Ipad and other devices. In America, some 75% of American teens ages 12-17 have a cell phone and nearly seven in ten (69%) teens have a computer Lenhardt, Purcell, Smith, & Zickuhr, 2010). Similarly it was seen in the study that high number of students (137) had their own computer or laptop and (107) tablet or Ipad. This shows that in today's day and time, the children are having an opened gateway for social media, and this gateway is further strengthened by the fact that, parents have allowed their children to have their own "Smart" electronics.

5.2.2 Purpose of Using Social Media in Reference to Uses and Gratification Theory

As mentioned in chapter 2, there are three proposed types of uses of social media. One use it to divert yourself or escape from boredom, second is for social utility and finally, to seek information and to obtain knowledge (Hendriyana et al, 2011).

Hence, in the study the purpose of use of social media were categorized into three categories: socializing, for entertainment and to get information. The study showed that 35.1 percent of students used them for entertainment, 33.6 percent used it to get information and 31.3 percent accessed to the sites for socializing.

The duration or frequency of accessing into social media sites also depends on the why people use them and what they use them for (McQuail, 2005). According to the results of the survey, the frequency of use was of similar proportion and equally distributed. This means that the students used social media for all three purposes. However, when the students were asked as why they used social media they had given ranges of reasons as to why they used it. This included reasons such as “to chat with friends”, “because I’m bored” and also because it was “required for school work”.

As per 112 (98.2%) students who participated in the survey, they used social media and visited social media sites because they were bored. Whereas, 72.8 percent of students used them to find information and 71.5 percent of students’ accessed to social media to watch movies, play music etc... In was also seen by the survey that 70.9 percent of the participants of the study used social media to chat and socialize with their friends and family. Students also used social media for school work (62.0%), to know what was going around (41,8%), to meet new people and make new friends (19.6%), to talk to teachers (16.5%) and also to get popular (10.1%) and to get people’s attention (5.7%). Hence, the result significantly showed that the students had higher preference for use of social media for socializing and entertainment.

5.2.3 Frequency and Duration of Use of Social Media

In terms of the frequency and duration of use of social media among the participants, according to the statistics gained from the results of the survey, it showed that 53.2 percent of the students spend less than 2 hours every day on social media sites. However, there were participants (27.8%) who frequent these sites for 2 to 4 hours each day and a total of 12.7 percent of the participants spend more than 4 hours in these sites daily.

In addition, it was also identified that most of the students (46.8%) visited social media sites every day and when it was asked if they visited the sites more on weekdays or weekends, 71.8 percent of the students answered that they accessed the sites more on weekends. This would be the case as children in weekdays (Sunday through Thursday), most of the hours of their day will be spent at school. Also most of the students would participate in extra-curricular activities, attend tutoring classes and spend time on doing school work at home. Moreover, parents would also not allow most of the children to sit idle at home, and they would send them to tuitions and classes to help improve their children's academics. Hence, the time spent on social media sites are more on weekends than weekdays.

Furthermore, when looking at the duration of time spent for each type of use, it was identified to be different. More number of students (68.4%) spent 0 to 3 hours to seek information from the social media sites than for socializing (67.1%) and entertainment (44.9%). So through this study it was confirmed that most of the school-aged children use social media as a platform to get information and seek knowledge, followed by socializing and entertainment respectively. The study results also suggest that among most of the school children, the amount of time spent on the three activities did not increase much highly for more than 3 hours.

5.2.4 Types of Social Media Used by School Children

It was one of the main objectives to identify the different types of social media that was being used by school aged children in Male'. Hence, in the current study, it was identified that the students had accessed to different types of social media. These included Facebook, Twitter, Viber, Google+, YouTube, WeChat, Whatsapp, Instagram, Snapchat, Skype and other online gaming sites.

It was observed that most of the participants were fans of Viber and YouTube, as the highest number of students (62.0%) used Viber and YouTube (58.9%), followed by Google+ (47.5%) and Facebook (41.8%). Moreover, 20.9 percent of students said that they used other social media such as Instagram, Snapchat, Skype and online gaming sites.

It is important to know why students preferred such social media. Let's consider Viber which was the most popular among the school children. Viber is a mobile application that allows users to make phone calls and send text messages to all other Viber users for free (Viber, 2015). And as students had access to mobile phones and computer/laptops, by installing this app they would be able to talk to people around the world at all times for very little cost. Secondly, the nest most popular social media site was YouTube. YouTube allowed its users to discover, watch, and share user-generated videos. YouTube provides a distribution platform where users can share user-generated content videos and socialize with other users through social networking (Lim, Lim & Heinrichs, 2014). The multiple activities the users are able to do in one platform are a great attraction. Hence students may also have opted to use YouTube due to such attractions.

5.2.5 Impacts of Social Media Use on Students: Positive Versus Negative

To identify the impacts of social media on school aged children, the study asked students some direct and indirect questions during the survey. The current study aimed to identify if there were positive and negative impacts of social media on the school children and also to determine if the positive impacts outweighed the negative impacts.

5.2.5.1 Positive Impacts of Social Media

According to the participants of the survey, using social media had made them more comfortable to talk to people. This included 45.6 percent of students in the survey. Even though social media has its bad influences on children, it also helps to increase a child's self-confidence and make him or her socially blossom without having the fear of facing a multiple number people face to face.

In a survey conducted by a non-profit child advocacy group Common Sense Media, one in five teens said that social media made them feel more confident. The report also identified that, in a survey conducted with more than 1,000 participants of 13- to 17-year-olds, their opinion about how they view their digital lives were asked. 28% said social networking made them feel more outgoing versus 5% who said it made them feel less so; and 29% said it made them feel less shy versus the 3% who said it made them feel more introverted (Wallace, 2014).

The survey also asked the students opinion on social media use and if it was helping them to improve their academics. As per 52.5 percent of the participants they agreed that social media was helping to improve their academic score. It was also identified that a large number of students; 55.7 percent of students preferred to look things up online rather than referring to a book. This made it easier for them to seek knowledge at one single platform that allowed them to seek information of different genres.

In addition to the above mentioned impacts, the results of the current study identified that students have to use social media for school work and even to keep in contact and communicate with their teachers. This informal but effective way of communication is bringing schools' and students much closer and decreasing the gap between them. Students can now have easy access to school information and have a proactive

approach to communicating with their teachers and school staff without hesitation at times they require.

Making social networking and media more a part of a student's life also has the potential to boost productivity, rather than take away from it. At the same time, encouraging a more proactive use of social media in the classroom from a young age, and in a moderate fashion, can help students to understand how best to communicate and aid their learning. According to James, (2012) communicating through social networks can be a way to build group collaboration skills, while building interactions with other students around the world. Blogs, Twitter feeds, and other social network pages can be tied here into class projects.

5.2.5.2 Negative Impacts of Social Media

According to the survey results, 58.9 percent of the students used slang, and students are using abbreviations like “U”, “R”, and “V” instead of “you”, “are” and “we”. Moreover there has been an emergence of a social media language and messaging terms that perplex millions of parents in today's time.

A research conducted led by an English language expert, Professor John Sutherland in Britain revealed that 86 percent of all British parents think teenagers speak an entirely different language on social media and mobile messaging. The study also identified that we are moving to a more pictographic form of communication with the increasing popularity of emoticons, where a single picture can convey a full range of messages and emotions. And the researcher concludes that in the future there would be fewer words and letters used in messaging as pictures and icons would take over the text/speak language (Agency, 2015).

Now looking into other impacts of use of social media, one of the concerns of school children using social media is getting distracted by its bright light during an important time of their lives. In the current study 32.9 percent of the students said they were “online” during doing school work. In addition, 25.9 percent of the participants said that they got distracted easily because they were using social media while doing work.

There is now scientific evidence that increasingly suggests that during all the texting, “poking” and surfing, children's digital lives are turning into much different creatures from that of adults, and this is not necessarily for the better. It was seen in a study

done in 2009 by Stanford researchers, where extraneous information was presented to participants who multitasked and used social media and with those who did not media multitasked. In the test, Stanford University researchers showed students an image of a bunch of rectangles in various orientations and asked them to focus on a couple of red ones in particular. Then the students were shown a second, very similar image and asked if the red rectangles had been rotated. The heavy media multitaskers were wrong more often. Hence the study concluded, they are more sensitive to distracting stimuli than light media multitaskers are (Conley, 2001). And if this is the case, the productivity levels of students will drop. The problem actually arises when a quick check of a message expands into an hour and with these sites being so easy to access to, large parts of a working day or study time would be swallowed without the child even realizing it.

The current study also asked the participants opinion on addictiveness of social media, surprising to see that 57.9 percent of the students agreed that it was addictive even though they used it as often as they were using it.

Another negative impact that was identified through the study was bullying. During the study it was seen that 25.9 percentage of the students had experienced cyber bullying. Cyber bullying has become a major concern even throughout the world. In 2005, the UK's, the National Children's Home surveyed 770 children aged 11–19 years in England; 20% had been cyber bullied or threatened, and 11% claimed to have sent a bullying or threatening message to someone else. Similarly in another study of 11,227 pupils in England aged 11–15 years, who were asked if they had ever received any nasty or threatening text messages or emails. Nearly 7% reported this at least "once in a while", girls more than boys. Over a 4-year period from 2002 to 2005 there was some increase, mainly in girls (Slonje & Smith, 2008).

The current study also revealed that 12.7 percent of students had sent or received inappropriate messages or pictures and 11.4 percent of students had watched or read inappropriate things online. As mentioned in chapter 2, in a recent survey conducted by the AAP, 20% of the teenage respondents had admitted to sending or posting nude or semi-nude photos of themselves. There is a widespread distribution of such photos via cell phones and computers, which may result in emotional distress, school suspension and legal troubles (Johnson, 2011).

Just by looking at the statistics gained from the current research, it is alarming to see even this percentage of students getting into such activities as such a young age. However, when the students were asked to give an opinion on if social media has had a bad influence on them, a high percentage of participants disagreed (53.8%) to the statement.

So, finally, how is social media impacting lives of school aged children? Looking at the current study's result, there happens to be more negative impacts of social media than positive impacts. Even though using social media has its merits and benefits, a large number of the students are being wrongly influenced by the glamour of the social media world.

5.3 Implications

By doing this research and by using the results derived from the study the current social media situation and the usage of social media among the students in schools of Male' was identified. This study has also allowed identifying of the impacts of use of social media, the negative and positive impacts of it on students. The results of the study can be used and implied in the educational and social sectors of Maldives to make parents and students aware of the dangers and consequences of using social media. The results of the study implied that the students of age 11-13 years are very vulnerable to the risks and dangers of social media. Vigilance in regards to the risk must be kept in mind in order to mitigate and prevent any bad effect from happening.

5.4 Limitations of the Study

The targeted population of this research was the students of grade 6 and 7 who were currently studying in the schools of Male'. However, due to lack of response from one of the private schools (Billabong High International School) the study would not be able to cover the whole population. Moreover, some schools were not able to provide the required amount of sample for the survey. This however was compensated by taking the lacking number of samples from other schools.

In addition to this, as some of the schools had already integrated the use of social media in communicating with the students the percentage of students using social media will be higher in those schools irrespective of their personal usage of social media.

As this study had been done in the City of Male', it would only show the social media use among the students in Male' alone. The social media situation in Male' and the other islands would not be same. Even though internet is available to most of the households in the country, the internet connectivity is not the same as it is in Male'. Hence the study would not reflect the social media usage of the school children in the country as a whole. However, the study can be applied to other school aged children of different age groups to recognize their social media usage.

5.5 Recommendations and Direction for Future Research

Considering the profound incorporation of social media in the lives of school children at today's time, the potential risks and consequences of such actions by children must be kept in mind. This requires the combined efforts of parents, educators, school management and also educational policy makers. They should become more active in sensitizing the matter in the media to its growing concern and negative impacts to the school children. Parents should also monitor what types of social media are being used and the sites their children are viewing and also limit or allocate a specific time and duration for use of social media. Furthermore, the children should be taught on how to use social media suitably and appropriately. They should be made aware of the risks and possible consequences of use of social media in different ways.

Since, there is a massive popularity of use of social media among school aged children, research in this field is crucial. The current study was only able to give a big picture and a baseline of the current social media situation in Male'. So there is still much to be done and much research needs to be done in this field before any conclusive assumptions can be made about the use of social media.

5.6 Conclusion

This study was conducted to establish a big picture of the social media situation among students in schools of Male'. The purpose of the study was to identify how much social media had been integrated into the lives of students in Male' and also to determine the impacts of media on the school children of age 11-13.

The study was based in Male' and was conducted among 7 schools in Male' that taught students of age 11-13 years. A total of 158 samples were used for the study and it was taken by using a mixed method of sampling technique. A self-administered questionnaire was used as the research instrument which enabled to collect the data required for the research.

Finally, after analyzing the data, it was identified that there were a high number of social media users among school children and a surprisingly large proportion of students in the schools of Male' owned their own electronics. When looked at the different types of social media most often used, Viber and YouTube were the most used social media among students.

The study concludes school children in Male' have a high incidence of social media use and they have particular social media's that they preferred to use. It was also established that using social media had more negative impact on lives of school aged children than positive impacts.

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Appendix 1

QUESTIONNAIRE

Appendix 2

INFORMATION SHEET FOR RESEARCH PARTICIPANTS

Appendix 3

CONSENT FORM FOR PARENTS

Appendix 4

FRAMEWORK FOR DATA ANALYSIS