

# Attitude Towards Internet and Social Networking Sites of Higher Secondary School Students of District Anantnag of Jammu and Kashmir

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## ABSTRACT

The study entitled "Attitude Towards Internet and Social Networking Sites of Higher Secondary School Students of District Anantnag" was descriptive in nature and aimed to examine how students perceive and utilize internet and social networking platforms. A total of 100 students were selected through a random sampling technique from different higher secondary schools in District Anantnag, comprising both government and private institutions. Data were collected using standardized tools specifically designed to measure students' attitudes towards the internet and social networking sites (ISNSAS). The data collected were analyzed using percentages and the t-test statistical method to determine any significant differences across demographic variables such as school type, gender, and socio-economic status (SES). The results of the study indicated that there was no significant difference in the mean ISNSAS scores between students attending government schools and those in private schools, suggesting a similar level of attitude regardless of school type. Likewise, the study found no significant gender-based differences in ISNSAS scores, indicating that both male and female students shared comparable attitudes toward internet usage and social networking platforms. However, a significant finding emerged in relation to socio-economic status, where students from high SES backgrounds demonstrated notably higher ISNSAS mean scores than those from lower SES backgrounds. This suggests that socio-economic factors may influence students' engagement and perspectives on internet and social media usage. Overall, the study highlights the growing relevance of digital literacy and equitable access to technology in shaping student attitudes in contemporary educational settings.

**Keywords:** Internet, Social Networking sites, Descriptive Study, Random.

## Introduction

"The internet could be a very positive step towards education, organisation, and participation in a meaningful society." — Noam Chomsky

"We don't have a choice on whether we do social media; the question is how well we do it." — Erik Qualman

In the digital age, the internet and social networking sites (SNS) have become integral to the lives of individuals, particularly the younger generation. Higher secondary school students, who are at a pivotal stage of their cognitive, emotional, and social development, are significantly influenced by these technological advancements. The proliferation of internet access and the widespread use of social networking sites have not only transformed the way students communicate but also the way they learn, socialize, and perceive the world around them. This study explores the attitudes of higher secondary school students in District Anantnag towards the internet and social networking sites, delving into the multifaceted impact these platforms have on their academic, social, and personal lives.

### 1. Understanding the Internet and Social Networking Sites

The internet, often referred to as the "information superhighway," is a global network that connects millions of private, public, academic, business, and government networks. It serves as a vast repository of knowledge and a platform for

communication, entertainment, and social interaction. Social networking sites, a subset of internet services, are online platforms that allow users to create profiles, connect with friends and acquaintances, share content, and engage in various forms of interaction.

Popular social networking sites such as Facebook, Instagram, Twitter, and Snapchat have revolutionized communication, enabling real-time interaction and the sharing of multimedia content. These platforms have also introduced new avenues for self-expression and creativity among young users. However, their pervasive nature has raised questions about their influence on the attitudes, behaviors, and overall well-being of students.

**2. The Digital Landscape in India** India has witnessed a rapid digital transformation over the past decade, driven by affordable smartphones, improved internet infrastructure, and the government's Digital India initiative. According to recent statistics, India has one of the largest populations of internet users in the world, with a significant proportion being young individuals. This digital revolution has permeated rural and urban areas alike, including District Anantnag in Jammu and Kashmir.

District Anantnag, known for its scenic beauty and cultural heritage, has also embraced the digital wave. The accessibility of internet services and the growing popularity of social

networking sites have made these technologies an essential part of students' daily routines. However, the unique socio-cultural context of the region may shape students' attitudes towards these platforms in distinct ways.

### 3. The Role of the Internet and Social Networking Sites in Education

The internet has emerged as a powerful tool for education, offering a wealth of resources that complement traditional teaching methods. From online tutorials and e-books to virtual classrooms and educational forums, students have access to a vast array of learning opportunities. Social networking sites, too, have become platforms for academic collaboration, enabling students to exchange ideas, participate in group discussions, and seek guidance from peers and educators.

Despite these benefits, the misuse of the internet and SNS for non-academic purposes remains a concern. Excessive use of these platforms can lead to distractions, reduced attention spans, and a decline in academic performance. Therefore, understanding students' attitudes towards the internet and SNS is crucial for harnessing their potential while mitigating associated risks.

### 4. Social and Psychological Dimensions

Social networking sites play a significant role in shaping the social lives of students. They offer a virtual space for interaction, helping students build and maintain relationships. For many, these platforms serve as a medium for self-expression, identity exploration, and community engagement.

However, the psychological impact of SNS cannot be overlooked. Issues such as cyberbullying, online addiction, and the pressure to conform to unrealistic standards of beauty and success have raised concerns about the mental health of young users. Understanding how students perceive these platforms and their effects on their lives is essential for addressing these challenges.

### 5. Attitudes Towards the Internet and Social Networking Sites

Attitudes are psychological constructs that influence individuals' thoughts, feelings, and behaviors towards a particular object, idea, or phenomenon. In the context of this study, attitudes towards the internet and SNS encompass students' perceptions, preferences, and behavioral tendencies related to these technologies. Factors such as personal experiences, cultural values, parental guidance, and peer influence play a crucial role in shaping these attitudes.

Positive attitudes towards the internet and SNS may reflect students' appreciation of their benefits, such as connectivity, information access, and entertainment. Conversely, negative attitudes may stem from concerns about privacy, security, and potential misuse. Exploring these attitudes provides valuable insights into how students navigate the digital world.

### 6. Research Context: District Anantnag

District Anantnag, located in the Union Territory of Jammu and Kashmir, presents a unique socio-cultural and educational landscape. The region's students face challenges and opportunities shaped by its historical, geographical, and political context. As digital technologies become increasingly integrated into their lives, it is imperative to examine how these influences manifest in their attitudes towards the internet and SNS.

### Rationale of the study

The rapid advancement of technology has profoundly transformed how individuals, particularly adolescents, interact, learn, and socialize. Internet and social networking sites (SNS) have become pivotal tools in the lives of higher secondary school students, influencing their education, relationships, and overall development. The proposed study, *"Attitude Towards Internet and Social Networking Sites of Higher Secondary School Students of District Anantnag"* seeks to explore these dynamics within a specific socio-cultural and geographical context.

#### 1. Importance of Studying Attitudes

Attitudes towards internet and SNS shape how students engage with these tools. A positive attitude often leads to constructive use, such as leveraging SNS for learning and self-expression. Conversely, negative or unbalanced attitudes can result in issues like digital addiction, cyber-bullying, and academic distractions. By examining these attitudes, the study aims to uncover patterns and determinants of internet and SNS usage among adolescents in District Anantnag.

#### 2. Relevance to District Anantnag

District Anantnag, known for its distinct socio-cultural and educational environment, offers a unique setting for this study. Factors such as digital infrastructure, cultural norms, and the socio-political context influence students' access to and perception of the internet and SNS. Insights from this study can provide localized data, which is often underrepresented in broader research on digital behavior.

#### 3. Adolescence as a Critical Phase

Higher secondary school students are at a formative stage of development where external influences, including digital platforms, significantly impact their mental health, social interactions, and academic progress. Understanding their attitudes provides a lens to study how these platforms shape their worldviews, interpersonal skills, and aspirations.

#### 4. Opportunities and Challenges of SNS

While SNS and the internet offer numerous benefits, such as access to global knowledge, peer networks, and opportunities for skill development, they also present challenges. Issues like cyber-bullying, exposure to harmful content, and over-dependence on virtual interactions are rising concerns. Exploring students' attitudes will help identify whether their engagement with these platforms is predominantly constructive or problematic.

#### 5. Educational and Policy Implications

The findings of this study can inform educational institutions, policymakers, and parents about how students perceive and use the internet and SNS. Based on these insights, tailored interventions, digital literacy programs, and guidelines can be developed to promote responsible and balanced use of these platforms.

#### 6. Contribution to Research

This study addresses a gap in localized research on digital behaviors in semi-urban and rural settings, particularly in regions like District Anantnag. It will contribute to the global discourse by providing a nuanced understanding of the interplay between technology and adolescents' socio-cultural contexts.

In summary, this study was timely and relevant, aiming to shed light on an essential aspect of adolescent life in the digital age. By focusing on higher secondary school students in District Anantnag, the research will offer valuable insights into the opportunities and challenges posed by the internet and social networking sites, paving the way for more informed educational and policy decisions.

### Statement of research problem

*"Attitude Towards Internet and Social Networking Sites of Higher Secondary School Students of District Anantnag".*

### Operational definitions of the terms used

*Attitude Towards Internet and Social Networking Sites :-* In the present study refers to the scores obtained by the sample subjects on *Attitude Towards Internet and Social Networking Sites Scale* developed by Dr. Subhash Sarkar (Agartala), Prasenjit Das (Dhalai).

**Secondary School Students:-**The Secondary School Students in the present study shall refer to the Students who are studying in different Secondary Schools of Anantnag in face to face mode during the Academic year 2024-25.

**Socio-Economic Status:** In the Present study, it refers to Income of the students from all sources and were categorized into two categories namely Low Socio Economic Status and High Socio Economic Status. The students whose income was below five lakh per annum from all sources were placed in Low Socio Economic group and the students having income of more than five lakh from all sources were placed in High Socio Economic Status group.

### OBJECTIVES OF THE STUDY

The following objectives were formulated for the study:

1. To study the different factors related to using internet and social networking sites which have severe health hazards on students by reviewing the Literature available online.
2. To Compare the Mean Scores of attitude towards Internet and Social Networking Sites of Secondary School students of district Anantnag with respect to Type of School.
3. To Compare the Mean Scores of attitude towards Internet and Social Networking Sites of Secondary School Students of district Anantnag with respect to Gender.
4. To Compare the Mean Scores of attitude towards Internet and Social Networking Sites of Secondary School Students of district Anantnag with respect to Socio-Economic Status.

### HYPOTHESES OF THE STUDY

The following hypotheses were framed for the present study:

- 1) There is no significant difference in Mean Scores of attitude towards Internet and Social Networking Sites of secondary school students of district Anantnag based upon type of school.
- 2) There is no significant difference in Mean Scores of attitude towards Internet and Social Networking Sites of secondary school students of district Anantnag based upon their Gender.
- 3) There is no significant difference in Mean Scores of attitude

towards Internet and Social Networking Sites of secondary school students of district Anantnag based upon their socio-economic status.

### Delimitations of the study

The scope of the present study was confined to the following parameters:

1. The study was limited to secondary schools located within District Anantnag only.
2. The sample size was restricted to 100 students.
3. Data were collected from a total of 10 selected secondary schools in District Anantnag.

### Methodology of the study

This section provides a comprehensive account of the research design, methods, and procedures adopted by the researcher to conduct the study effectively.

### Design of the study

The present research employed a descriptive survey design. The study aimed to explore and analyze the attitudes of secondary school students toward the use of the Internet and social networking sites. This design enabled the researcher to gather data from a representative sample and draw inferences about the broader student population.

### Population of the study

The population of the study comprised all secondary school students enrolled in various secondary schools across District Anantnag during the academic session 2024–2025.

### Sample of the study

The sample for the present study comprised 100 secondary school students drawn from various secondary schools in District Anantnag. The students were selected using the simple random sampling technique (Lottery Method). In this method, each student in the population was assigned a number, and a random draw was conducted to select participants, ensuring that every student had an equal chance of being included in the sample. This approach was adopted to reduce selection bias and enhance the representativeness of the sample.

The selection of schools, however, was carried out using convenience sampling, based on factors such as accessibility and willingness to participate. A detailed description of the sample is provided in the following tables.

*Table 1 shows the description of sample gender wise*

S.NO.	Name of the School	Sample	Gender	
			Male	Female
01	Govt. Higher Secondary School Kokernag	10	06	04
02	Iqbal Memorial Mominabad	10	07	03
03	Govt. Higher Secondary School Larnoo	10	04	06
04	Moral High School Dialgam	10	07	03
05	Decent Public School Anantnag	10	04	06
06	Govt HSS Vailoo	10	05	05
07	GN Memorial	10	02	08
08	Govt HSS Guddraman	10	05	05
09	Extall Model School Sagam	10	04	06
10	GHSS Gadole	10	06	04
Total= 100			50	50

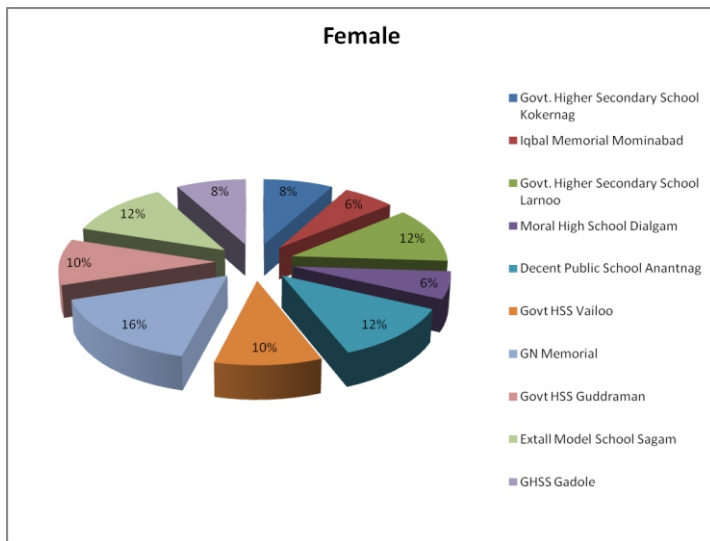
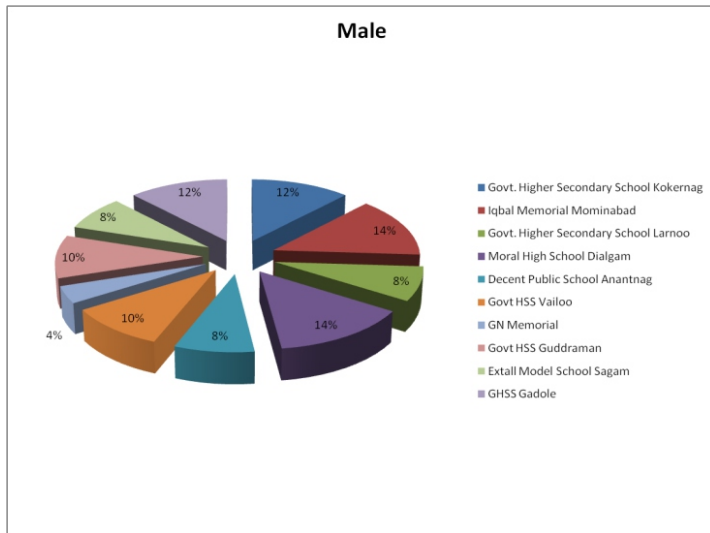


Table 2 shows the description of sample School Type Wise

S.NO.	Name of the School	Sample	School Type	
			Govt.	Private
01	Govt. Higher Secondary School Kokernag	10	10	
02	Iqbal Memorial Mominabad	10		10
03	Govt. Higher Secondary School Larnoo	10	10	
04	Moral High School Dialgam	10		10
05	Decent Public School Anantnag	10		10
06	Govt HSS Vailoo	10	10	
07	GN Memorial Achabal	10		10
08	Govt HSS Guddraman	10	10	
09	Extall Model School Sagam	10		10
10	GHSS Gadole	10	10	
Total= 100			Total= 50	Total= 50

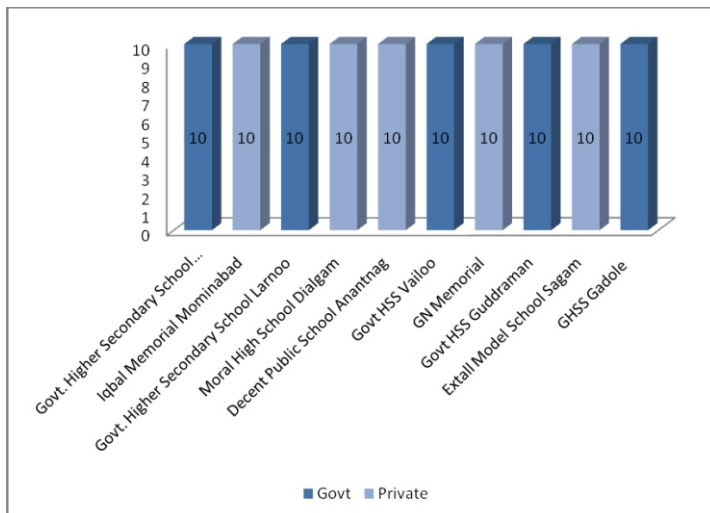
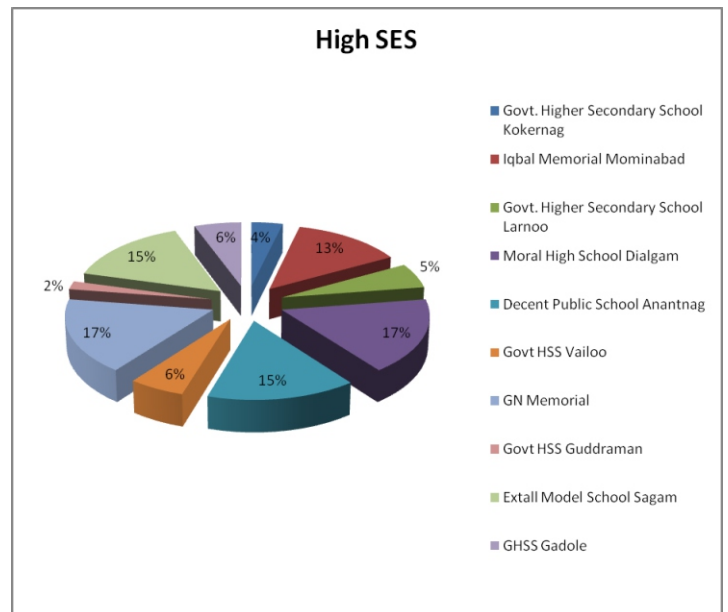
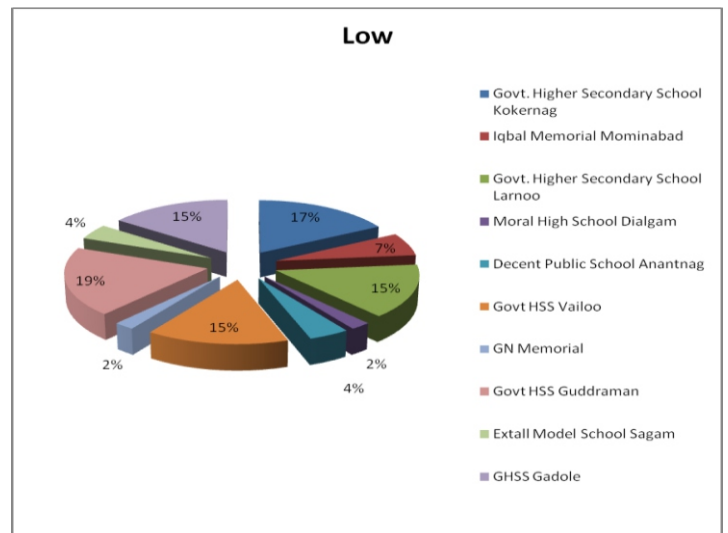


Table 3 shows the description of sample Socio Economic Status Wise

S.NO.	Name of the School	Sample	SES	
			LOW	HIGH
01	Govt. Higher Secondary School Kokernag	10	08	02
02	Iqbal Memorial Mominabad	10	03	07
03	Govt. Higher Secondary School Larnoo	10	07	03
04	Moral High School Dialgam	10	01	09
05	Decent Public School Anantnag	10	02	08
06	Govt HSS Vailoo	10	07	03
07	GN Memorial Achabal	10	01	09
08	Govt HSS Guddraman	10	09	01
09	Extall Model School Sagam	10	02	08
10	GHSS Gadole	10	07	03
Total= 100			Total= 47	Total= 53



### Tools for the present study

For data collection ISNSAS-SSDP Scale developed by Dr. Subhash Sarkar (Agartala), Prasenjit Das (Dhalai) was used.

### Description of The Tool

The tool ISNSAS-SSDP Scale developed by Dr. Subhash Sarkar (Agartala), Prasenjit Das (Dhalai) is a standardized tool containing a total of 80 items divided into two main dimensions namely Internet and Social Networking Sites. The scoring of the scale has been shown below;

Nature of Item	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Positive	5	4	3	2	1
Negative	1	2	3	4	5



The reliability of the scale was calculated by using Test-Retest Method. The Reliability co-efficient of the scale was found to be 0.85.

### Procedure of Data Collection

For the present study, the data was collected by the researcher through a direct and systematic approach. After obtaining prior permission from the principals of the selected secondary schools in District Anantnag, visits were scheduled during the month of March 2025.

On each visit, the researcher first met with the class teachers to explain the objectives of the study and to seek their support in facilitating the process. The researcher then personally introduced herself to the students in their classrooms, clearly explaining the purpose and significance of the study. Students were assured that their responses would be kept strictly confidential and used solely for academic research purposes.

The ISNSAS-SSDP Scale was administered to the selected students. Prior to distribution, the researcher provided clear instructions on how to complete the scale and addressed any queries the students had to ensure clarity and accuracy in responses. This personal mode of administration not only ensured a high response rate but also helped build trust and engagement with the participants.

### Data analysis

The data collected was analyzed by using percentage and t-test.

### Data analysis and data interpretation

#### First objective of the study

The first objective of the study was, "To study the different factors related to using internet and social networking sites which have severe health hazards on students by reviewing the Literature available online".

The researcher reviewed the Literature available online and found the following health hazards on students by using internet and social networking sites excessively.

Excessive use of the internet and social networking sites can lead to various health hazards for students, affecting their physical, mental, and emotional well-being. Here are some key risks:

#### A) Physical Health Hazards

##### Eye Strain

Prolonged screen time can lead to digital eye strain or computer vision syndrome, characterized by dry eyes, headaches, and blurred vision.

##### Sleep Disturbances

Excessive use, particularly before bedtime, disrupts the circadian rhythm, causing insomnia or poor-quality sleep.

##### Sedentary Lifestyle

Increased screen time promotes physical inactivity, leading to obesity, poor posture, and musculoskeletal issues.

##### Repetitive Strain Injury (RSI)

Overuse of keyboards and mobile devices can cause pain and discomfort in the wrists and fingers.

#### B) Mental Health Hazards

#### Addiction

Excessive use can lead to internet addiction or social media addiction, reducing productivity and increasing dependency.

#### Anxiety and Depression

Constant comparison on social networking platforms can result in low self-esteem, social anxiety, and depression.

#### Cyberbullying

Online harassment can cause significant psychological trauma, leading to stress, depression, and even suicidal tendencies.

#### FOMO (Fear of Missing Out)

Seeing others' activities online can foster feelings of inadequacy and exclusion.

#### C) Cognitive and Academic Hazards

#### Reduced Attention Span

Quick content consumption on social media platforms can impair the ability to focus on long tasks.

#### Poor Academic Performance

Distractions from social networking can lead to decreased study time and lower grades.

#### Information Overload

Exposure to excessive information can cause stress and difficulty in processing relevant data.

#### D) Emotional and Social Hazards

#### Isolation

Excessive online activity can reduce real-life interactions, leading to social withdrawal.

#### Emotional Dysregulation

Negative feedback or lack of engagement on social media posts can affect emotional stability.

#### E) Behavioral Hazards

#### Risky Behavior

Overuse might lead students to engage in inappropriate activities like sharing personal information or connecting with strangers.

#### Over-reliance on Online Validation

Dependence on likes and comments for self-worth can harm emotional growth.

#### F) Mitigation Strategies

- **Set Screen Time Limits:** Encourage balanced internet use and breaks.
- **Promote Physical Activities:** Engage students in sports or outdoor activities.
- **Digital Detox:** Designate no-screen hours or days.
- **Awareness Programs:** Educate students about online risks and responsible internet usage.
- **Parental Control and Supervision:** Use tools to monitor and guide internet usage.

#### Second Objective of the Study

The second objective of the present study was: "To compare the mean scores of attitude towards Internet and Social Networking Sites (ISNSAS) of Secondary School students of District Anantnag with respect to the Type of School (Government and Private)."

To achieve this objective, data collected from the sample was statistically analyzed using the independent samples t-test, which is suitable for comparing the means of two independent groups. Prior to conducting the T-test, the researcher ensured that the fundamental assumptions required for its application were satisfied:

- **Normality:** The distribution of scores for both groups (Government and Private school students) was examined to confirm that the data approximated a normal distribution.
- **Homogeneity of Variances:** The assumption of equal variances between the two groups was tested to validate the use of the t-test.

Once both assumptions were verified, the t-test was applied to determine whether a statistically significant difference existed in the ISNSAS mean scores between students from Government and Private schools.

#### Assumption of Normality:

$H_0$  = the distribution of Attitude towards Internet and Social Networking Sites Scores of Govt. and Private Secondary School students of District Anantnag do not deviate significantly from normality.

Table 4 Shows the Tests of Normality with respect to Type of School

Tests of Normality							
	TYPE OF SCHOOL	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
ISNSAS	GOVT	.135	50	.024	.952	50	.042
	PRIVATE	.144	50	.011	.955	50	.057
a. Lilliefors Significance Correction							

Based on the above table, it is evident that the Shapiro-Wilk statistic for ISNSAS scores of Government secondary school students is 0.135 with degrees of freedom (df) = 50, and the corresponding significance value is 0.024, which is less than the threshold of 0.05. This indicates a statistically significant deviation from normality at the 0.05 level. Consequently, the null hypothesis stating that *"the distribution of ISNSAS scores of Government secondary school students does not significantly deviate from normality"* is rejected.

Similarly, for Private secondary school students, the Shapiro-Wilk statistic is 0.144 with df = 50, and the significance value is 0.011, which is also less than 0.05. This leads to the rejection of the null hypothesis for this group as well, indicating that the ISNSAS scores of Private school students also do not follow a normal distribution.

In light of these results, it is clear that the assumption of normality is violated for both groups. Therefore, instead of using the parametric independent samples t-test, the researcher employed the non-parametric Mann-Whitney U Test, which does not require the assumption of normality and is appropriate for comparing two independent groups when the data are not normally distributed.

#### OBJECTIVE

To compare the mean ranks of ISNSAS Scores of Govt and Private secondary school Students of district Anantnag.

$H_0$  = There is no significant difference in the mean ranks of ISNSAS Scores of Govt and Private secondary school Students of district Anantnag.

Table 5 shows test statistics

Test Statistics <sup>a</sup>	
	ISNSAS
Mann-Whitney U	1123.500
Wilcoxon W	2398.500
Z	-.872
Asymp. Sig. (2-tailed)	.383
a. Grouping Variable: TYPEOF SCHOOL	

The Mann-Whitney U test was conducted to compare the ISNSAS scores of Government and Private secondary school students. The test yielded a U value of 1123.500 with a two-tailed significance (p-value) of 0.383, which is greater than the conventional threshold of 0.05. This indicates that the result is not statistically significant at the 0.05 level. Accordingly, the null hypothesis stating that *"there is no significant difference in the mean ranks of ISNSAS scores between Government and Private secondary school students of District Anantnag"* is accepted.

Therefore, it can be concluded that students' attitudes toward Internet and Social Networking Sites (ISNSAS) are not significantly influenced by the type of school they attend, suggesting that ISNSAS is independent of the school type (Government or Private) within the study sample.

*Therefore, it can be concluded that ISNSAS Scores of Govt and Private secondary school Students of district Anantnag don't differ significantly.*

#### Third Objective of the Study

The third objective of the present study was: *"To compare the mean scores of Attitudes towards Internet and Social Networking Sites (ISNSAS) among secondary school students of District Anantnag with respect to gender."* To address this objective, the relevant data were collected and analyzed. Prior to applying the t-test for comparing mean scores, the researcher assessed whether the assumptions for the test were met—specifically, the assumptions of normality and homogeneity of variances.

#### Assumption of Normality

To examine normality, the Shapiro-Wilk test was applied separately for the ISNSAS scores of male and female students. The null hypothesis for the test was stated as:

$H_0$ : *The distribution of ISNSAS scores of male and female secondary school students of District Anantnag does not deviate significantly from normality.*

The results of the Shapiro-Wilk test are presented and interpreted in the subsequent section. If the significance value (p-value) is found to be less than 0.05, the null hypothesis will be rejected, indicating a violation of the assumption of normality. Based on the results of this assumption check, an appropriate statistical test (parametric or non-parametric) was chosen for further analysis.

Table 6 Shows the Tests of Normality with respect to Gender

Tests of Normality							
	GENDER	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
ISNSAS	MALE	.165	50	.002	.952	50	.042
	FEMALE	.129	50	.037	.954	50	.052
a. Lilliefors Significance Correction							

Based on the Shapiro-Wilk test results presented in the table, it is evident that the assumption of normality is violated for both male and female groups.

Specifically, the Shapiro-Wilk statistic for the ISNSAS scores of male secondary school students was found to be 0.165 with  $df = 50$  and a significance value of 0.002, which is less than the 0.01 threshold. This indicates that the null hypothesis—stating that the distribution of ISNSAS scores among male students does not deviate significantly from normality—is rejected at the 0.01 level of significance.

Similarly, the Shapiro-Wilk statistic for female secondary school students was 0.129 with  $df = 50$  and a significance value of 0.037, which is less than 0.05. Hence, the null hypothesis for the female group is also rejected at the 0.05 level of significance, confirming that the distribution of ISNSAS scores among female students also deviates significantly from normality.

Given that both distributions fail to meet the assumption of normality, the use of a parametric test such as the t-test would be inappropriate. Therefore, the researcher employed the Mann-Whitney U test, a non-parametric alternative suitable for comparing the differences between two independent groups when the assumption of normality is violated.

### Objective

To compare the mean ranks of ISNSAS (Internet and Social Networking Sites Attitude Scale) scores between male and female secondary school students of District Anantnag.

**Null Hypothesis ( $H_0$ ):** There is no significant difference in the mean ranks of ISNSAS scores between male and female secondary school students of District Anantnag.

Table 7 shows test statistics

Test Statistics <sup>a</sup>	
	ISNSAS
Mann-Whitney U	1214.000
Wilcoxon W	2489.000
Z	-.248
Asymp. Sig. (2-tailed)	.804
a. Grouping Variable: GENDER	

From the above table, it is evident that the Mann-Whitney U value for ISNSAS is 1214.000, with a two-tailed significance value of 0.803, which is greater than 0.05. Therefore, the result is not statistically significant at the 0.05 level. In light of this, the null hypothesis stating that *"there is no significant difference in the mean ranks of ISNSAS scores between male and female secondary school students of District Anantnag"* is accepted. This indicates that the attitude towards internet and social networking sites does not significantly differ between male and female students. Hence, it may be concluded that gender does not have a significant influence on students' attitudes toward internet and social networking in the given population.

### Fourth Objective of the Study

The fourth objective of the study was:

*"To compare the mean scores of Attitude towards Internet and Social Networking Sites among secondary school students of District Anantnag with respect to their Socio-Economic Status (SES)."*

To achieve this, the relevant data were collected and analyzed. However, before applying a t-test for comparison, the assumptions of the test—namely normality and homogeneity of variances—were assessed.

### Assumption of Normality:

#### Null Hypothesis ( $H_0$ ):

*The distribution of ISNSAS scores across high and low socio-economic status (SES) groups of secondary school students of District Anantnag does not significantly deviate from normality.*

Table 8 Shows the Tests of Normality with respect to SES

Tests of Normality							
	SES	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
ISNSAS	LOW SES	.140	47	.022	.939	47	.017
	HIGH SES	.142	53	.009	.966	53	.131
a. Lilliefors Significance Correction							

From the table above, it is evident that the Shapiro-Wilk statistic for the ISNSAS scores of Low SES secondary school students is 0.140 with degrees of freedom ( $df$ ) = 47, and the associated significance value is 0.022, which is less than 0.05. This result is statistically significant, indicating a deviation from normality at the 0.05 level. Consequently, the null hypothesis stating that *"the distribution of ISNSAS scores of Low SES students does not deviate significantly from normality"* is rejected. Similarly, for the High SES group, the Shapiro-Wilk statistic is 0.142 with  $df = 53$ , and the significance value is 0.009, which is also less than 0.01, thereby indicating a significant deviation from normality. Thus, the null hypothesis that *"the distribution of ISNSAS scores of High SES students does not deviate significantly from normality"* is also rejected. In light of the results, it is clear that the assumption of normality is violated for both SES groups. Therefore, instead of applying a parametric test such as the t-test, the researcher opted for the non-parametric Mann-Whitney U test, which does not require the assumption of normality and is appropriate for comparing two independent groups with non-normally distributed data.

### OBJECTIVE

To compare the mean ranks of ISNSAS Scores of Low And High SES secondary school Students of district Anantnag.

$H_0$ = There is no significant difference in the mean ranks of ISNSAS Scores of Low and High SES secondary school Students of district Anantnag.

Table 9 shows test statistics

Test Statistics <sup>a</sup>	
	ISNSAS
Mann-Whitney U	935.000
Wilcoxon W	2063.000
Z	-2.145
Asymp. Sig. (2-tailed)	.032
a. Grouping Variable: SES	

From the table above, it is evident that the Mann-Whitney U value for ISNSAS scores is 935.000, with a two-tailed significance value of 0.032, which is less than 0.05. This indicates that the result is statistically significant at the 0.05 level. Accordingly, the null hypothesis stating that *"there is no significant difference in the mean ranks of ISNSAS scores between Low and High SES secondary school students of District Anantnag"* is rejected. This suggests that ISNSAS scores are not independent of Socio-Economic Status. Furthermore, as observed from Table 10, the mean ISNSAS score of Low SES students is 43.89, which is significantly lower than the mean score of High SES students, which stands at 56.36. This finding leads to the conclusion that students from higher socio-economic backgrounds exhibit a more positive attitude towards the Internet and Social Networking Sites compared to their counterparts from lower socio-economic strata. Therefore, socio-economic status appears to be a significant factor influencing students' attitudes toward internet and social networking site usage in District Anantnag.

Table 10 Shows Description about RANKS

	Ranks			
	SES	N	Mean Rank	Sum of Ranks
ISNSAS	LOW SES	47	43.89	2063.00
	HIGH SES	53	56.36	2987.00
	Total	100		

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