
TO STUDY ABOUT THE IMPACT ON CHILDREN BY USING THE SOCIAL MEDIA ON FAMILY RELATIONSHIP

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ABSTRACT

Currently, the market for social networking products and services is increasing at a rapid pace. You'll need to go into detail on a number of issues that managers and marketers have brought to your attention. Study of consumer behaviour in distinct groups and identification of acceptable target markets for pitching a particular product or service to them in an effective way all fall under this category of market segmentation. Kids are a key part of the social networking industry, thus this study aims to analyse a variety of difficulties they face. Social media has risen to prominence as a tool for education, organization, involvement, and growth in general. Users can create and manage connections, as well as ask others to join a community. Social media is widely employed in educational institutions nowadays. The majority of students utilize social media for a variety of reasons, including knowledge advancement. Social skills are crucial because they are the foundation for developing strong interpersonal interactions. Students with strong social skills are more likely to meet interesting people, gain knowledge, advance academically, and maintain positive relationships. One of the aspects that contribute to the development of social skills is health awareness. When a person is ill, he is unable to perform his or her obligations and responsibilities. As a result, improved health leads to better academic achievement among pupils. Based on these perspectives, the researcher has prepared her mind to investigate the impact of social media, social skills, and health awareness on high school students' academic accomplishment. For people all across the world, social networking has become an indispensable part of their lives. Social networking is mostly used to communicate with other users, to provide and receive information, and/or to entertain and be entertained. Forums, blogs, photo/video sharing, social bookmarking, podcasts, and widgets, to name a few, are all

examples of social media. Most social media sites nowadays allow users to create profiles, publish information such as photographs and audio/video clips, and chat and interact with their online connections. In recent years, social networking has proven to be a useful tool for connecting with diverse groups online, keeping up with the latest news and events, playing online games, communicating, and sharing audio/video clips. Facebook, Twitter, Instagram, Google, and other social networking sites are among the most popular nowadays.

KEY WORDS: Social Media, Family Relationship, Education, Facebook, Twitter, Instagram, Google, Networking Sites

INTRODUCTION

Education is the process of an individual's growth in accordance with his or her needs and the demands of the society in which he or she lives. Education is the process of a child's latent natural capacities being developed to their maximum potential. It instills in children greater moral and social principles, as well as spiritual values, so that they can develop a strong character that will benefit both themselves and the society in which they live. Furthermore, education serves a child's immediate needs while also preparing him or her for the future. It helps the youngster develop refined character or behavior patterns that conform to society norms. It also helps kids build intellectual and emotional abilities so that he or she can face and solve life's issues successfully. It also fosters the social virtues of service, tolerance, cooperation, and empathy, as well as inspiring the youngster to contribute to his or her country's glory and success. "School is a specific setting," says John Dewey (1996), "where a certain quality of life and certain types of activities and vocations are supplied with the goal of insuring the child's growth along desirable lines."

The main goals can be to educate, entertain, and influence the public's opinion. It's extensively utilized to send messages because of its potential to reach a big audience. The media also plays an important part in meeting a society's educational needs. It has equipped today's learners and made teachers more dynamic. With the advent of social media, the media landscape has shifted dramatically. The public now has eyes and ears everywhere, thanks to social media; they are no longer limited to camera crews from a few TV stations." This

medium has the capability of forming groups of people who share a common interest, such as entrepreneurs, teachers, writers, musicians, and poets. Geographical limits and cultural distinctions are no longer relevant, and instantaneous exchange of emotions and moments is now feasible.

This research focuses on the use of social media by children and the impact it has on their families. A systematic questionnaire was used to collect primary data and secondary data was obtained from a variety of published sources. There is a chapter in the thesis dedicated to research technique, however this chapter includes the topic's significance and a glossary of terminology that are commonly used in the study. The chapter also provides a brief overview of the origins and history of social networking services.

SOCIAL MEDIA

The social network is a theoretical construct used in the social sciences to investigate relationships among individuals, groups, organizations, and even entire societies (social units). The phrase refers to a social structure that is shaped by such interactions. The linkages that connect any given social unit represent the convergence of that unit's different social interactions.

A social networking service provides a platform for people who share common interests, activities, backgrounds, or real-life connections to develop social networks or relationships. A social network service includes a representation of each user (commonly referred to as a profile), his social connections, and a number of other services. Web-based systems that allow individuals to create a public profile, construct a list of users with whom to share connections, and view and cross relationships inside the system are referred to as social networking. The majority of social network services are web-based and allow users to communicate via the internet via e-mail and instant messaging.

The most common forms of social networking services are those that include categories (such as past school years or classmates), ways to interact with friends (typically through self-description sites), and a trust-based recommendation system. Many of these are now used in popular approaches. Facebook, Google+, YouTube, Twitter, WhatsApp, Hike, WeChat,

Viber, Skype, and Nimbuzz are all American-based platforms that are widely used in our society.

The use of the internet to connect users with their friends, family, and acquaintances is known as social networking. Although it does happen, social networking platforms are not always about meeting new people online. Instead, they are mostly concerned with staying in touch with pals over the internet, albeit this does occur. Instead, they are mostly concerned with staying in touch with friends, relatives, and acquaintances that we already know. FACEBOOK, TWITTER, YOU TUBE, WHATSAPP, MY SPACE, and other social networking sites are among the most popular. We can share photographs, videos, and information on these sites. Organize events, chat with others, download music, and even play online games like Scrabble and Chess.

Social media can be defined as a type of electronic communication in which users connect with one another and freely create content. While connected to the internet, individuals share, exchange, and discuss information, ideas, personal messages, and other content about each other and their lives using a multimedia mix of personal text, photographs, videos, and audio on online platforms.

Role of Educational Media

As a forum for support and safety of crucial information during times of crisis, social media has a variety of effects on society. As the Internet expands, more inventions are expected to emerge. The problem of media monitoring and censorship, which has become a concern for the general public, has been exacerbated by the growth of the internet. People can freely access entertainment media from any location on the planet. People, both good and bad, can be educated through the media. Students from various groups, regardless of caste, creed, religion, or age, can access the Social Media services. Because the media serves as a development facilitator, disseminator of knowledge, and change agent. In today's world, the media is regarded as the fourth pillar of existence. The media has a distinct trait in that it plays a significant part in the creation of knowledge and an inclusive society. Learning and teaching are the primary functions of educational media. As the title implies, media is a type

of communication. Depending on the type of educational media, it focuses on offering the best combination of media that operates in a unique way and involves various forms of attentive abilities such as listening, observing, noticing, and paying attention.

Impact of Social Media on Society

The widespread usage of smart phones, combined with the widespread acceptance of social media websites, has created unprecedented opportunity to research city dynamics and social behavior by analyzing user-generated data. People can connect to the administrative system using social media technologies. This type of work focuses on identifying events based on data published on social media. Due of the real-time nature of certain types of Social Media, such as Twitter, this task is extremely advantageous. Using social media as a source of sensing, a participative is then built.

Social media also allows users to tap into their personal networks and deliver information in a variety of formats, venues, and sources, making messages more believable and effective. Furthermore, many social media platforms foster social involvement, viral information sharing, and trust. Clearly, incorporating Social Media into various communication campaigns and development activities will enable the government, civil society, and other professionals to leverage social dynamics and networks to encourage participation, conversation, and community, all of which can help spread key messages and influence informed and positive decision-making.

People can use social media to reconnect with old friends and acquaintances, make new connections, trade ideas, share material and photos, and engage in a variety of other activities. Users can keep up with current events on a global and local level, as well as participate in campaigns and activities of their choosing. Professionals utilize LinkedIn and other social media platforms to improve their career and business opportunities. Students can work together to improve their academic performance and communication abilities.

Connecting with people from other nations allows students to learn about different cultures and societies. Like-minded people may now discuss important topics, broaden their personal knowledge, and learn things they never knew before thanks to social media. Since Social

Media has created new options for people to actively participate in public affairs, young people are actively participating in public affairs.

Advantages of Social Media

The advantages of social media bring a number of benefits to humanity. The power of social media to expand networking opportunities with others regardless of distance opens up new possibilities for people. Users of social media can keep in touch with friends, family members, fellow citizens, and other like-minded people all across the world. In this age of globalization, social media provides the benefit of worldwide connectivity. They highlight topics of common interest and allow users to join a social network community.

The Social Media channels are extremely easy to use, even for those with only rudimentary computer skills. Regardless of geographical location, modern enterprises may convey information in a flash. The versatility of social media makes content management more adaptable in general. Users can utilize Social Media services to share their ideas and opinions with other people in a safe and comfortable setting. Social media's technical contributions to educational institutions and a variety of businesses, such as health, services, tourism, and communities, are all good elements. The development of other communication skills, as well as the raising of awareness, sharing of knowledge, the construction of relationships, identity, reputation, and contacts, the improvement of social influence, and the development of other communication skills, is all beneficial features.

For conference organizers to keep guests up to date, and for businesspeople to engage with clients or prospects. The Social Media also provides free advertising services to the general public about government and non-government groups' activities and contributions.

People can now meet often and interact effectively through social media for a variety of reasons. Through advanced tools and ways, Social Media allows users to stay in continual communication with family. The formation of networks of like-minded people is made easier by social media. Users can stay linked to a greater pool of new information and opinions at all times.

REVIEW OF LITERATURE

It was determined that the use of social media has an impact on academic success and attitudes of potential teachers by **Tezer, Taşpolat, Kaya, and Sapanca (2017)**. To find out if there were any disparities in academic achievement among potential teachers who had a social media account, as well as how much time they were spending online, why they were using social media, and what technologies they were utilising. Study participants' attitudes toward social media were also compared to their grade point averages, their departments, the most often used social media technologies as well as their purpose and frequency of using social media. To collect data, **Bedir and Gülcü (2016)** constructed the 'Attitudes towards Social Media Scale' and randomly chose 204 respondents. Using mean and standard deviation, descriptive data were published while inferential results were reported using one-way ANOVA. In the study, prospective teachers' attitudes about social media and their academic achievement were favourably correlated, according to the data. It was also found that students with social media profiles tend to do better in school than their peers. Researchers found that time spent on the internet and social media as well as the purpose and frequency of utilising media had no impact on prospective teachers' academic performance.

When it comes to teenagers' health, **Balbhim and Murlidhar (2018)** looked at the impact of social networking sites on their health. Social networking sites, social networking addiction, and the effects of social networking addiction on adolescents' health were all investigated by researchers. From a college in Maharashtra 30 guys and 30 girls aged 16 to 18 were randomly selected. Our research was based on two scales: the Social Network Addiction Scale (2013) by Md Ghazi Shahnawaz with Nivedita Ganguly, and the Adolescent Health Concern Test (2014) by Prof. Madhu Anand and Anju. As a descriptive statistic, the mean as well as the standard deviation were used. Inferential statistics included the Pearson product moment coefficient and stepwise regression analysis. "Impulsivity" was found to have a negative and significant correlation with adolescents' health concerns, "Virtual Freedom" had a negative and significant correlation with adolescents' health concerns as well as "Negative outcome" was found to have a negative, significant correlation with teens' health concerns. And so we've accepted the idea that "social networking addiction and adolescents' health will have a strong association". According to the researchers, social networking addiction was a strong

predictor of health concerns in adolescents. They also determined that there was a negative association between social networking addiction and adolescents' health. Data analysis showed that impulsivity, virtual freedom, and poor result were important predictors of health concerns in teenagers. There is no doubt about that.

Students' academic performance was assessed by **Celestine and Nonyelum (2018)**, who looked at whether the amount of time spent on social media and the type of activities students engaged in had a negative impact on their academic work. Students' gender and social media usage patterns were also examined. With the help of convenient sampling, 66 respondents from different levels of education and departments were picked. A structured questionnaire was used as a study tool. For data analysis, frequency counts, percentages, and means were used. ANOVA was used to test the hypotheses. A substantial correlation was found between the amount of time students spend on social media sites and the quality of their academic work. Students' use of social media did not have a substantial impact on their academic performance, according to the study. Researchers found that gender had little influence on students' use of social media.

Using multi-stage sampling, **Kolan and Dzandza (2018)** selected a sample of 200 university students in Ghana to study the purpose of using social media, level of exposure to social media, and impacts of using social media on academic performance. Using a clustering algorithm, the university's sections were randomly picked, and 25 students were chosen from each of the eight sections (known as 'Hall'). The final sample size for data analysis was 197 completed questionnaires, which was the number of completed questionnaires received. Percentages were used to report all findings. Everyone who participated was on Facebook and WhatsApp according to our research. All 197 respondents used at least one social networking platform, according to the study's findings. Facebook and WhatsApp are used by all respondents. On average, 50.3 percent of students use social media for more than two hours every day. The majority of respondents (more than 80 percent) said they used social media mostly for conversing with friends, downloading films or images, and getting and spreading information about class events. 68 percent of respondents said they used social media to engage in academic discussions with professors and classmates, while 51 percent said they used social media to obtain information for assignment preparations. Nearly 38% of

respondents said they were addicted to social media. Nearly 32% of respondents said they did not see any change in their grades after using social media for a few weeks or months.

A recent study by **Mushtaq (2018)** examined the positive and negative effects of social media on student academic performance. On a Likert scale of 16 items, 371 randomly selected students were asked to fill out a questionnaire. Descriptive statistics and ANOVA were used to report the outcomes of the study by the researcher. For each of the items, mean scores and standard deviations were determined. The researcher concluded from the data analysis that the majority of students were interested in using social media in a constructive way to further their education. There was a greater beneficial influence of social media on students than negative, based on the mean scores. Students' academic achievement was not affected by social media, according to ANOVA data.

If social media led to smart phone addiction among 9 to 12-year-old Turkish schoolchildren, **Sözbilir and Dursun (2018)** investigated. Social media usage, gender, and smart phone ownership were considered independent variables in the study, which looked at the relationship between social media usage and smart phone addiction. An overall 99.7 percent response rate was achieved by including all elementary and secondary school pupils in the Arhavi district in the survey. For data collection, the researchers employed a structured questionnaire that included two distinct scales in addition to demographic information. There were two scales used to measure participants' perceptions of social media usage: the Social Media Usage Scale created by Küçükali (2016) and the Smartphone Addiction Proneness Scale (SAPS). The Likert scale was used for both scales. On top of that, Cronbach's alpha was used, as well as chi-square, independent t-test, one-way ANOVA, and basic linear regression. Researchers found that 35 percent of students used YouTube's social network, and that 24.6% spent 10 to 30 minutes on social networks every week. As reported, 56.9% had no smartphone, whereas 96% had family members who paid for their internet service. A medium-level association was found between social media and smart phone addiction based on the correlation study. A substantial association was also found between time spent on social media and gender, according to the study's findings. Student gender and time spent on social media were also found to have an impact on social media usage, according to the findings. They also confirmed that time spent on social media and the use of social media

have an impact on smartphone dependence. A statistically significant association between gender and smartphone addiction was not established.

To determine the impact of social media on academic performance of college students, **Talaue et al. (2018)** examined the purposes of using social media, time spent on social media by students, as well as the effect of social media on academic performance. In the study, sixty students actively engaged in social media usage. Access to the internet, usage, impression of social media, and frequency of use were all considered independent factors in the study. In order to portray the data in a graphical form, it was tabulated. Social networks are mostly used to find and communicate with friends, classmates, and other acquaintances, according to the study's findings. Most respondents spend around 20 percent of their time on social media. As well as helping them in their personal life, social networks also let them communicate with friends, plan outings and find interest groups. According to the study, social networks were becoming a major part of the students' daily lives and were taking up the majority of their free time. The authors also claimed that the students did not have enough time to grasp the information they were taught in class, but they found it far more engaging on their phones or tablets. As a result of this, students' physical and intellectual development was negatively affected. As a result of these findings, things.

RESEARCH METHODOLOGY

RESEARCH DESIGN WITH PROCEDURE:

The research design used in this study was descriptive research. As a result, descriptive research methodologies were used for data gathering, presentation, and analysis. Descriptive research involves a variety of survey and fact-finding inquiries. The most important goal of descriptive research is to describe the current state of circumstances (Kothari, Research Methodology: An Introduction, 2011). A descriptive study aims to find answers to the following questions: who, what, when, where, and how (Cooper, Schindler, & Sharma, Research in Business, 2013).

Descriptive research is a sort of conclusive research that focuses on describing something, most commonly market traits or functions. This study methodology can be used to estimate the percentage of units in a population who exhibit a particular behavior. In marketing

research, the cross sectional study is the most commonly utilized descriptive design. The information from every particular sample of population elements is only collected once in cross-sectional design. The investigation began with a review of the reference material and the documentation of the findings. Following that, a sample set of questions was created, and pilot testing was conducted. This was done in order to conduct a survey of both youngsters and their parents. The schedule of questions was modified and edited in the following section of the study, based on the results of the pilot survey. Then, in chosen Gujarati regions, a detailed data collection effort was undertaken. Following data gathering, the next step was to analyze the data and provide study findings. Data has been tabulated and presented graphically for reporting purposes. The percentage inclination of the majority of the respondents was utilized to determine the level of exposure, usage habits, and consequences on the family. Finally, chi square analysis was used to test the hypothesis for any significant differences related to specified demographic characteristics.

POPULATION ALONG WITH ITS SIZE:

The population for the study's primary survey is divided into two groups. For the purposes of the research study, the first set of population is children from specified regions of Gujarat, and the second set of population is parents of children who fall into specific age categories. Because these populations are so huge, exact population sizes are unknown. However, because these are finite populations, the statistical portion of the study has been done accordingly.

Sample Size:

A sample of roughly 1200 youngsters from various regions in Gujarat was surveyed for the first series of surveys. The questionnaires were checked, and any that were incomplete or unsatisfactory were rejected. Finally, for the purposes of analysis, the questionnaires of 930 respondents were reviewed. A sample of children was taken from the districts of Aanand, Ahmedabad, Gandhinagar, Surat, and Valsad. A sample of around 625 parents was chosen for the second batch of surveys. The questionnaires that were found to be defective or

incomplete were rejected. Finally, 558 correctly completed surveys were evaluated for data analysis.

Sampling Unit:

The sampling unit for the first round of surveys consists of school pupils aged 10 to 12 years, 13 to 15 years, and 16 to 18 years who use social media. These age categories were created with the physiological and psychological development of children in mind, taking into account the age of entry into adolescence, early adolescence, and late adolescence. The sampling unit for the second round of surveys is made up of parents (either father or mother) of children who use social media.

RESULTS AND DISCUSSION

EFFECTS OF CHILDREN'S SNS USAGE ON THEIR FAMILY

The impact of children's social media use on their families has been studied in two ways. On the one hand, the youngsters who took part in the survey were asked to provide specific information. At the same time, parents' opinions on a variety of topics were solicited for this aim.

Information gathered from youngsters about the impact of social media use on their families.

The following are the parameters that were used to determine the level of SNS exposure:

- 1) Parents of respondents complain about their children's inability to focus on schoolwork owing to excessive use of social media.
- 2) Respondents' academic performance has deteriorated once they began using social media.
- 3) Respondents Uncomfortable Using Social Media in the Presence of Parents
- 4) Respondents are unconcerned about their parents monitoring their online activities.

| Table-1 Respondents' Parents Often Complain That They Don't Focus on Study Due to SNS Excessive Use | | | | | | |
|--|-------------------|----------|---------|-------|----------------|-------|
| Response | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Total |
| Frequency | 230 | 160 | 170 | 170 | 200 | 930 |
| Percent | 24.73 | 17.20 | 18.27 | 18.27 | 21.50 | 100 |

One of the side effects of utilizing social media is that it interferes with children's studies. When asked how they felt about their parents' worries that they were losing concentration on their studies due to excessive use of social media, the answers were evenly split between agreement and disagreement. According to the statistics in the table and graph above, roughly 42% of respondents found their parents frequently complaining about this issue. Approximately 40% of respondents, on the other hand, said that their parents had no such issue. On the basis of this information, it can be concluded that excessive use of social media sites has begun to cause stress in parent-child relationships, particularly in terms of children's academic pursuits.

| Table -2 Respondents' Opinion on Deteriorated Academic Performance Since They Started Using SNS | | | | | | |
|--|----------------|-------|---------|----------|-------------------|-------|
| Response | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Total |
| Frequency | 100 | 250 | 30 | 220 | 230 | 930 |
| Percent | 10.75 | 26.88 | 3.22 | 23.65 | 24.73 | 100 |

As can be seen from the table and graph, over 37% of respondents agree that their academic performance has declined since they began using social media. This is a significant number of responders, and it should be taken seriously by parents, educators, and policymakers at the state and federal levels. Though more than 47% of respondents denied that their academic performance has deteriorated, it's conceivable that they haven't noticed any noticeable changes in their performance or are unaware that their academic performance has deteriorated.

| Table-3 Respondents Feeling Uncomfortable When Parents Are Around While They Are Using SNS | | | | | | |
|---|----------------|-------|---------|----------|-------------------|-------|
| Response | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Total |
| Frequency | 100 | 150 | 130 | 250 | 300 | 1030 |
| Percent | 10.75 | 16.12 | 13.97 | 26.88 | 32.25 | 100 |

The data in the table and graph above represented the children's reactions to their level of comfort using SNS in the company of their parents. This analysis represents the separation that occurs inside a family. Nearly 28% of school-aged youngsters said they are uncomfortable accessing social media when their parents are there. This should be considered a high ratio because it is likely to decrease family bonding in the long run.

| Table-4 Respondents Not Being Worried About Parents Checking Their Online Activities | | | | | | |
|---|-------------------|----------|---------|-------|----------------|-------|
| Response | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Total |
| Frequency | 115 | 100 | 85 | 260 | 370 | 930 |
| Percent | 12.36 | 10.75 | 9.13 | 27.95 | 39.78 | 100 |

Another criterion used to assess the effects of social media on families was whether children are comfortable allowing their parents to engage in online activities. A huge majority of the respondents said that they are not concerned about their parents monitoring their online activities. Almost 68.5 percent of responders are in this category. This is a favorable sign in that children's privacy concerns have not been exacerbated by their use of social media sites.

| Table-5 Parents Find it Difficult to Communicate with Children When They are Using SNS | | | | | | |
|---|----------------|-------|---------|----------|-------------------|-------|
| Response | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Total |
| Frequency | 60 | 220 | 100 | 100 | 20 | 500 |
| Percent | 12 | 44 | 20 | 20 | 4 | 100 |

Increased obstacles to communication among family members are one of the repercussions of SNS use on family members. When parents were questioned about the problems they have when their children use social media, over 58 percent said it is difficult to communicate with them while they are on the platform. This is plainly demonstrated by the data in the table and graph above. Due to children's use of social media sites, this should be considered a significant detrimental effect on the family.

| Table-6 Parents Opinion about Actual Interactions Getting Disturbed Because Children are More Interested in SNS Activities | | | | | | |
|---|----------------|-------|---------|----------|-------------------|-------|
| Response | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Total |
| Frequency | 100 | 170 | 80 | 130 | 20 | 500 |
| Percent | 20 | 34 | 16 | 26 | 4 | 100 |

Another effect on families is the disruption in actual interaction caused by children's use of social media. According to the data in the table and graph above, roughly 52 percent of parent respondents believe that their children's use of social media has caused problems in their actual contacts. This is another another huge harmful effect of children's use of social media on their families.

| Table-7 Parent's Opinion About Use of SNS Affecting Study of Children Negatively | | | | | | |
|---|----------------|-------|---------|----------|-------------------|-------|
| Response | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Total |
| Frequency | 110 | 120 | 110 | 130 | 30 | 500 |
| Percent | 22 | 24 | 22 | 26 | 6 | 100 |

When children use social media, they are more likely to devote some of their study time to SNS-related activities. As a result, parents were asked to give their thoughts on whether social media use had harmed their children's academic performance. SNS use has had a negative impact on their children's education, according to over 45 percent of parents. Nearly a third of the parents did not agree.

| Table-8 Parents Opinion about SNS Resulting in Reduced Bondage in Parents and Children | | | | | | |
|---|----------------|-------|---------|----------|-------------------|-------|
| Response | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Total |
| Frequency | 90 | 150 | 90 | 140 | 30 | 500 |
| Percent | 18 | 30 | 18 | 28 | 6 | 100 |

Communication problems between parents and children are likely to limit bonding between them. The table and graph above depict an analysis of the same circumstance as reported by parents of children who use social media on a regular basis. Due to children's use of social media, a large percentage of parents report feeling less bonding with their children. This is an issue that has been noted by more than 45 percent of parents. It should be seen as having a severe negative impact on the family.

CONCLUSION

Time spent on SNS, frequency of status changes, frequency of profile picture changes, duration of SNS use, device most commonly used for accessing SNS, highest used SNS, intensity of forwarding messages on SNS, intensity of sharing images on SNS, intensity of sharing videos on SNS, intensity of chatting on SNS, intensity of updating knowledge through SNS, intensity of chatting on SNS, intensity of chatting on SNS, intensity of chatting on SNS, intensity of at the same time, the level of exposure is measured on the basis of a scale 6 parameters, viz., having larger network online than surroundings, preference to stay online than among people, preference to use SNS while travelling, preference to use SNS during study hours, preference not to use SNS during class hours and preference for online gaming than actual games. The following were the primary findings from the data analysis. Parents' complaints about not being able to focus on study due to excessive use of SNS, deterioration in academic performance since SNS usage began, feeling uncomfortable using SNS in front of parents, and not being concerned about parents checking online activities were all used to measure the effects of children's SNS usage on family.

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