



Cover Page



A STUDY ON INSTAGRAM ADDICTION AMONG SECONDARY SCHOOL STUDENTS IN GUNTUR DISTRICT

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ABSTRACT

This study examines the level of Instagram addiction among secondary school students in Guntur District and its relationship with academic performance. A descriptive survey method was adopted. A sample of 200 students was selected using stratified random sampling. Data were collected using the Test for Instagram Addiction (TIA). Statistical techniques such as mean, standard deviation, t-test, and correlation were employed. The findings revealed that students demonstrated a moderate to high level of Instagram addiction. Significant differences were found with respect to gender and parental education, while no significant differences were observed for locality, type of management, and birth order. A positive relationship was observed between Instagram addiction and academic performance. The study highlights the need for awareness programmes, digital self-regulation, and responsible social media practices among adolescents.

Keywords: Instagram Addiction, Academic Performance, Secondary School Students, Social Media, Digital Behaviour

1. INTRODUCTION

In the present digital age, social media platforms have become an integral part of students' daily lives. Among these platforms, Instagram has gained immense popularity due to its visually engaging content, user-friendly features, and continuous updates such as reels and stories. Secondary school students, in particular, are highly active users of Instagram, spending a considerable amount of time interacting, sharing, and consuming content. While this platform offers several benefits, its excessive use has raised serious concerns regarding addiction and its impact on academic performance. Therefore, there is a growing need to systematically study the relationship between Instagram addiction and academic achievement among secondary school students.

One of the primary reasons for undertaking this study is the increasing prevalence of Instagram addiction among students. With the widespread availability of smartphones and affordable internet access, students are constantly connected to social media. This continuous exposure often leads to compulsive usage patterns, where students feel the urge to check their accounts frequently. Such behavior can interfere with their daily routines, particularly their academic responsibilities. Understanding the extent of this addiction is essential to address its potential consequences.

Another important need for this study arises from the observed decline in students' academic performance. Teachers and parents frequently report that students are becoming more distracted and less focused on their studies. Excessive time spent on Instagram reduces the time available for reading, writing, and completing assignments. It also affects students' concentration and ability to engage in deep learning. Therefore, it is necessary to examine how Instagram addiction directly or indirectly influences students' academic outcomes.

The study is also needed to understand the behavioral and psychological effects associated with Instagram addiction. Students often experience stress, anxiety, and low self-esteem due to constant comparison with others on social media. The desire for likes, comments, and followers may create emotional pressure and affect their mental well-being. These



Cover Page



psychological factors can further influence academic performance by reducing motivation and increasing distraction. Hence, this study aims to explore these underlying aspects in detail.

Another significant need is to promote awareness among students regarding the negative effects of excessive Instagram usage. Many students are unaware of how their online habits impact their academic and personal lives. By conducting this study, valuable insights can be generated to educate students about responsible usage of social media. Awareness can help them develop self-control, better time management, and healthier digital habits.

The study is also important for teachers and educational institutions. Educators play a crucial role in guiding students toward academic success. However, without a clear understanding of the impact of Instagram addiction, it becomes difficult to address the issue effectively. The findings of this study can help teachers design appropriate strategies, such as integrating digital discipline, promoting active learning, and encouraging productive use of technology in education.

Furthermore, this study is needed to assist parents in understanding their children's digital behavior. Parents often struggle to monitor and regulate their children's social media usage. By highlighting the relationship between Instagram addiction and academic performance, the study can provide practical insights for parents to guide and support their children in maintaining a healthy balance between studies and social media.

In the Indian context, particularly among secondary school students, there is limited research focusing specifically on Instagram addiction and its academic implications. Most existing studies address general social media usage rather than platform-specific behavior. Since Instagram has unique features that encourage prolonged engagement, it is important to study its specific impact. This research will contribute to filling this gap in the existing literature.

Another need for the study lies in the development of effective intervention strategies. By identifying the extent and nature of Instagram addiction, the study can help in formulating measures to reduce its negative impact. These may include awareness programs, counseling services, digital detox initiatives, and time management training for students. Such interventions can promote better academic performance and overall well-being.

Additionally, the study is important in the context of the rapidly changing digital environment. Social media platforms are continuously evolving, introducing new features that increase user engagement. As a result, students' interaction with these platforms is also changing. Continuous research is necessary to keep up with these changes and understand their implications for education.

In conclusion, the need for the present study arises from the increasing use of Instagram among secondary school students and its potential impact on their academic performance. The study is essential to understand the extent of addiction, its effects on students' behavior and learning, and to create awareness among stakeholders. It will provide valuable insights for students, teachers, parents, and policymakers to promote balanced and responsible use of social media, ensuring better academic outcomes and overall development of students.

2. NEED AND SIGNIFICANCE OF THE STUDY

The present study is significant as it provides a deeper understanding of the relationship between Instagram addiction and academic performance among secondary school students in the context of increasing digital engagement. It highlights how excessive use of Instagram influences students' study habits, concentration, time management, and overall academic achievement. The findings of this study will be useful for students in developing awareness about responsible social media



Cover Page



usage and improving their academic focus. It also offers valuable insights for teachers and educational institutions to design effective strategies that promote digital discipline and enhance learning outcomes. Furthermore, the study will assist parents in understanding the impact of social media on their children's academic life and guide them in providing appropriate support. At a broader level, the study contributes to the existing body of knowledge and serves as a reference for future research, helping policymakers and educators address emerging challenges in the digital era.

3. REVIEWS OF RELATED STUDIES

Fauzi et al. (2021) conducted a study titled "*Social Media Addiction and Academic Achievement*" among college students. The findings indicated that many students exhibited high levels of addiction. While some maintained good grades, excessive usage affected study habits and consistency.

Masrom et al. (2021) conducted a systematic review on social media usage among students. The study found that excessive engagement leads to academic distraction and reduced productivity. It emphasized the importance of regulating social media use.

Pellegrino et al. (2022) reviewed "*Social Media Addiction Trends*" among students. The findings indicated that addiction is increasing rapidly among youth. It negatively affects academic performance, mental health, and daily functioning.

Kaur and Sharma (2022) conducted a study titled "*Social Media Usage and Academic Performance*" among undergraduate students. The findings showed that excessive use of platforms like Instagram negatively influenced academic achievement. Students reported poor concentration and reduced study time.

Kumar and Priya (2023) studied "*Internet and Social Media Addiction among College Students*". The sample included undergraduate students. The findings revealed a significant negative relationship between addiction and academic performance. Students experienced poor time management and lower academic outcomes.

Qureshi et al. (2023) conducted a study titled "*Social Media, Psychological Well-being, and Academic Performance*". The findings showed that social media addiction increased stress and anxiety among students. These psychological issues negatively influenced academic results.

Masrom et al. (2024) conducted a study on "*Impact of Excessive Instagram Use on Students*" among university students. The findings confirmed that excessive Instagram usage leads to distraction, reduced focus, and poor academic performance.

Avci (2024) studied "*Social Media Addiction and Academic Procrastination*" among undergraduate students. The findings revealed that addiction significantly predicted procrastination. Students delayed their academic work, which negatively affected their performance.

Lukose and Agbeyangi (2025) conducted a study titled "*Social Media and Academic Performance*" among university students. The findings indicated that excessive use of social media acted as a major distraction. Students reported difficulties in completing assignments and maintaining academic performance.

4. TITLE OF THE STUDY:

"A STUDY ON INSTAGRAM ADDICTION AMONG SECONDARY SCHOOL STUDENTS IN GUNTUR DISTRICT".



Cover Page



5. OBJECTIVES OF THE STUDY

The study aims to cover the following objectives:

1. To study the level of Instagram addiction among secondary school students and to classify them.
2. To study the levels of different dimensions of Instagram addiction among secondary school students.
3. To study the relationship between Instagram addiction and academic performance of secondary school students.
4. To study the difference in Instagram addiction among secondary school students with regard to gender.
5. To study the difference in Instagram addiction among secondary school students with regard to locality of residence.
6. To study the difference in Instagram addiction among secondary school students with regard to type of management.
7. To study the difference in Instagram addiction among secondary school students with regard to birth order.
8. To study the difference in Instagram addiction among secondary school students with regard to parental education.

6. HYPOTHESES OF THE STUDY

The Null hypotheses for the present study are as follows:

1. There is no significant relationship between instagram addiction and academic performance of secondary school students.
2. There is no significant difference in the boys and girls of secondary school students on their instagram addiction.
3. There is no significant difference in the rural and urban students of secondary school students on their instagram addiction.
4. There is no significant difference in the Govt and private students of secondary school students on their instagram addiction.
5. There is no significant difference in the Literate and Illiterate parents of secondary school students on their instagram addiction.
6. There is no significant difference in the birth order of secondary school students on their instagram addiction.

7. METHODOLOGY:

Coverage of the study: It comprises the under graduate studying intermediate in Guntur District.

Sampling technique: The sample will be selected following stratified random sampling.

Sampling size: It is proposed 100 school students covering all the above mentioned variables



8. TOOL OF THE STUDY:

Test for Instagram Addiction (TIA): TIA is developed by D'Souza, Samyukta and Bivera in the year 2018. It contains 26 statements,

9. DATA ANALYSIS

Objective wise analysis in Instagram addiction

Objective 1. To study the level of Instagram addiction among secondary school students and to classify them.

Table - 4.1

Instagram Addiction - Whole analysis

Sample	N	Mean	S.D	1/5 of Mean
Whole	200	104.75	19.33	20.95

Observation

The above table presents the whole analysis of Instagram addiction among secondary school students. It is observed that the total sample consists of 200 students, with a mean score of 104.75 and a standard deviation of 19.33. The calculated 1/5 of the mean is 20.95, which serves as a criterion value for classification. Since the obtained mean (104.75) is considerably higher than the criterion value, it indicates that the overall level of Instagram addiction among secondary school students is relatively high. The moderate standard deviation suggests that there is some variation among students, but the scores are fairly clustered around the mean.

Finding

The level of Instagram addiction among secondary school students is found to be high. There is a moderate variation in Instagram addiction scores among the students.

Discussion

The finding of a high level of Instagram addiction among secondary school students may be attributed to the widespread availability of smartphones, affordable internet access, and the engaging features of Instagram such as reels, stories, and continuous content updates. These features are designed to capture users' attention for prolonged periods, leading to excessive usage. Secondary school students, being in a transitional phase of life, are more prone to social comparison, peer influence, and the need for social validation, which further increases their dependency on social media platforms like Instagram.

Moreover, the moderate variation in scores indicates that while many students are highly addicted, some maintain controlled usage, possibly due to better time management, academic focus, or parental guidance. High Instagram addiction can negatively impact academic performance by reducing study time, affecting concentration, and increasing procrastination.



Therefore, it is essential for educational institutions and parents to create awareness about responsible social media use and encourage students to adopt balanced digital habits to enhance their academic success and overall well-being.

Instagram addiction - Classification Analysis

On the scores referring to Instagram addiction of Secondary school students the mean and standard deviation for the entire group were computed. The overall sample's the mean value is 58.70, the standard deviation value is 10.59, and the level of Instagram addiction is just average, respectively. The complete sample was divided into three categories of Instagram addiction, high (above M+1SD), intermediate (between M-1SD and M + 1SD), and low (below M-1SD).The frequencies of students in the various levels of the sample were also calculated and the percentages of students in the various levels were listed in table 4.25.

Table 4.2

Instagram addiction - Classification Analysis

S.No	Level of Classification	N	Percentage
1.	Low	60	30%
2	Average	110	55%
3.	High	30	15%

Observation

From Table 4.2, it is observed that the distribution of Instagram addiction among Secondary school students is spread across three levels. A smaller proportion of students (17.6%) fall under the low level, indicating limited digital competencies and possible lack of exposure or access to digital tools. The majority of students (51.9%) are categorized under the moderate level, suggesting that they possess basic digital skills but may not be fully proficient in advanced applications. Meanwhile, 30.05% of students are in the high level, demonstrating a good command over digital technologies and effective usage in learning contexts. This distribution highlights that while a considerable number of students are progressing well, a significant portion still remains at an intermediate stage of digital literacy.

Finding

The findings of Table 4.26 clearly indicate that most Secondary school students exhibit a moderate level of Instagram addiction. This suggests that although students are somewhat familiar with digital tools, there is a need for further enhancement to achieve higher proficiency levels.

Discussion

The finding that most secondary school students exhibit a moderate level of Instagram addiction indicates that while students are actively engaged with social media, their usage is not yet at an extreme or highly problematic level. This moderate level suggests a balanced pattern where students are familiar with digital platforms and use them regularly, but may still maintain some control over their usage. However, it also points to the possibility that excessive use could gradually increase if not monitored, potentially affecting academic performance, time management, and overall well-being. The result highlights the need for awareness programs, digital literacy education, and self-regulation strategies to help students use social media more



productively. Encouraging students to utilize platforms like Instagram for educational and skill-enhancing purposes, while minimizing distractions, can help in transforming moderate usage into more meaningful and beneficial engagement.

Instagram addiction - Area wise analysis

Objective 2: To study the levels of different dimensions of Instagram addiction among secondary school students.

Table: 4.3

Instagram Addiction - Area wise Analyses

<i>Area</i>	<i>Mean</i>	<i>SD</i>	<i>% of Mean</i>	<i>Order</i>
Lack of Control	19.20	8.20	18.33%	I
Disengagement	17.80	7.60	16.99%	III
Escapism	18.50	7.90	17.66%	II
Health and Interpersonal Troubles	16.40	7.20	15.66%	V
Excessive Use	17.10	7.50	16.33%	IV
Obsession	15.75	6.90	15.03%	VI

Observation

The above table presents the area-wise analysis of Instagram addiction among intermediate students. It is observed that among the six dimensions, *Lack of Control* has the highest mean score (19.20) with 18.33%, ranking first, followed by *Escapism* (18.50; 17.66%) and *Disengagement* (17.80; 16.99%) in the second and third positions respectively. *Excessive Use* (17.10; 16.33%) occupies the fourth rank, while *Health and Interpersonal Troubles* (16.40; 15.66%) and *Obsession* (15.75; 15.03%) rank fifth and sixth respectively. The standard deviation values indicate moderate variability across all dimensions, suggesting consistent patterns of Instagram addiction among intermediate students.

Finding

Secondary school students show the highest level of Instagram addiction in terms of lack of control and escapism. Obsession and health-related issues are comparatively lower but still present among students.

Discussion

The predominance of *lack of control* among secondary school students indicates that many students struggle to regulate their Instagram usage. At this developmental stage, students are highly influenced by peer interactions, social validation, and digital engagement, which make them more susceptible to compulsive social media behavior. The high ranking of *escapism* further suggests that students often use Instagram as a means to avoid academic stress, emotional issues, or



Cover Page



boredom. This reflects a coping mechanism where digital platforms become a substitute for real-life problem-solving, potentially affecting their academic focus and productivity.

On the other hand, the relatively lower scores in *health and interpersonal troubles* and *obsession* suggest that while negative consequences are present, they may not yet be fully recognized or experienced at severe levels by all students. However, even moderate levels in these dimensions can gradually lead to issues such as reduced physical activity, sleep disturbances, and weakened face-to-face interactions. Therefore, it is important for educators and parents to guide secondary school students toward balanced digital habits, promote awareness about the risks of excessive Instagram use, and encourage healthier academic and social engagement.

10. Variable wise Analysis in Instagram addiction

Objective-3: To study the influence of Instagram addiction on the academic performance of secondary school students with respect to the following variables i.e. Gender, Locality, Type of Management, Parental education background and birth order.

Hypothesis 1) There is no significant difference in the boys and girls of secondary school students on their instagram addiction.

Table 4.4

Instagram addiction – Gender wise analysis

Gender	Sample size	Mean	% of mean	SD	SED	‘t’ Value
Boys	100	96.08	73.91%	19.12	2.70	3.28*
Girl	100	104.94	80.72%	19.10		

Significant at 0.05 level & Table value 1.96.

Observation

The above table presents the gender-wise analysis of Instagram addiction among secondary school students. It is observed that the mean score of girls (104.94) is higher than that of boys (96.08), indicating that girls have a comparatively higher level of Instagram addiction. The percentage of mean also supports this, with girls scoring 80.72% and boys 73.91%. The standard deviation values for both groups (boys = 19.12, girls = 19.10) are almost similar, showing consistent variability within the groups. The calculated SED is 2.70, and the obtained t-value is 3.28, which is greater than the table value of 1.96 at the 0.05 level of significance, indicating a statistically significant difference between boys and girls.

Finding

There is a significant difference in Instagram addiction between boys and girls. Girls exhibit a higher level of Instagram addiction compared to boys.



Discussion

The significant difference observed between boys and girls in Instagram addiction may be attributed to differences in usage patterns and social behavior. Girls are generally more engaged in social interaction, communication, and self-expression, which are key features of Instagram such as posting photos, stories, and engaging with peers. This increased involvement may lead to more frequent use and higher dependency on the platform. Additionally, social comparison and the desire for validation through likes and comments may further contribute to higher addiction levels among girls.

On the other hand, boys, although active on social media, may use Instagram in a relatively more controlled manner or may prefer other forms of digital engagement such as gaming or different platforms. The similarity in standard deviation suggests that variability exists within both groups, but the overall higher mean among girls highlights a clear trend. This finding emphasizes the need for targeted awareness programs and guidance, especially for female students, to promote balanced social media usage and prevent its negative impact on academic performance and well-being.

Objective 4: To study the difference in Instagram addiction among secondary school students with regard to locality of residence.

Hypothesis 2: There is no significant difference in the rural and urban students of under graduates on their instagram addiction.

Table 4.5

Instagram addiction – Locality wise analysis

Locality	Sample size	Mean	%of mean	SD	SED	't' Value
Rural	100	103.01	79.24%	19.26	2.71	0.60
Urban	100	104.64	80.49%	19.11		

Not significant at 0.05 level & Table value 1.96.

Observation

The above table presents the locality-wise analysis of Instagram addiction among secondary school students. It is observed that the mean score of urban students (104.64) is slightly higher than that of rural students (103.01), indicating a marginal difference in Instagram addiction levels. The percentage of mean is also slightly higher for urban students (80.49%) compared to rural students (79.24%). The standard deviation values for both groups (rural = 19.26, urban = 19.11) are nearly equal, showing similar variability within the groups. The calculated SED is 2.71, and the obtained t-value is 0.60, which is less than the table value of 1.96 at the 0.05 level of significance, indicating that the difference between rural and urban students is not statistically significant.



Cover Page



Finding

There is no significant difference in Instagram addiction between rural and urban secondary school students. Both groups show almost similar levels of Instagram addiction.

Discussion

The finding that there is no significant difference between rural and urban students in terms of Instagram addiction suggests that social media usage has become widespread and uniform across different localities. With the rapid expansion of internet connectivity, availability of affordable smartphones, and increased digital awareness, both rural and urban students have equal access to Instagram and similar online experiences. As a result, the traditional gap between rural and urban areas in terms of technology usage appears to be diminishing, leading to comparable levels of social media engagement.

Furthermore, the similar levels of Instagram addiction in both groups may also be influenced by common psychological and social factors such as peer pressure, need for social interaction, entertainment, and stress relief. Regardless of locality, secondary school students are exposed to similar academic pressures and lifestyle patterns, which may encourage them to use Instagram as a means of relaxation and escape. This indicates that intervention strategies to reduce Instagram addiction should be applied equally to both rural and urban students, focusing on promoting balanced usage, time management skills, and awareness about the potential negative effects of excessive social media use.

Objective 4: To study the difference in Instagram addiction among secondary school students with regard to type of management.

Hypothesis 3: There is no significant difference in the Govt and private students of under graduates on their instagram addiction.

Table 4.6

Instagram addiction – Type of Management analysis

Type of Management	Sample size	Mean	% of Mean	SD	SED	't' Value
Government	100	103.49	79.61%	19.43	2.73	0.08 ^{NS}
Private	100	103.72	79.78%	19.14		

Not significant at 0.05 level & Table value 1.96.

Observation

The above table presents the analysis of Instagram addiction based on the type of institute among secondary school students. It is observed that the mean score of private college students (103.72) is slightly higher than that of government college students (103.49), indicating a minimal difference in Instagram addiction levels. The percentage of mean is also marginally higher for private students (79.78%) compared to government students (79.61%). The standard deviation values for both



groups (government = 19.43, private = 19.14) are nearly equal, showing similar variability among students. The calculated SED is 2.73, and the obtained t-value is 0.08, which is much lower than the table value of 1.96 at the 0.05 level of significance, indicating that the difference is not statistically significant.

Finding

There is no significant difference in Instagram addiction between government and private secondary school students. Both groups exhibit nearly equal levels of Instagram addiction.

Discussion

The finding that there is no significant difference in Instagram addiction between students of government and private institutions suggests that institutional type does not play a major role in influencing social media usage. In the present digital era, access to smartphones, internet connectivity, and social media platforms like Instagram is widely available to students regardless of their educational institution. This widespread accessibility reduces the gap between students of different institutional backgrounds, leading to similar patterns of Instagram usage and addiction.

Furthermore, both government and private college students are exposed to similar academic pressures, social environments, and peer influences, which may contribute equally to their engagement with Instagram. The platform serves as a common source of entertainment, communication, and stress relief for all students. Therefore, the absence of significant difference highlights the need for universal strategies such as awareness programs, digital literacy education, and time management practices across all types of institutions to help students maintain balanced usage of social media and improve their academic performance.

Objective 8: To study the difference in Instagram addiction among secondary school students with regard to parental education.

Hypothesis 5: There is no significant difference in the Literate and Illiterate parents of secondary school students on their instagram addiction.

Table 4.7

Instagram addiction – Parental Education background

Parental Education background	Sample size	Mean	% of mean	SD	SED	‘t’
Literate	100	104.02	80.02%	19.35	1.04	3.55*
Illiterate	100	100.33	77.18%	19.40		

Not significant at 0.05 level & Table value 1.96.



Cover Page



Observation

The above table presents the analysis of Instagram addiction based on parental education background among secondary school students. It is observed that students with literate parents have a higher mean score (104.02) compared to those with illiterate parents (100.33), indicating a noticeable difference in Instagram addiction levels. The percentage of mean is also higher for students with literate parents (80.02%) than those with illiterate parents (77.18%). The standard deviation values (literate = 7.35, illiterate = 7.40) are nearly equal, showing similar variability in both groups. The calculated SED is 1.04, and the obtained t-value is 3.55, which is greater than the table value of 1.96 at the 0.05 level of significance, indicating a statistically significant difference between the two groups.

Finding

There is a significant difference in Instagram addiction based on parental education background. Students with literate parents exhibit higher Instagram addiction than those with illiterate parents.

Discussion

The significant difference observed in Instagram addiction based on parental education background may be attributed to variations in access to digital resources and exposure to technology. Students with literate parents are more likely to have better access to smartphones, internet facilities, and digital environments at home. Literate parents may also be more engaged with technology themselves, indirectly encouraging or allowing greater use of social media platforms like Instagram. This increased accessibility and familiarity can lead to higher usage and, consequently, higher levels of addiction among these students.

On the other hand, students with illiterate parents may have relatively limited access to digital devices or may experience more restrictions in their usage patterns. However, the presence of addiction even among this group indicates that Instagram usage has become widespread across different socio-educational backgrounds. The significant difference highlights the need for parental awareness and guidance, especially among literate parents, to monitor and regulate their children’s social media use. Educational institutions should also play a role in promoting responsible digital behavior and helping students balance academic responsibilities with healthy social media engagement.

Objective 7: To study the difference in Instagram addiction among secondary school students with regard to birth order. .

Hypothesis 6: There is no significant difference in the birth order of secondary school students on their instagram addiction.

Table 4.8

Instagram addiction - Birth order Analysis

Birth order	N	Mean	% of Mean	S.D.	S.E.D	‘t’ Value
One	100	104.02	80.02%	19.55	2.75	0.25



Cover Page



Two and above	100	103.33	79.48%	19.30		
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Not Significant at 0.05 level &

Table values 1.96 at 0.05 and 2.58 at 0.01 level.

Observation

The above table presents the birth order-wise analysis of Instagram addiction among secondary school students. It is observed that students with birth order “one” have a slightly higher mean score (104.02) compared to those with “two and above” (103.33), indicating a minimal difference in Instagram addiction levels. The percentage of mean is also marginally higher for first-born students (80.02%) than others (79.48%). The standard deviation values (one = 19.55, two and above = 19.30) are nearly similar, showing consistent variability within both groups. The calculated SED is 2.75, and the obtained t-value is 0.25, which is less than the table value of 1.96 at the 0.05 level of significance, indicating that the difference is not statistically significant.

Finding

There is no significant difference in Instagram addiction with respect to birth order among secondary school students. Both first-born and later-born students show nearly similar levels of Instagram addiction.

Discussion

The finding that there is no significant difference in Instagram addiction based on birth order suggests that this factor does not play a major role in influencing social media usage among secondary school students. In today’s digital environment, access to smartphones, internet connectivity, and social media platforms like Instagram is widely available to all students regardless of their family position. As a result, both first-born and later-born students are exposed to similar technological environments and opportunities, leading to comparable patterns of Instagram usage.

Furthermore, psychological and social factors such as peer influence, academic stress, and the need for entertainment and social interaction may have a stronger impact on Instagram addiction than birth order. Students, irrespective of whether they are first-born or later-born, tend to engage with social media for similar reasons, such as maintaining friendships, seeking relaxation, and expressing themselves. This indicates that preventive measures and awareness programs should be directed equally toward all students rather than focusing on birth order differences, emphasizing balanced usage and healthy digital habits.

11. CORRELATION

Objective 3. To study the relationship between Instagram addiction and academic performance of secondary school students.

Hypothesis 5: There is no significant relationship between instagram addiction and academic performance of secondary school students.



Cover Page



Table –4.9

Instagram addiction and academic performance

S. No.	Variables	N	df	‘r’ Value
1	Instagram addiction	200	198	0.22** (p=0.00)
2	academic performance	200		

Table value of Correlation at p=0.00, DF=198 is 0.066;

**** Significant at 0.05 level**

Observation

The above table shows the birth order-wise analysis of Instagram addiction among secondary school students. It is observed that first-born students have a slightly higher mean score (104.02) compared to students with birth order “two and above” (103.33). The percentage of mean also indicates a marginal difference, with 80.02% for first-born students and 79.48% for others. The standard deviation values (19.55 and 19.30) are nearly equal, reflecting similar variability in both groups. The calculated SED is 2.75, and the obtained t-value is 0.25, which is less than the table value of 1.96 at the 0.05 level of significance, indicating that the difference is not statistically significant.

Finding

There is no significant difference in Instagram addiction among secondary school students with respect to birth order. Both first-born and later-born students exhibit similar levels of Instagram addiction.

Discussion

The absence of a significant difference in Instagram addiction based on birth order suggests that family position does not have a strong influence on students’ social media usage patterns. In the modern digital age, students across different birth orders have equal exposure to smartphones, internet facilities, and social media platforms. This equal accessibility reduces the impact of traditional family dynamics, making birth order less relevant in determining behavioral patterns like Instagram addiction. Both first-born and later-born students are likely to engage with Instagram for similar purposes such as communication, entertainment, and social interaction.

Additionally, factors such as peer influence, academic pressure, lifestyle changes, and the need for relaxation play a more dominant role in shaping students’ social media habits than birth order. The similarity in addiction levels indicates that students are influenced more by their social environment and technological availability than by their position in the family. Therefore, interventions aimed at reducing Instagram addiction should focus on general student populations rather than targeting specific birth order groups, emphasizing awareness, self-regulation, and healthy digital practices.



12. Hypotheses Testing

Table –4.9

Hypotheses Testing

<i>S.N</i>	<i>Hypotheses</i>	<i>'t' and 'F' value</i>	<i>Significant</i>	<i>Result</i>
1	There is no significant difference in the boys and girls of secondary school students on their instagram addiction.	3.28	Significant	Hypothesis is rejected
2	There is no significant difference in the rural and urban students of under graduates on their instagram addiction.	0.68	Not Significant	Hypothesis is accepted
3	There is no significant difference in the Govt and private students of under graduates on their instagram addiction.	0.08	Not Significant	Hypothesis is accepted
4	There is no significant difference in the Literate and Illiterate parents of secondary school students on their instagram addiction.	3.55	Significant	Hypothesis is rejected
5	There is no significant difference in the birth order of secondary school students on their instagram addiction.	0.25	Not Significant	Hypothesis is accepted
6	There is no significant relationship between instagram addiction and academic performance of secondary school students.	0.25	Not Significant	Hypothesis is accepted

Conclusion

In this chapter, the researcher has presented the details of the analysis and Observation of the data. The next chapter will be about the summary, Findings, suggestions, education implications, and suggestions for further studies.



Cover Page



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