



A STUDY ON CHILDREN'S INTERNET USAGE AND SOCIAL MEDIA DYNAMICS

K. Periyakannan *(PhD, Research Scholar) Department of Media Sciences, Anna University, Chennai – 600025,

B. Venugopal ** (PhD, Research Scholar) Department of Media Sciences, Anna University, Chennai – 600025,

Dr. S. Arulchelvan * (Associate Professor), Department of Media Sciences, Anna University, Chennai – 600 025,**

ABSTRACT

The world of digital technology is always evolving and growing. The internet is filled with fascinating knowledge, and social media as well as the internet are important forms of communication in the modern world. Sometimes, children are engaged in inappropriate activities, because they lack sufficient experience and the ability to distinguish right from wrong. Most children who use the internet and social media encounter both positive and negative aspects.

The aim of this study is to determine how used internet and activities through educated children are about digital media and usage of the safety, and their rights. This study was used as quantitative research methodology. The method of sampling is convenience sample. A survey conducted of among (N=250) respondents from school children between the ages of 14 and 16 years was undertaken. The data is analyzed in statistics spss version 24 software (Mann-Whitney U test and Kruskal-Wallis Test) were used. The questionnaire focused primarily on children's awareness on internet and usage, level of knowledge. They had shared and discussed their participation in programme through schools to raise the awareness of internet usage.

The research hypothesis explored in this study, children are unaware of the dangers in internet and social media. The findings reveal that the majority of the children utilized the internet and social media without parental supervision. Children do not receive information on online safety from their parents or teachers.

Keywords: Internet usage, Social Media, Awareness on internet, Level of Knowledge, School children.

1. INTRODUCTION

According to Global Statshot Report (2022), there are 5.03 billion internet users worldwide. India as a thickly populated nation has secured the second largest place in consuming internet and social media users. The internet, which has become an essential tool in today's world, is used by people of all ages. Children, known as digital natives, use the internet for a variety of purposes, including communication, education, entertainment, and socializing. Technological advancements and new media content, in many ways, always affect the communication and behavior of their users (Quinn & Forsyth, 2015).

Children benefit from the internet and social media, but they also face a variety of potential threats, such as watching age-inappropriate content, becoming friends with strangers, cyber-bullying, grooming, sexual activities, gaming, emotional abuse, and so on. Abuse is a very serious thing in this world, and it affects a lot of children.

Many children and teenagers nowadays spend the majority of their time on social media, uploading or sharing images or chatting with friends, which has become a popular trend. Social media is one of the most important components of electronic commerce and information management (Lai & Turban, 2018). According

to the survey taken by an Internet and Mobile Association of India IAMAI, (2022), in 35 Indian cities, approximately 28 million of the 400 million Internet users in India are school-aged children, while a Telenor India study on child online safety in 12 nations concluded that children in India are at the highest risk. As a result, the current study aims to better understand how children use the internet and activities of the knowledge they experience while doing so.

2.0. REVIEW OF THE LITERATURE

Literature refers to the original research works published by the researchers and comprises information from primary sources in order to expand the state of knowledge about a specific topic. An extensive literature was carried out by the researcher, was critically analyzing the research works such as reference books, and journals articles analyzed.

2.1. CHILDREN'S AND INTERNET USAGE

People, particularly children and teens, are increasingly using the internet, and they use it see in online movies through virtual mode and availing social networking sites, and engage in other popular activities. Nearly one-fifth of the world's children live in India. According to a survey conducted by the Statistics Portal (2022), approximately 71% of youngsters aged 3 to 18 use the Internet. For learning purpose at school, Students use 65% of internet, 86% of kid's utilized net facility to keep them engaged. 31% of kids avail this facility in the neighborhood or in the friend's house. While using digital library 27% net is used. Even in coffee houses and other business centers they provide free Wi-Fi. So 14% of Internet is avail in his way.

As a result, it's understandable that children use the internet without much supervision. In recent years, a growing number of studies have looked into how the Internet and social media facilitate acts of violence against children and adolescents (King, Walpole, and Lamon, 2007; Perren et al., 2019). Social networking platforms are popular among today's youth.

According to this research in around 90% of children use the internet on a regular basis, with 70% having a user profile on at least one social networking site (Subrahmanyam, Garcia, & Harsono, 2009). At the same time, children and teenagers are exposed to a large amount of media and must cope with increasingly complex situations (Clark, 2013; Duerager & Livingstone, 2012; Lansdown et al., 2011; Lim, 2016;). The impact of cyberbullying on children's lives will aid in identifying the issues.

2.2. CHILDREN AND ONLINE ACTIVITIES

Children are more likely to use the internet, which is helpful for their education. Engagement with technology affects an individual's behaviour, mood, and ways of thinking (Davidson & Gottschalk, 2013). According to Quayle et al. (2014) have used affordance to describe the quality of an environment (physical and software) that enables, facilitates, or makes possible an action.

There is a concern that the use of social networking sites (SNS) in particular may be associated with an increasing risk of harm (Staksrud et al., 2013) and with children placing themselves at risk (Sengupta & Chaudhuri, 2011). Children identify the affordances of specific online sites and services as one of the important risk factors that may cause harm to children and young people. (Livingstone and Smith, 2014). This conceptual framework will be used to examine the relationship between attitudes toward new online technologies and successful ageing in the population under study.

2.3. OBJECTIVES OF THE STUDY

The following research questions are based on a literature review, and the study's objectives are as follows: To determine the ways in which children are usage of the internet and social media. To evaluate the underlying level of knowledge in internet among children. To analyses the awareness level exploiting children. To determine children can be protected on the internet.

3. RESEARCH METHODOLOGY

Quantitative approach is used as research methodology with non-probability samples in the survey procedure, and data was acquired through a survey questionnaire among children in Chennai. Because all types

of children live in the city, Chennai was chosen as the location for the survey. The survey was conducted among 250 respondents school students from two separate schools, both government and private, using a purposive sample technique. The pupils in this study ranged in age from 14 to 17 years old. This research is based on the hypothesis that children's lack of online awareness levels. The data was analyzed using the SPSS statistical software (24 versions). The sample characteristics were described using descriptive statistics (frequency and percentage), and the efficiency of the intervention was determined using inferential statistics (Mann-Whitney u test and Kruskal–Wallis Test) were authoritatively used in effectiveness of the level of awareness from online surveys.

4.0. ANALYSIS AND RESULTS

Some of the major hypothesis are in to conduct a valuable and fare testing the questions which are linked to the research were created in the null hypothesis. The following hypotheses test analysis in Mann Whitney test and Kruska wallis test also utilised in SPSS software.

The researcher surveyed 250 respondents of the results in investigation into the frequency and percentages of children who use the internet are as follows: Figure1, summarizes the responses to the questionnaire and displays the respondent's demographic profile. Out of 250 samples, 154 (62%) were male children and 96 (38%) were female children, according to the data obtained. Figure2, Children of various age groups accessed the internet from samples, with 35 (14%) of children in the 12–13 age group and 30 (12%) of respondents in the 13–14 age group. 80 (32%) of the responders are between the ages of 14 and 15.

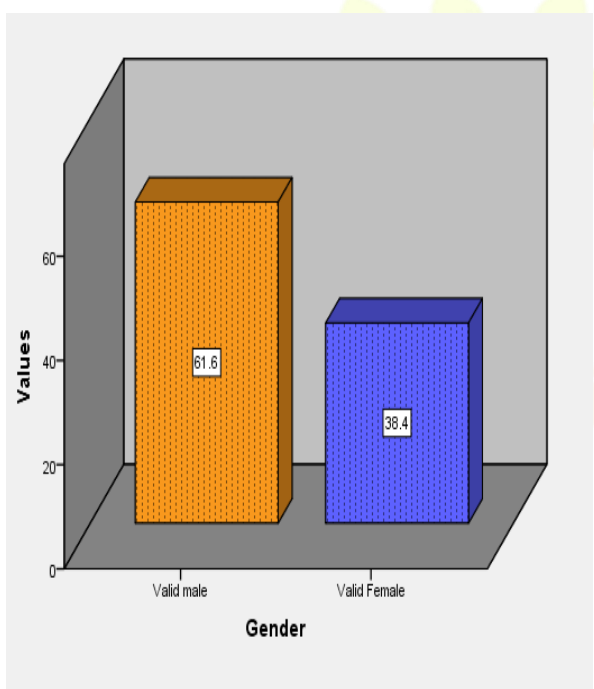


Figure1: Differences in Gender

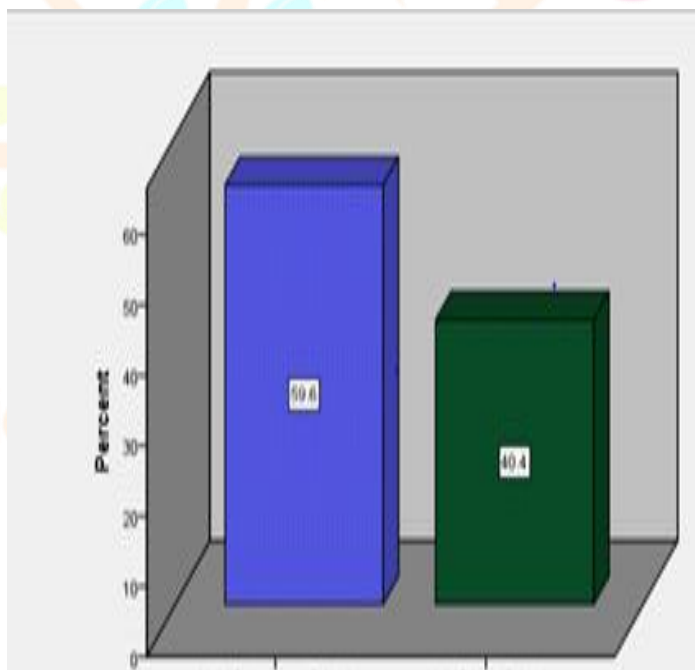


Figure 2: Difference between Education Board

The majority of those who have accessed by the students in government schools. Figure3, shows how the gadgets connect to the internet. According to the results, approximately 78 % of using smartphones, 11.6% percent use laptops, 10.0% percent use computers, and the remaining 0.4% percent use other devices. It is evident that the majority of students have smartphones, and constantly accessing the internet on their phones. We can deduce from this social media is the most popular medium, despite the fact that internet has a wealth of useful information. Engagement with technology for long hours affects an individual's behaviour, mood, and ways of thinking (Davidson & Gottschalk, 2011; Guitton, 2013; Quayle et al, 2014).

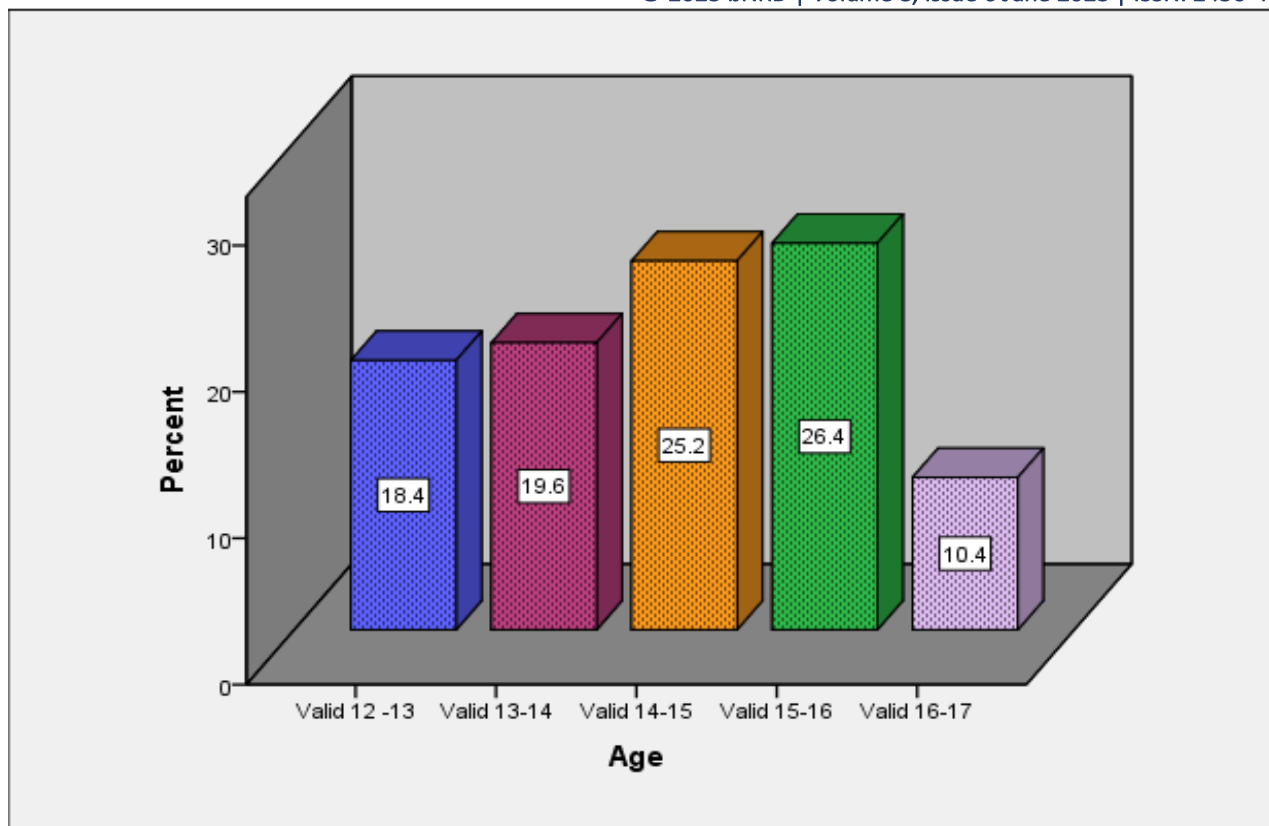


Figure 3: Age of Children using Internet

4.2. CATEGORICAL VARIABLE INFORMATION

In this categorical variable information most of the children spending around half an hour on online per day. Also, 31.6 % of them spend 1-2 hours per day for using the internet. 15.2% of them spend 3-4 hours and less than 1 hour per day for utilizing the internet. Then 4.0% of them spend 4-5hours and 2.8% of children spend more than 6-7 hours using internet per day.

Preceding the content prioritize to the internet from internet. Based on the survey 59.6% of the respondents give priority to watch entertainment-related videos, 21.2% of them prefer education/learning contents, 4.8% of them watch scientific information as their first choice, 14.4% of them look for sports/beauty tips. In this survey clearly shows that children give more priority to watch entertainment related contents on the internet.

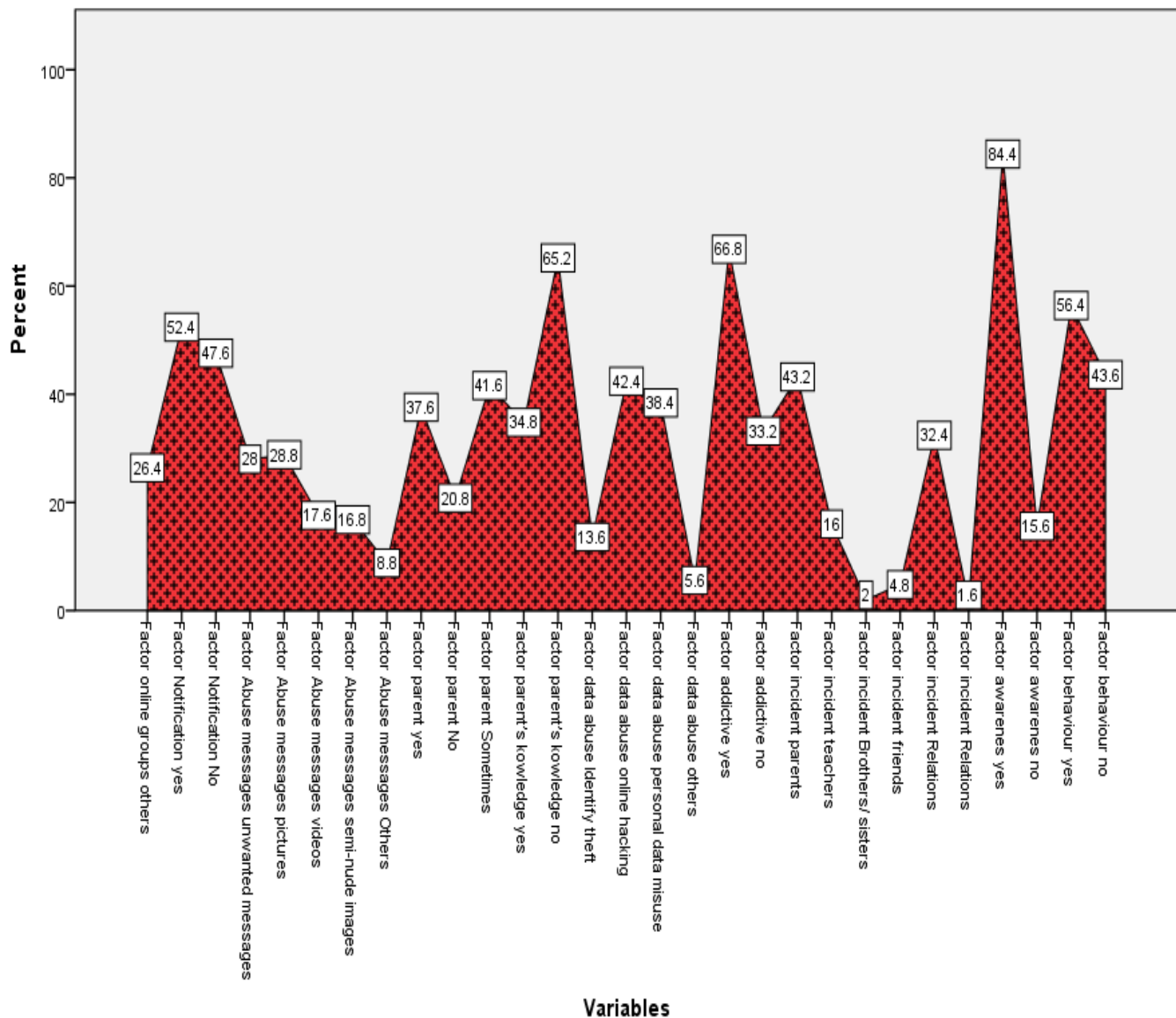


Figure 4: Categorical variable information and Percentage

4.2.1 Analysis on Mann-Whitney u Test and Kruskal-Wallis test and Hypothesis

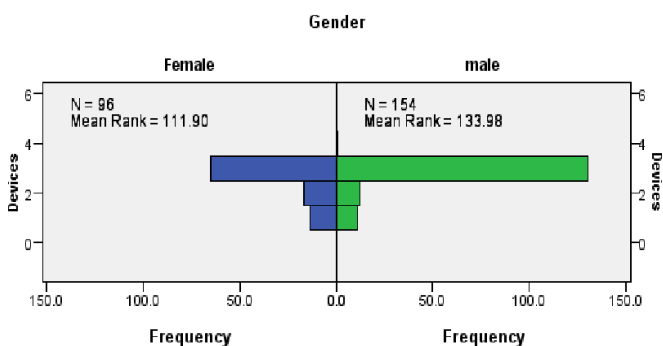
The Mann-Whitney u test, which evaluates the differences between two independent groups, which will be used to statistically analyse this investigation. When the dependent variable is either continuous or ordinal. In this study, children's internet activity across age groups and examined the concept. Another Kruskal-Wallis test was used to identify the age and behavior of online users using independent and dependent factors.

H1- Null Hypothesis- The transporting distribution of Devices is differences across the categories of Gender and online devices.

Figure 4.2.1 Examining the Difference between Gender and Gadget Use

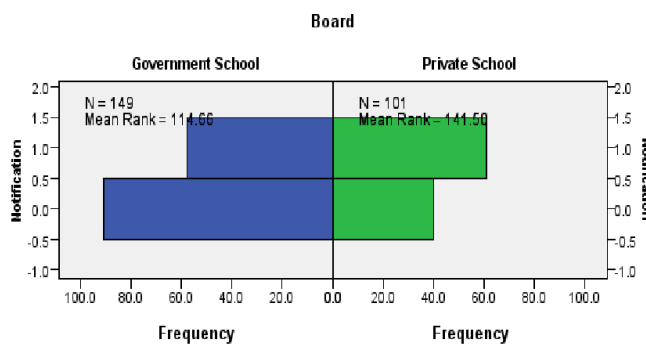
From this data, Mann Whitney U Test, it can be concluded that cholesterol concentration in the Gender and Devices in this group and statistically varies significantly higher than the exercise group ($U = 6,086, p = .001$). Depending on the size of your groups, SPSS Statistics will produce both exact and asymptotic statistical significance levels. We analyzed the idea in this study of children's internet activities across age groups.

Independent-Samples Mann-Whitney U Test



Total N	250
Mann-Whitney U	6,086.000
Wilcoxon W	10,742.000
Test Statistic	6,086.000
Standard Error	402.114
Standardized Test Statistic	-3.248
Asymptotic Sig. (2-sided test)	.001

Independent-Samples Mann-Whitney U Test



Total N	250
Mann-Whitney U	9,140.000
Wilcoxon W	14,291.000
Test Statistic	9,140.000
Standard Error	485.326
Standardized Test Statistic	3.329
Asymptotic Sig. (2-sided test)	.001

H2 - Null Hypothesis- The transporting distribution of Notification is identical across the categories of Education Board.

Figure 4.2.2 Analysis on Independent-Samples Mann-Whitney U Test of Education Board and Notification

People who do more physical activities like exercise has less cholesterol concentration then the set people who form a group of education board. The size of your groups play a vital role to estimate the accurate and as in the significance level statistically ($U = 9,140, p = .001$). An average value of the private school children 101 and government school children a high number of social media access

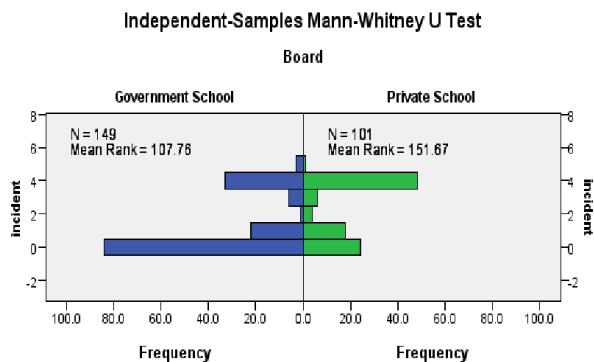
H3- Null Hypothesis -The transporting distribution of incident is identical across the categories of Education Board.

Figure 4.2.3 Difference between a Education board and online threat (Incidents)

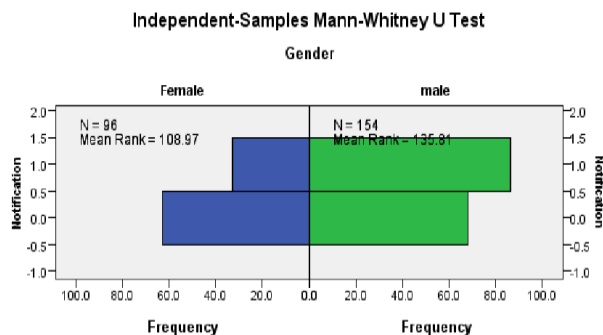
People who do more physical activities like exercise has less cholesterol concentration then the set people who form a group of education board. The size of your groups play a vital role to estimate the accurate and as in the significance level statistically ($U = 10,167, p = .000$). The average score for male children was =114.66, while the average score for female children was =141.56.

H4- Null Hypothesis- The transporting distribution of notification is identical across categories of Gender.

People who do more physical activities like exercise has less cholesterol concentration then the set people who form a group of education board. The size of your groups play a vital role to estimate the accurate and as in the significance level statistically ($U = 5,805, p = .001$). A mann-whitney u test was used to examine if there was a difference in children who received any notification. Female group notification had an average rank of 108.97 and a mean rank of 135.81.



Total N	250
Mann-Whitney U	10,167.500
Wilcoxon W	15,318.500
Test Statistic	10,167.500
Standard Error	526.657
Standardized Test Statistic	5.018
Asymptotic Sig. (2-sided test)	.000

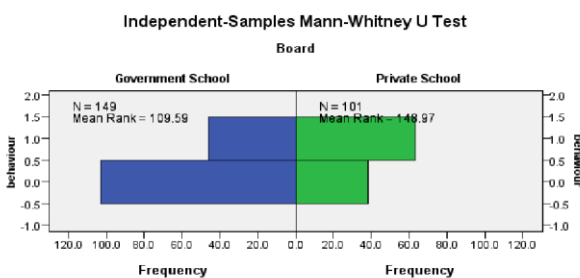


Total N	250
Mann-Whitney U	5,805.000
Wilcoxon W	10,461.000
Test Statistic	5,805.000
Standard Error	481.034
Standardized Test Statistic	-3.299
Asymptotic Sig. (2-sided test)	.001

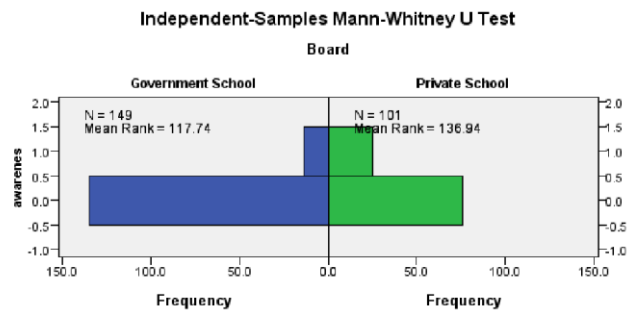
Figure6: Mann Whitney U Test comparing the difference between gender and Notification

Figure7: Mann Whitney U Test comparing the difference between Education Board and incident of online

People who do more physical activities like exercise has less cholesterol concentration then the set people who form a group of education board. The size of your groups play a vital role to estimate the accurate and as in the significance level statistically ($U = 5,805, p = .001$). A mann-whitney u test were used to see, if there is difference in online use of female and male children from the board of government schools and private schools. The results showed that there was a differences, in Mann-Whitney $U = 10,167.500$ and Wilcoxon $W = 15.318$ and a test statistic = $10,167$, and a standard error value of $526,657$, a standardized test statistic of 5.018 , and $p < .001$. The average rank of government school students was 107.76 .



Total N	250
Mann-Whitney U	9,895.000
Wilcoxon W	15,046.000
Test Statistic	9,895.000
Standard Error	481.889
Standardized Test Statistic	4.919
Asymptotic Sig. (2-sided test)	.000



Total N	250
Mann-Whitney U	8.680.000
Wilcoxon W	13.831.000
Test Statistic	8.680.000
Standard Error	352.612
Standardized Test Statistic	3.277
Asymptotic Sig. (2-sided test)	.001

Figure8: Mann Whitney U Test comparing the difference between Education board and awareness

H8: Null Hypothesis-The transporting distribution of awareness is comparing across the categories of Education Board.

People who do more physical activities like exercise has less cholesterol concentration then the set people who form a group of education board. The size of your groups play a vital role to estimate the accurate and as in the significance level statistically ($U = 8,680, p = .001$). The hypothesis was tested using a Mann-Whitney U test, if there was a difference in how the children used the internet.

Figure9: Mann Whitney U Test comparing the difference between gender and use of devices

A Mann-Whitney U test was conducted to determine the hypothesis is that distribution of the device in gender categories, whether there was a difference in the use of online in school children. The phenomenon of the analysis pointed out that there is a difference between value of Mann-Whitney $U=9.895$ and wilcoxon $W= 15.046$, and test statistic = 9.895, and standard error value = 481, 889, standardized test statistic= 4.919 , and $p < .000$. While Male children had in an average rank of = 109,59, female children had an average rank of =148. 97. Majority of male children are in intern behavior.

4. 3. ANALYSIS OF INDEPENDENT SAMPLES KRUSKAL WALLIS TEST

Kruskal - Wallis H test using the Nonparametric Tests > K Independent samples procedure in SPSS Statistics, which has part of includes post hoc test, so that you can decide in any differences lie between your groups.

Research Through Innovation

H10- Null Kurskal-Wallis – The distribution of the online considers is the same across categories of Age

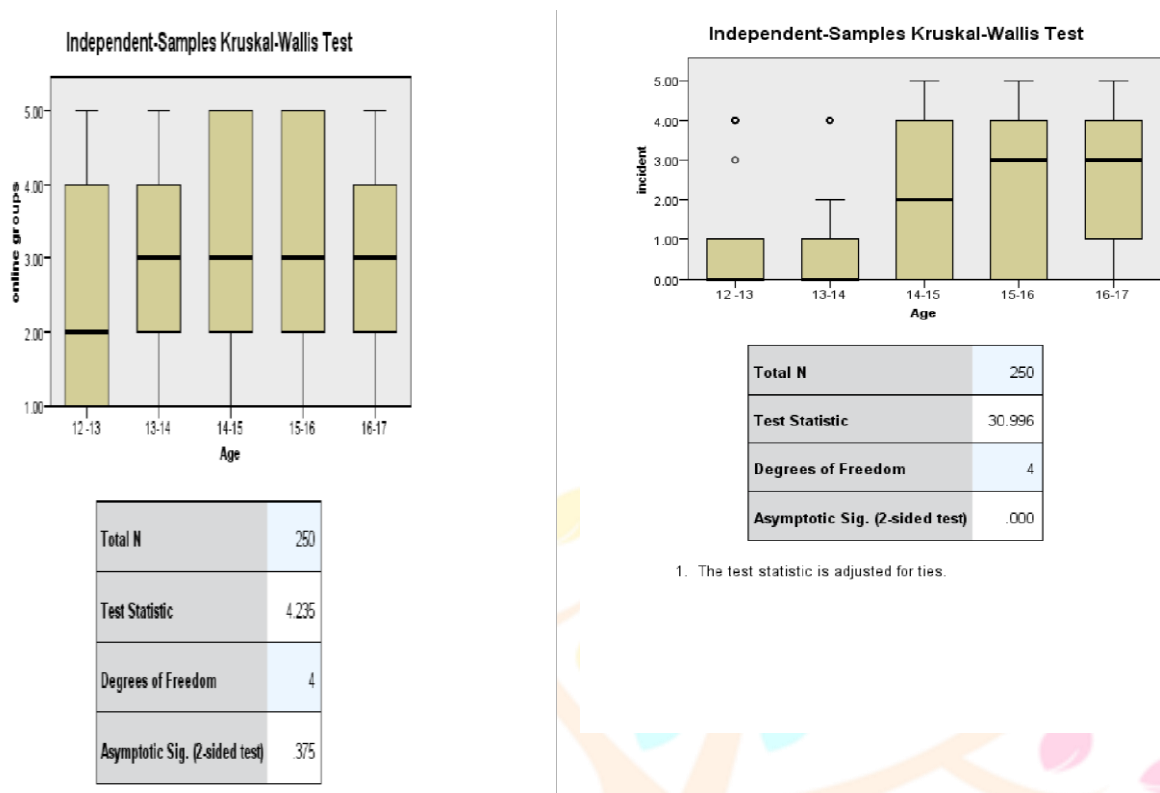


Figure10: Kruskal – Wallis Test comparison the difference between Age and Online considers

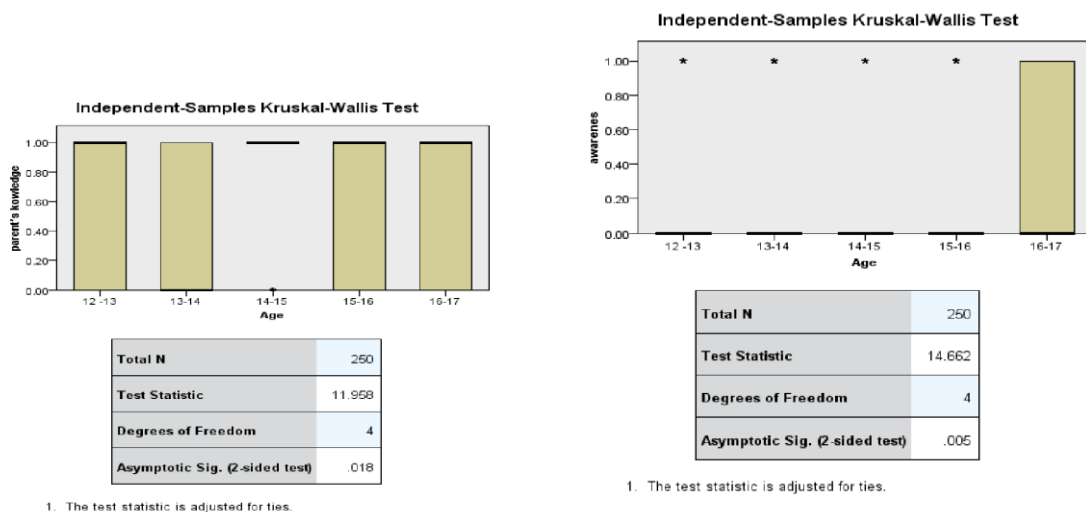
A kruskal-wallis u test indicated that there was a statistically implication and difference in the online groups of children between the age groups of children. Results of that analysis indicated that there was a difference in test statistic=4, 235 and degrees of freedom =4, and $p < .376$. Majority of ages of the children are only using the online groups.

H11- Null Hypothesis-The diffusion of incident will be told out as self-same from ages.

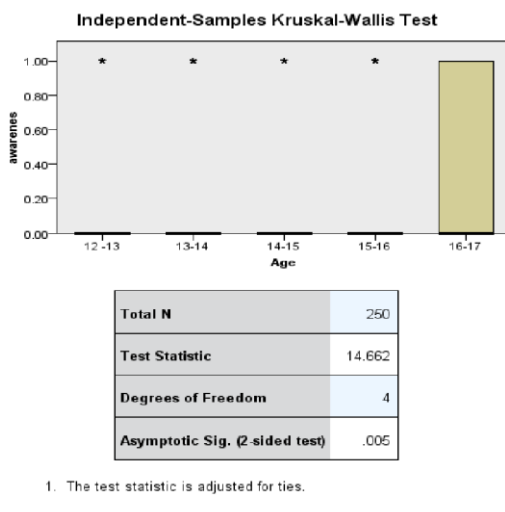
Figure11: Kruskal – Wallis Test comparison the difference between Age and incident of social media sites

A Kruskal-Wallis test revealed a statistically significant variation in the incidence of child online abuse between the various online usage in different age groups. According to the analysis's findings, the difference statistic was 30,996 with 4 degrees of freedom and a p-value of .000.

H12- Null Hypothesis-The dispersal of parent’s knowledge is the carbon copy across pigeon hole.



1. The test statistic is adjusted for ties.



1. The test statistic is adjusted for ties.

Figure12: Kruskal – Wallis Test comparison the difference between Age and Parent`s Knowledge

A Kruskal –Wallis Test was conducted to determine whether there was a difference in the parent`s knowledge between the age groups of children. Results of that analysis indicated that there was a difference in test statistic= 11,958 and degrees of freedom =4, and $p < .018$. Majority of male children only using the internet, among Parents` knowledge is very less than online mode.

H13- Null Hypothesis-The transporting of awareness is identical across the categories of age.

Figure13: Kruskal – Wallis Test comparison the difference between Age and Awareness`

A Kruskal –Wallis Test showed that there was a statistically significant difference in the online awareness between the different ages. Results of that analysis indicated that there was a difference in test statistic= 14.662, and degrees of freedom =4, and $p < .005$.

5. FINDINGS AND DISCUSSION

The present study examined the potential of internet and social media as a children activities of social platforms. The study also empower to discover apt answers to the investigator or analyze a questions with respect to the consuming range using and reacting to the social media. The research finding pointed out social media plays an important role the communication through children, it covered some of the strengths as well as research gaps in the area of children`s internet activities and, awareness of information, attitudes, and practices. We Analysis in Mann Whitney U Test difference between Gender and Gadget Usage, the maximum of the male children are using smart phones, (N=154) respondents. Despite the fact that studies have indicated that children are most likely to be internet usage, individuals they know (Finkelhor, 1994; Liu,1996, et al, 2017).

The Different categories of the Education board in different schools from government school and private school. Majority of the children 78 % percent were using social media and internet. Many children and teenagers who use the internet are clearly exposed to pornographic websites, according to evidence. Children between the ages of 10 and 17 are said to be ones who use the internet the most. According to Finkelhor, Mitchell, and Wolak (2000), assumed that the majority of boys who use the internet are addicted it and to children's social networking sites too.

Children using the internet in a variety of ways and on a variety of devices. As a result, the majority of children use their smartphones to access the internet. However, because their parents keep them away from technological devices, most kids only access the internet for half an hour per day. Most of the social media for entertainment and personal reasons. The majority of the children claim that their mindset has changed. Social media posts inspire children to know about the details and information through internet.

Analysis in Mann Whitney U Test difference between behavior and Education board of the school, the maximum of the children behaviour changing in private school children (N=149), because they are using online medium very high number of the children. To kill the both them are lack of interest in site seeing during travelling 27% of children manipulate internet.

So children are using the internet at the times, they are affected by online abuse. Since the internet came into our life, violence and online abuse also against children has increased. This study's findings from students who utilize the internet to its fullest extent show that boys use the internet more than girls. It is commonly known that males and girls view online and offline activities differently (Bjornstad & Ellingsen, 2004; Nordli, 2003; Thorne, 1993).

In this study, it was found that child online usage and abuse affected literacy and strongly influences online behaviour intention. It is notable in this research, children didn't surfing the information in single web page, rather than visiting multiple websites to gain too many sources. They apply their analytical and cognitive skills to effectively gather and interpret online knowledge information. Focus on the quality and web sites, therefore more awareness should be created on the importance of finding quality information.

6. CONCLUSION

This study explored the possibilities of increasing the level of knowledge for internet and social media with children. Hence, most of the children do not know how to use or access the internet and social media without being subjected to online, anything can happen in a digital native's life. Most of the parents should observing their children's online habits and expressing their ideas, if they notice anything suspicious. Parents have to more attentive of their children's activities and level of knowledge. Finally parents must recognize the necessity of discussing various internet hazards with their children and listening to their concerns. Overall, the present analytical study demonstrated through schools and communities can play an important part in promoting safety in using online awareness among children by hosting a variety of programmes to teach them about prevalent internet threats. Using social media access will benefits for school children and some of the circulation.

REFERENCES

1. Bjørnstad, T. L., & Ellingsen, T. (2004). *Onliners: A report about youth and the Internet*: Norwegian Board of Film Classification.
2. Blais, & Wolak et al, (2008). *Real-World Dangers in an Online Reality: The importance of internet activity choices to salient relationships*. Page-522-536.
3. Choo, K. R. (2009). *Online Child Grooming: A Literature Review on the Misuse of Social Networking Sites for Grooming Children for Sexual Offences*. Australian Institute of Criminology.
4. Davidson & Gottschalk, Quayle et al,(2014). *Characteristics of the Internet for criminal child sexual abuse by online groomers*.
5. Finkelhor, D., Ormrod, R. K., & Turner, H. A. (2017). *Poly-victimization: A neglected component in child victimization* *Child Abuse & Neglect*, 31(1), 7-26.
6. King, Walpole, & Lamon, Perren et al., (2012). *Social Responsibility on the internet: addressing the challenge of cyberbullying*.
7. Lee, K.M. (2006). *Effect of Internet use on college students' political efficacy*. *Cyber psychology & Behavior*, 9(4), 415-422. Crossref, Medline.
8. Lenhart, A., & Madden, M. (2007). *Teens, privacy and online social networks: How teens manage their online identities and personal information in the age of MySpace*. Retrieved August 3, 2007, from the *Pew Internet & American Life*.
9. Livingstone, S., Bober, M., & Helsper, E. (2005). *Internet literacy among Children and young people: Findings from the UK Children Go Online Project*. London: London School of Economics and Political Science.
10. Livingstone, S., Haddon, L., Görzig, A., & Ólafsson, K. (2011). *Risks and safety on the Internet: The perspective of European children*. Full Findings. LSE, London: EU Kids.

11. Quinn & Forsyth, (2005). Describing sexual behavior in the Era of the internet: A Typology for Empirical Research.
12. Subrahmanyam, K., Garcia, E. C., & Harsono, L. S. (2009). In their words: Connecting online weblogs to developmental processes. *British Journal of Developmental Psychology*, 27, 219–245.
13. [HTTP://times of india.indiatimes.com/city/chennai/90-of-kids-abused-online-don't-speak-out-experts/articles how/ 57864800.cms](http://timesofindia.indiatimes.com/city/chennai/90-of-kids-abused-online-don't-speak-out-experts/articleshow/57864800.cms).
14. <https://techjury.net/blog/internet-statistics/#gref>

