SOCIAL NETWORKING ADDICTION AMONG SECONDARY SCHOOL STUDENTS IN PHITSANULOK PROVINCE

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ABSTRACT

The purpose of this cross-sectional survey research was to investigate the social networking use behaviors and social networking addiction among secondary school students in Phitsanulok Province, including the related factors. The sample consisted of 515 students in three secondary schools under the administration of the Secondary Educational Service Area Office 39, Phitsanulok Province. Data collection was accomplished using a self-administered questionnaire. Data analysis was carried out using descriptive and inferential statistics.

The results showed that (1) the percentage mean scores of the social networking use behaviors showed that the score of the use for communicating purpose was higher than the use for data searching and for entertainment purposes (73.95, 69.86 and 66.63, respectively), and more than 50% of the students spent more than 21 hours per week on the social networking sites; (2) the percentage mean score of the social networking addiction was 62.63, and the score for each dimension showed that the score in the tolerance dimension was higher than the salience, mood modification, conflict, relapse, and withdrawal dimensions (69.52, 67.09, 61.11, 60.81, 60.29 and 57.47, respectively); (3) the ten factors significantly associated with the social networking addiction were educational background ($p < 0.05$), the social networking use for entertainment purpose, use for communicating purpose, time spent on social networking sites, peer model of social networking use, social media awareness, support from teachers regarding social networking use, and the use for data searching purpose ($r = 0.60, 0.51, 0.30, 0.29, 0.21, 0.16$ and 0.15, respectively), self-control in social networking use, and academic achievement ($r = -0.54$ and -0.15, respectively); and (4) The seven considerable predictors of social networking addiction among students were the social networking use for entertainment purpose, self-control in social networking use, the use for communicating purpose, social media awareness, academic achievement, time spent on social networking sites, and senior high school level educational background ($\beta = 0.33, -0.29, 0.27, 0.12, -0.09, 0.08$ and -0.07, respectively), which accounted for 56% of the variance in social networking addiction.

The findings lead to the recommendations that teachers and parents should advise students about using social network of the proper way and instill discipline for the students in a way that they would be able to control themselves in using social networking, both in terms of the proper times of day for use and the number of hours of use. Instruction and suppression should be in place for the students regarding using social networking appropriately, in a constructive way, and at the proper time so that they can be protected against social networking addiction and that they can utilize social networking most effectively.

KEY WORDS: SOCIAL NETWORKING SITE / SOCIAL NETWORKING ADDICTION / STUDENT / SECONDARY SCHOOL

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