Chapter IV

FINDINGS, INTERPRETATION AND ANALYSIS

4.1 FINDINGS AND INTERPRETATION

Analysis followed by interpretation is to be done according to the objectives of the study. In present study, there is one major objective, which is further divided in three aspects as follows:

Objective 1: To identify different perception(s) of teenagers towards SNSs for the following:

> 1.1 Understanding and articulating the user-perceptions in a comprehensive way
>
> 1.2 Analysing the characteristics of derived user-perceptions
>
> 1.3 Looking for the educational implications of the user-perceptions

The participant's data was procured in multiple forms. Since one of the **objectives was _understanding and articulating the user-perceptions in a comprehensive manner_**, the analysis here looks into the various outputs, recordings and transcripts, and derives several themes: common (including **positive** and **negative** perceptions) and **unique,** to present useful insights from the study. The participants subscribed to several values, which were found common across the type of settings.

4.1.1 Positive Perceptions

a. **Availability:** The gradual increase in the technological market and the affordability of the technological units made the SNS accessible to individual units. The users here highlighted the availability of hardware (the affordability of smartphones) through their parents as a significant aspect.

b. **Accessibility:** Most of the participants acknowledged the accessibility of desired information in the SNS. Due to the enhanced availability of the Internet, SNS usage and access has tremendously increased amongst teens. For them, it is the fastest way to access any sort of information for free in most of the cases, through this participant inclined more on these platforms.

c. **Technical Skills:** Participants mentioned about how these platforms enhance their technical skills also and make them up to date technically. This also boosts up their confidence too. Freely using an online platform, or submitting assignments through Google Classroom, mailing and sharing content online, accessing online classes on their own few technical things which children on their own.

d. **Sense of community and collaboration:** Through SNS, participants are more equipped to find the groups in which they are interested and can learn the skills they want to pursue. One of the participant's friends learns managing an Instagram account to display her artwork from YouTube. Children also make groups on various platforms like Facebook, Insta, which help them to be updated on certain interest areas. A community for music lovers, for any instrument learning, for any kind of art form, for learning any academic concept too; students are able to connect to the people worldwide. These students actually see it as a learning platform.

e. **Flexibility:** According to the participants, there is an ample opportunity to learn at their own pace. Participants mentioned the multiple ways are available to understand a topic. Like, Khan Academy (free), Unacademy, ByJu even YouTube etc. gives them a unique way of explanations to understand concepts. The flexibility of using it at their own convenient time, at their own pace and according to their own methods of learning.

f. **Awareness.** Most of the participants also gave inputs that all the current affairs and even some local news too, SNS is a great medium to keep oneself updated.

g. **Social responsibility and sense of activism** Participants do feel that SNS gave them a voice too to participate, to have an opinion and to have an own set of agreements and disagreements in the activities going around the world. They feel that there is the power to protest for anything, which is wrong around the world without being physically present in the situation. This brings some sort of activism and responsibility as citizens. Their voice counts now through social media.

4.1.2 Negative Perceptions

a. **Uselessness:** Interestingly, few participants believed that SNS is useless for them. One of the participants categorically mentioned that the content needed for his studies is readily available in the textbooks. Beyond the conventional mediums, reference books and magazines are good sources of information.

b. **Distraction:** One of the participants also mentioned about the distraction it creates, which further leads to lack of concentration in the academic part of life. Not only studies it sometimes creates misbalance in personal space too. He also mentioned that once the phone is around the whole focus is on how many friends/ followers someone has, what is the status, and comparing each other. This lead to

connect less with studies, friends and family. This also the reason held to speak less and become more and more dependent on SNS.

c. **Real-world detachment**: With so much involvement with one thing leads to disconnection with other things. Once a person is socially attached to something, the disconnection is but natural. Two children sitting in one room talking through text is actually a real-world problem now.

d. **Health issues:** Participates also talked about the stress and fatigue felt with too long exposure to screen. This affects their health; deteriorate their thinking skills and creativity. More screen time to eyes, too much sitting at one place to back and enhanced laziness, comparison on social media affects psychologically too.

e. **Race of becoming** instead of **being**: The data revealed that the teens are vulnerable and easily influenced by others; that is why peers are an essential part of their journey, especially at this age. Due to which the comparing begins. This comparison develops the race of becoming, aspiring a person whom one admires online.

f. **Addiction**: Participants also shared about setting priorities as the addiction of using it makes them difficult actually to scoop out time for studies. The dependency is alarming.

4.1.3 Unique Perceptions
Other than the positives and negatives, few unique themes also emerged out of the survey. These were reported by only one of the participants in the process, but due to their criticality, they deserve mention in the findings.

a. **Alternate Reality and Identity:** One of the participants shared that a few of his friends have different names to depict their identity on SNS. He pointed they use it to hide their original identity and project an alternate identity which is different from their natural traits. This reality is quite unique in the sense as it can be great medium to open up to world where nobody knows each other at personal level but know someone for their ideas and work.

b. **Gender Conflicts/Variation:** One of the participants, based on his experience, mentioned that females have more followers as compared to males at this point in time on the SNS. However, no reason was mentioned for the same, but he argued that the boys do feel that girls tend to have more followers. He also argued that

girls are getting more expressive on the SNS platform. Since sometimes the listeners are more virtually.

4.2 ANALYSIS

Since the second *objective was to analyse the characteristics of derived user-perceptions,* the analysis here looks into the strengths, weaknesses, opportunities and threats to present useful insights from the above findings.

4.2.1 Strengths

As discussed before, the access, availability, connectivity SNS provides is incomparable. It has a potential educational tool. The millennial students already are very well versed with the technical aspects. They are entirely updated in comparison to non-users. The platform also gives them a voice for righteous things and participates in meaningful causes.

4.2.2 Weaknesses

Though positive aspects, the availability, affordability, accessibility of the SNS are still the weakness for the marginalised. The access to technology has to come a long way to be able to penetrate the remaining majority of learners in its active implication. Often, the real-world practical learnings need a practice ground, which SNS cannot offer to its users.

4.2.3 Opportunities

The sense of sharing and collaborative learning offers opportunities to meaningfully explore the medium for more significant advancements in educational, knowledge and technological domains. The learning through SNS offers enormous flexibility for the users, and it has all the ingredients to realise the learner-driven paradigm, which can pierce the geographical and socio-economic boundaries.

4.2.4 Threats

Too much dependency on SNSs displayed the detachment with the real-world. The SNS is also a vulnerable medium for young users as there are a lot of distractions omnipresent in the internet system. As an interactive learning mode, there seems to be no alternate plan for the learners depended on SNS. Increased usage of SNSs has also manifested several physical and mental health issues among the users. All these threats have to be addressed in the active implication in our education system.

4.3 EDUCATIONAL IMPLICATION OF STUDY

The last *objective of the study was to look for the educational implications of the user-perceptions.* Therefore following implications can be seen from the findings and analysis of the user-perceptions

4.3.1 Tactful Integration

- As there are visible strengths and opportunities listed by the researcher in the study, the schools can tactfully integrate SNS in their curriculum structures.

- The strength of SNS offers the flexibility to utilise the content available at the learners' pace.

- The increasing affordability of the online data is only going to help the cause. On the other hand, the weaknesses and threats are the critical areas for the schools when embracing the SNS models with a sensitive user groups like teenagers.

4.3.2 Beyond the Boundaries

- The opportunities listed can help in expanding the curriculum beyond the physical boundaries of the institutions.

- SNS can be a boon for low academic achievers if it is meaningfully used. It also offers the others a world beyond the books in aspiring for truly global education.

4.3.3 Empowering Educators

- The study offers the educators to look into the various aspects of the perceptions of the SNS. It can empower the educators to deal with the new generation of learners who are technologically enabled and are actively networked.