

A STUDY OF SOCIAL MEDIA ADDICTION AND ITS INFLUENCE ON PSYCHO-SOCIAL BEHAVIOR AMONG B.ED TRAINEES

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Abstract

With rapid digitalization, the use of social -media is increasing in our lives. It has become fourth meal of the day. Young or old no one is left behind who may not have used any of the social media platforms. This study was set out to determine social media addiction and it's influence on parent- child interaction and social-interaction and behaviour among B.Ed. trainees. The study was conducted with 70 students enrolled in B.Ed. training programme of Government colleges in Kumaun University. For the data collection a structured interview schedule on social media addiction, parent-child interaction and social interaction and behaviour were used. The results showed that students have a moderate to high level of addiction. 56% of them usually spend 5-7 hours each day on social media. They check their phones while at study or work as well. 78% accepted, they keep on checking social media account when they talk with friends and colleagues. Only 50% of them spend 3-5 hours with parents daily and carry phone while having meal with their family. And when in stress 45% prefer to spend time alone than to have time with friends and 30% use social media to hang upon. Most of them use social media for their leisure and personal socialization and when they get free time are pre-occupied with phones.

Keywords: Digitalization, social- media-addiction, social-interaction.



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There has been a growing concern over past few years regarding social networking sites and social media platforms. The digital landscape has changed the various aspects of life. The social media came up with the idea to keep this global world more connected. Social media refers to the means of interaction among individuals where they create, share and exchange within themselves using different networks and platforms. Distance is no more a barrier to the flow of information and knowledge. From sharing written information to updating pictures and vedio clips has become possible due to these platforms in a single go.

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Apart from connecting individuals world wide, it has also become the fourth meal of the day. It is engrained in our everyday lives. Whatsapp, Facebook, YouTube, Instagram are more and common in use. Young or old no one is left behind who may not have used any of these media. Web 2.0 tools have a new dimension to communication. People feel more comfortable to expresstheir thoughts and insights about something. During the COVID -19 pandemic , these platforms namely whatsapp, YouTube, e-mail have done much more than merely communication. These became the medium of teaching-learning and keep education on track. Besides it has led to long period of exposure to screens. Reaching every nook and corner, it has influenced the psycho- social aspects. Psycho-social is a combination of psychological and social behaviour. It relates to interaction of social factors and individual thought and behaviour. It looks for combined influence that psychological factors and surrounding social environment have on their mind and behaviour. This paper has considered internet addiction, parent- child interaction and social interaction and behaviour of B.Ed trainees to look for influence of social media on psycho-social behaviour.

Social media addiction is a behavioural addiction, defined by being overly concerned about social media, driven by an uncontrollable urge to log on to or use social media, and devoting so much time and effort to social media that it impairs other important life areas. As per Digital 2021: Global Overview Report, the time spent on social media has increased 1.5 times in the last 5 years. Press Info Bureau, GOI revealed a jump in internet connections from 25.15 crore in March 2014 to 83.37 crore in June 2021, registering a growth of 231% . The facts suggest to be concerned about the excessive use to internet and social medias. The penetration and overall impact of social media on the daily life has gone unnoticed by educationists. The more exposure to these platforms has narrow down our circle and inturn over interactions with family and friends. We spend much time in these network and likely to ignore other stuff. These have influenced our interaction pattern and behaviourto much extent and many psycho social changes as well. Man is by nature a social animal and finds his greatest sense of security and satisfaction in the company of others. The changed scenario have affected our social -priorities. We more often go for virtual world than to real. It's consequences can be more drastic in the coming days. This urges the need for studies to be done in this area.

Evidence suggests that problematic use of the internet and social media among youths is on rise, affecting multiple psycho-emotional domains. Moreover, it may be a call for many mental and physical problems. A study by Akram and Raj (2017) found a high prevalence of

internet addiction and also found its association with severe depression. Dragosova and Balco(2017) , investigated the advantages and disadvantages of social media use. 97% participants stated advantage of social media was communication and exchange of information, while 72% told the biggest disadvantage was internet addiction. Some studies showed lack in social skills associated with social interaction and internet and social media addiction (Chua et al. , 2020). Wok Saodah, K. Math (2021) conducted study to examine the impact of social media addiction on mental health among University students in terms of mental health, in particular depression, anxiety, and loss of concentration.

Research Objectives

- a) To study Social media addiction among B. Ed trainees.
- b) To study Social media influence on parent-child interaction of B.Ed trainees.
- c) To study Social media influence on social interaction and behaviour among B.Ed trainees.

Research Questions

- 1) Are B. Ed trainees addicted to social media?
- 2) Does social media influence their parent child interaction?
- 3) Does social media influence social interaction and behaviour of B. Ed trainees?

Research Method

For the present study, Qualitative method of research was used where a structured interview was conducted for the collection of data.

Population

B.Ed students of Government college, Kumaun University Nainital comprises the population of the present study.

Sample

For the selection of samples, Purposive sampling was employed where 70 B.Ed students from two Government colleges of Kumaun University were selected.

Tool

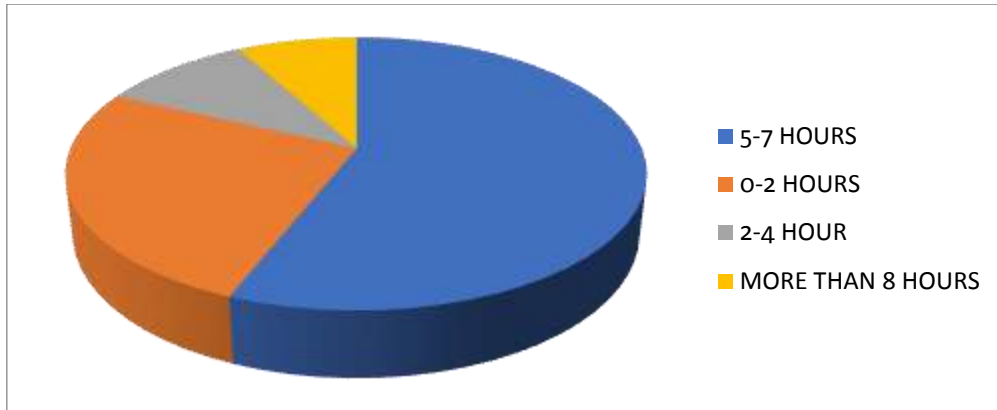
An interview form was developed by the researcher which was pre- structured.

Statistical analysis

For the statistical analysis of data, percentage analysis was used.

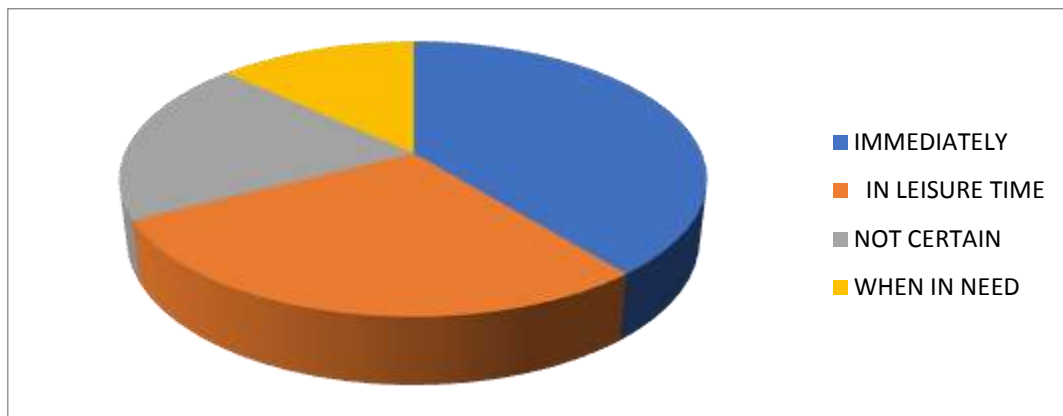
Analysis and Interpretation of data

FIGURE 1: Time spend on social media each day



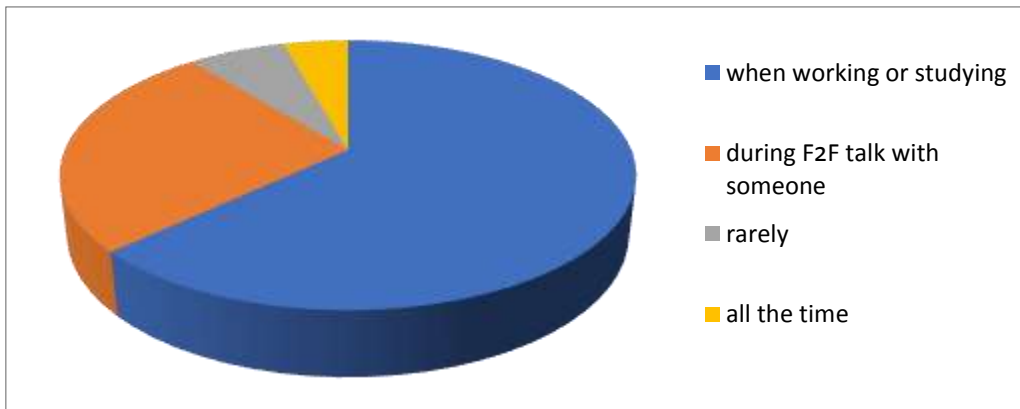
When asked about the usage of social media each day, 56% confirmed that they use it for 5-7 hours, though the usage time is not composite. They check their phones during studies and work as well. 78% of total accepted they keep on checking for social media account while talking with friends or colleagues.

FIGURE 2: Frequency to check social media notification



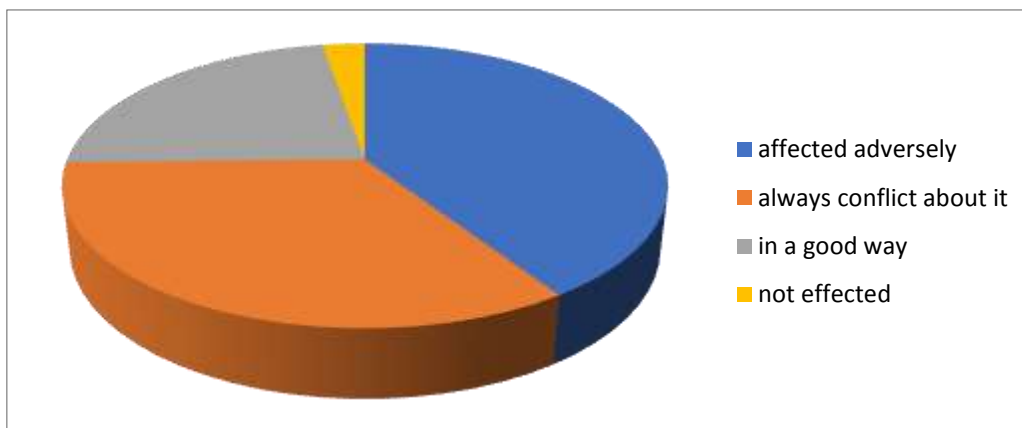
There were 39% students who immediately check the notifications as it pops, 28% in their leisure time. Also they check on social accounts a couple of times throughout the day. They added they feel bored when they don't have access to it. When not online in social media platform, 73% keep on thinking what might be happening their. This is more when they have uploaded something on their social profiles.

FIGURE 3: Distraction by social media



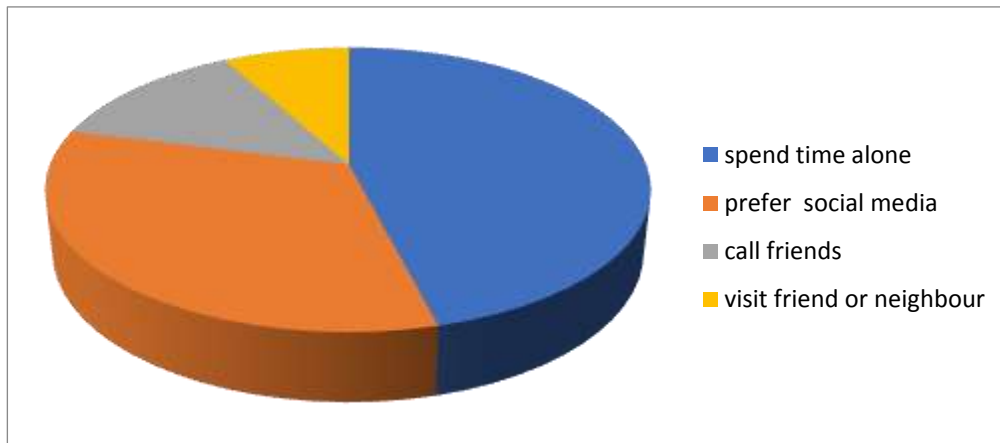
63% of the respondents feel distracted by social media while they are working or studying. Also 26% get distracted when they are in face to face talk with someone. They find themselves indulge in social networking.

FIGURE 4: Relations with parents



As from figure, it is clear that students admit that their relations with parents have affected adversely(39%) or they are always in conflict (32%) with parents regarding often use of social media. Only few (6%) admitted that social media have effected relations with parents in a good way. Only 50% reported that they spend 2-4 hours with their family but may carry their phone along with them. When asked, they added that they selectively share their achievements and share it in social media as well.

FIGURE 5: Preference when are upset or stressed



The above pie chart presents a clear picture of preferences choose by students when they are not in a good mood or are stressed. Most of them prefer to spend time all alone(46%) than to call a friend (13%) for sharing. 33% prefer to hang out on social media to freshen up their mood and visiting friend or neighbours house (8%) was least preferred. Also a majority of them use social media for news updates and very go for newspaper or magazine. They also find themselves pre-occupied with phones when they get some free time. Some of them feel restless or irritable when attempting to cut down mobile phone use.

Findings and Conclusion

- B.Ed Trainees are moderate to highly addicted to social media.
- Social media influence B. Ed trainees parent-child interaction to some extent.
- Social media influence B. Ed trainees social-interaction and behaviour.

It can be concluded that students are getting addicted to social media and are preferring virtual word as their first choice than to be social. It has become part-and – parcel of daily routine.

Educational Implications

Attempted Researches in education, sociology and psychology are not meaningful unless they have a utility in the concerned field. They aim to remove loopholes and try for continuous development in the related field. The results drawn from the presented paper will be useful in following ways:

For parents and guardians- It is known from the done research that trainees are getting addicted to social media. Consequently their social and personal life is getting affected by it. Moreover in long run adversely affecting our health and habbits. Parents are needed to be more attentive towards their children and must spare some quality time for them so as to know their child and needs.

For teachers- After the covid-19 pandemic, social media has not remained mere a medium of communication but a handy teaching-learning platform as well. And for this they use mobile phones for longer hours as it aids in learning. But the addiction to social media is working as a hinderance. So teachers, are suggested to create a learning environment where student is more attracted to learn by themselves and go for books then to social media.

For curriculum developers- Conclusions drawn from the present research revealed that students are addicted to social media. The curriculum developers are suggested to add content so as it must include scope for behavioural learning and related to their daily lives.

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