



A Study Of The Impact Of Social Media Usage On Student - Teachers

Sr. Delicia Sebastian Fernandes

Asst. Professor and In-charge Principal

Department of Education,

Pushpanjali College of Education, Vasai, India.

Abstract: In today's Digital Age, Social Media plays a crucial role in every sector and the educational sector too is influenced on a large scale. This paper studies the impact of social media usage on student – teachers pursuing two years B.Ed. with the help of a self-made tool by the researcher with a five point rating scale consisting of 20 items. The findings highlight the need for educational programs focusing on digital literacy and healthy social media habits, which could help students leverage the benefits of social media while handling potential risks involved.

Index Terms - Social media, Social networking sites, academic performance, digital media, online platforms, student-teachers, Digital age, Social media platforms.

I. INTRODUCTION

Social media is a buzzword in today's world. The way in which people communicate, interact and perceive the world around them is influenced by social media. Young adults are active users of platforms like Facebook, Instagram, Pinterest, Snap chat, Twitter and WhatsApp. A unique form of digital culture pervades where influencers and content creators are constantly posting reels, pictures and advertisements. Young adults are often exposed to a continuous stream of curated images and information that often influence their perceptions, values, and aspirations. In the past few years, even educational institutions have been officially active on social media and their social media accounts showcase their events. Some teachers share their creative ideas on social media thus inspiring other teachers. Social media can help young adults develop a sense of connection and community. While one does see much positive impact, one also notices the flipside of overuse of social media. Sometimes activities of priority value are sidelined due to social media. Sometimes a feeling of insecurity may develop or meaningless competition may set in due to social media. There is the pressure to be acknowledged on social media. There may be constant comparison to what are considered as ideal images and this can lead to feelings of inadequacy, anxiety, and depression. Additionally, excessive screen time may affect sleep patterns, academic performance, and social interactions in one's real life. Issues like cyberbullying, frauds, online stalking, hacking and privacy issues are also quite likely. Social media is thus a double-edged sword. One has to learn how to wield this sword judiciously.

In order to understand how social media affects users, it was necessary to explore studies in this area. A gist of some such researches is given below.

II. REVIEW OF RELATED RESEARCH

A survey conducted by Pew Research Centre on 1453 teenagers in 2023 revealed that 90% teenagers use YouTube. Other platforms include TikTok (63%), Snapchat (60%) and Instagram (59%). The study revealed that Facebook (which once dominated social media landscape) saw a drop from 71% in 2014-2015 to 33% in 2023. 20% teens said that they are on social media most of the time. Girls were more active on Instagram, Tiktok, Snapchat and Facebook while boys were more active on Reddit, Discord and Twitch. Kathryn Wilson and others (2010) report that “extroverted and unconscientious individuals reported higher levels of both Social Networking Sites use and addictive tendencies”. Waqas Ali (2018) conducted a study ‘Association of usage of social media and depression among young adults’. The results revealed that there exists positive and significant relationship between social media usage and depression among the college students.

Ravichandran Kamalakannan (2019) investigated influence of social media usage among youth in India. The study reports social media helps to learn new opportunities was felt by 68% of the people while 72% utilize social media for entertainment. Social media being used for job searching was expressed by 55%. 60% respondents said that too much utilization of social media causes health problems. 65% of subjects expressed that social media was a means of communicating with friends. 46.5% said that social media was used to do online shopping and 59% opined social media used for advertisement.” An empirical study by Boobalakashnan, N and Jayaseelan, R and Pichandy, C (2020) stated that there is no difference with respect to age and educational qualification towards their usage of social media. Ramesh Masthi’s study conducted on 1870 college students in urban Bengaluru reported social media addiction was found in over one-thirds of subjects and majority had mild addiction. The most common health problems identified were strain on eyes (38.4%), anger (25.5%), and sleep disturbance (26.1%).

Many other studies point out to the escalating usage of social media networks by young adults. Few studies were conducted to see how teachers use social media in their personal and professional lives and this motivated the researcher to undertake this study.

Statement of the study

The statement of the present study is ‘A study of the impact of social media usage on student-teachers.’

Operational Definitions

Social media usage in this study refers to use of digital technology for sharing information through virtual networks and communities.

Objectives of the study

- (i) To ascertain the impact of social media usage on
 - (a) personal and social life
 - (b) mental and emotional wellbeing
 - (c) academic and work productivity
 - (d) time management habits

Hypotheses of the study

The null hypotheses of the study are

H₀1: In case of student teachers, there is negative impact of use of social media on their

- a. personal and social life
- b. mental and emotional wellbeing
- c. academic and work productivity
- d. time management habits

H₀2: There is no significant difference between First Year B.Ed. students and Second Year B.Ed. students w.r.t impact of use of social media on their

- a. personal and social life
- b. mental and emotional wellbeing
- c. academic and work productivity
- d. time management habits

III. Methodology of the study

The present study is a descriptive study that seeks to observe and explain the social media usage by student teachers. The sample involves 30 student-teachers pursuing the Two Year B.Ed programme in a Teacher Education Institute. The tool used in the study is a Likert type five-point rating scale consisting of total 20 items. The tool was prepared by the researcher and validated by experts for content validity. The reliability of the scale, ascertained by test-retest method, is 0.8. Convenience sampling was used wherein the researcher selected the sample based on their accessibility rather than random selection. The study has focused on this sample to understand how prospective teachers use social media.

IV. Data Analysis

Data was collected from the sample and scored. Scores for each statement were 5 for strongly agree, 4 for agree, 3 for unsure, 2 for disagree and 1 for strongly disagree. Total scores for each aspect viz. personal and social life, mental and emotional wellbeing, academic and work productivity, time management habits were calculated. Thereafter total scores were calculated. Norms were set as follows. Scores above mean + 1 SD were considered as positive impact, scores between mean -1SD and mean+ 1 SD were termed as neutral impact, scores less than mean -1 SD were considered as negative impact.

		Impact of social media usage on				
		persona l and social life	mental and emotional wellbeing	academic and work productivity	time management habits	Over all impact
Negative impact	Ist Yr	4	3	1	1	2
	IIInd Yr	1	2	2	0	1
	Tot al	5 (16.6%)	5 (16.6%)	3(10%)	1(3.3%)	3(10%)
Neutral impact	Ist Yr	13	14	13	15	14
	IIInd Yr	9	10	9	11	10
	Tot al	22(73.3%)	24(80%)	22(73.3%)	26(86.6%)	24(80%)
Positive impact	Ist Yr	1	1	4	2	2
	IIInd Yr	2	0	1	1	1
	Tot al	3 (10%)	1(3.3%)	5 (16.6%)	3(10%)	3(10%)
Grand Total		30 (100%)	30 (100%)	30 (100%)	30 (100%)	

The above table shows that there is a neutral impact of use of social media on most of the student teachers. Very few students reported a negative impact of use of social media. This applies in case of all four aspects viz. personal and social life, mental and emotional wellbeing, academic and work productivity, time management habits. 10% students reported there is an overall negative impact of use of social media. 80% have reported overall neutral impact and 10% have reported overall positive impact. Therefore, the first hypothesis is rejected and it can be said there is no negative impact of use of social media in most students.

The second hypothesis sought to see if there is any difference among first year and second year students regarding impact of social media. For this t test was used.

		Me an	SD	SEM	N	t-value
Personal and social life	Ist Yr	19.5	3.46	0.8	18	1.8
	IInd Yr	16.08	4.69	1.32	12	
Emotional and mental wellbeing	Ist Yr	12.07	2.56	0.6	18	0.84
	IInd Yr	13.66	2.18	0.63	12	
Academic and work productivity	Ist Yr	24.29	5.34	1.23	18	0.5
	IInd Yr	14.08	4.46	1.28	12	
Time management habits	Ist Yr	28.67	4.55	1.04	18	0.26
	IInd Yr	13	2.76	0.63	12	
Total impact	Ist Yr	40.29	13.2	3.13	18	0.6
	IInd Yr	56.83	10.54	2.41	12	

The t values for difference of means for each aspect as well as the t value for difference of means for total impact of social media usage were less than the table value .Hence null hypotheses are retained and it can be said that there is no significant difference between First Year B.Ed. students and Second Year B.Ed. students w.r.t impact of use of social media on their personal and social life, mental and emotional wellbeing, academic and work productivity and time management habits.

V. Discussion of findings

Majority of students reported a neutral impact across most areas, especially in time management habits and mental and emotional wellbeing. A notable positive impact was observed in academic and work productivity, while the lowest negative impact was in time management habits.

In case of impact on personal and social life, the findings suggest that while social media is a constant feature in students' lives, it neither overwhelmingly enhances nor detracts from their social interactions. The low percentage (3.3%) of students noting a positive impact on emotional and mental health may reflect the use of social media as a source of emotional support, with access to mental health resources, supportive communities, or coping content online.

16.6% have reported a positive impact on academic or work productivity, while 10% reported a negative impact. Social media's capacity to provide educational resources, networking opportunities, and knowledge-sharing could account for the positive responses.

In case of time management habits, only a minor portion (3.3%) reported a negative impact, suggesting a small group may experience challenges with prioritizing tasks or controlling screen time, which could contribute to inefficient time management.

VI. Conclusion

This study has been carried out on B.Ed students. The findings highlight the need for educational programs focusing on digital literacy and healthy social media habits, which could help students leverage the benefits of social media while handling potential risks involved. For those who reported negative impacts, targeted interventions, such as workshops on time management and emotional resilience, could be conducted for proper use of social media. The results will be useful to plan workshops in this area.

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