SOCIAL MEDIA ADDICTION OF STUDENT-TEACHERS

ABSTRACT

The aim of this research is to investigate social media addiction among student-teachers. The sample of the research consists of 750 student-teachers of B.Ed., colleges in the Cuddalore District. The research was conducted on student-teachers selected with a simple random sampling technique and the investigator followed the "Survey" as a method of the present study. Student-teachers have been grouped into three different combinations of male-female, arts-science, and rural-urban. The data have been analyzed by using statistical techniques of mean, standard deviation, and t-test. For a given significant level and degree of freedom, the computed t-values are compared with the standard table t-values. The conclusion of the research, the social media addiction of the student-teachers was found to be average.

Keywords : *Social media, Social media addiction, Student-teachers.*

Introduction

Nowadays Social media is used increasingly by student-teachers. There are many pros and cons to this. Social media addiction is defined as a psychological problem that has become important with various positive and negative consequences in everyday life and education when social media use is out of control. The increasing use of social media has not only changed how we work in many fields, it has also become a part of our daily lives as it affects our social life both positively and negatively. The purpose of this research in particular is to examine the extent to which student-teachers become addicted to social media and thus their learning directory. And the problem of social media addiction arises when users spend too much time online without being able to control their use of social media. Therefore, this study is necessary to determine the future social media addiction of student-teachers. Today the use of social media has become a habit in academia. Therefore, it is important for future student-teachers involved in teaching and learning to understand the trend of social media addiction.

Today social media is widely used in the field of education. As social media facilitates learning and promotes interest in learning it is viewed positively. The purpose of this study is to test the student-teacher learning curve using social media. Social media is becoming more accessible and easier to use, which means that student-teachers who can understand and use social media are also learning to be on par with the current trends in education. The problem of social media addiction arises when you cannot control the use of social media and spend more time on the internet. Thus today social media sites have become accustomed to working in many work areas, including the field of education. Therefore, determining the social media addiction trend of student-teachers working in learning and teaching is average.

Social Media in Education

Social media is sharing and generating knowledge, and all of these features are of great value in the context of higher education. Social Media plays an important role in the field of education and students' life. Social media in education refers to the practice of using social media platforms as a way to enhance the education of students. Social media is defined as "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content". The use of social

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media in education helps students, teachers, and parents to get more useful information, to connect with learning groups and other educational systems that make education convenient. Social media tools afford students and institutions multiple opportunities to improve learning methods. Social media and technology are integral parts of daily life, and integrating the use of these into the classroom is more natural than before, given how acclimated many students are to them. Social media allows for more e-learning opportunities as well. As remote jobs and online classes are becoming more popular, training students to work from a distance is an important lesson, and social media can help with that. It's important to understand the impact of social media in education before using it, but we're of the firm belief that it will help advance students in technology.

Social media addiction

Nowadays Social media addiction is a behavioral addiction characterized as 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. Social media Addiction may look like other substance use disorders and include mood swings (i.e., involvement in social media leads to a positive change in emotional states), characteristics (i.e., emotional involvement in behavior, cognition, and social media) tolerance (i.e., increasing social media use over time), Withdrawal symptoms (i.e., experiencing unpleasant physical and emotional symptoms when social media use is restricted or discontinued), conflict (i.e., problems with each other due to social media use), and relapse (i.e., addictive individuals use their excess social media after the abstinence period Will return to use quickly). Incidents of social media addiction can often be attributed to the dopamine-inducing social contexts provided by Social Media.

Significance of the study

Social media addiction is defined as a psychological problem. Social media use has become important with various negative effects on daily life and relationships when out of control. The increasing use of social media is transforming what student-teachers are doing in the field of education. As it has become a part of our daily lives, learning has positively and negatively affected teaching. The purpose of this research is to explore student-teachers social media addiction. The increasing use of social media is changing what student-teachers are doing in the field of education. They create the same neural circuits that result from using social media sites like Facebook, WhatsApp, Twitter, Snapshot, and Instagram, which prevents student-teachers from using their products as much as possible.Study articles show that a continuous stream of revels, preferences, and distributions from these sites triggers the same kind of chemical reaction that the rewarding part of the brain sees with drugs like cocaine.Social media allows for more e-learning opportunities and social media addiction is defined by the greater interest in social media, the unrestricted urge to log in or use social media, and the greater time and effort expended. Social media affects other important areas of students' life. Social media addiction is defined as the forced and excessive use of social media (Facebook, Twitter, Instagram, and Snapshot), even if the use of those sites occupy your life and has a negative impact on your 'real life and relationships. Social media addiction is defined as the increased interest in social media, driven by the uncontrollable urge to log in or use social media, and by spending too much time and effort on social media, which affects other important areas of life.So, the investigator decided to study the social media addiction of Student-teachers.

Objectives of study

1. To find out the level of social media addiction of student-teachers.

2. To find out the significant difference between male and female student-teachers with respect to social media addiction.

3. To find out the significant difference between arts and science student-teachers with respect to social media addiction.

4. To find out the significant difference between rural and urban student-teachers with respect to social media addiction.

Hypotheses of study

1. The level of social media addiction among student-teachers is low.

2. There is no significant difference between male and female student-teachers with respect to social media addiction.

3. There is no significant difference between arts and science student-teachers with respect to social media addiction.

4. There is no significant difference between rural and urban student-teachers with respect to social media addiction.

Methodology

The goal of this study is to learn about the "Social Media Addiction of Student-teachers". The investigator followed the "Survey" as a method of the present study. The Questionnaire was developed and administered to the student-teachers. The student-teachers have responded to the questionnaire. The data thus collected were put into appropriate statistics to analyze the data with the help of SPSS (Statistical Package for the Social Sciences).

Sample of study

Simple Random Sampling technique was adopted to select the sample for the present study. The investigator decided to collect data from student-teachers, which are under the jurisdiction of Cuddalore District, Tamilnadu.750student-teachers were the sample for this study.

Tools used for the study

Social Media Addiction Scale was developed by Karthik and Sivakumar (2022).

Description of the tool

Social Media Addiction Scale (SMAS) is a measurement tool developed to measure the social media addictions of the student-teachers. After all reliability and validity studies and a structure consisting of 40 items. SMAS is a five-point Likert scale graded with the frequency expressions in the range of "Agree", "Strongly Agree", "Undecided", "Disagree", and "Strongly Disagree" and the highest point to be taken from the whole of the scale is 200 and the lowest point is 40. Increasing the points to take from SMAS means increasing social media addiction. To help the interpretation of the points taken from SMAS, the range of the points to be taken from the scale was detected

and range coefficients were calculated in accordance with the five-point Likert scale. Accordingly, from 40 to 85 means "Low addicted", from 85 to 155 means "Average Addicted", and from 156 to 200 means "High Addicted". Points in Table 1 show these levels in the analysis of the study.

Statistical techniques used for the study

Statistical Techniques serve the fundamental purpose of the description and inferential analysis. Descriptive and differential analyses were used in the study.

● Descriptive analysis (Mean, Standard Deviation)

● Different analysis ('t-test for Testing Hypotheses)

Hypotheses testing

The hypotheses formulated for the present study were tested by applying statistical techniques (SPSS). Descriptive and Differential analyses were used.

Table 1

Mean and Standard Deviation of Social Media Addiction of Students-Teachers Entire Sample

Variables	N	Mean	S.D.
Social Media Addiction	750	91.32	6.87

From the Table 1 Mean and Standard Deviation of Social Media Addiction of student-teachers is 91.32 and 6.87. It shows that Social Media addiction among student-teachers is Average level Addiction. The Mean score of Social Media Addiction of Student-Teachers is between 85 - 155 (Average Addicted).

Hypothesis 1 : The level of social media addiction among student-teachers is low.

Table - 2

Level of Social Media Addiction of Student-teachers

Level of Addiction	Range	N	Mean	SD
Low Addicted	40-85	139	80.77	3.81
Average	86-155	611	93.73	4.86
High	156-200	0	0	0

From the above table 2, it can be inferred that social Media Addiction of Student-teachers is found to be at an average level and 139 Student-teachers among 750 were Low Addicted, 611 Student-teachers among 750 were Averagely Addicted and No one among 750 was High Addicted in Social Media.

Hypothesis 2 : There is no significant difference between male and female student-teachers with respect to social media addiction.

Table - 3

Significant Difference between Male and Female students with respect to Social Media Addiction

Social Media Addiction		N	Mean	S.D.	't'-value	Remarks
Gender	Male	152	90.47	7.32	1.72	Not Significant
	Female	598	91.54	6.74		

From table 3, it is inferred that the calculated 't' value is 1.720, which is not significant at 0.05 level as it is lesser than the table value of 1.97. Therefore, the null hypothesis is accepted. It is inferred that both male and female student-teachers do not differ significantly in their social media addiction.

Hypothesis 3 : There is no significant difference between arts and science student-teachers with respect to social media addiction.

Table - 4

Significant Difference between Arts and Science students with respect to Social Media Addiction

Social Media Addiction		N	Mean	S.D.	't'-value	Remarks
Subject	Arts	345	91.59	6.62	0.963	Not Significant
	Science	405	91.1	7.08		

From table 4, it is inferred that the calculated 't' value is 0.963, which is not significant at 0.05 level as it is lesser than the table value of 1.97. Therefore, the null hypothesis is accepted. It is inferred that both arts and science student-teachers do not differ significantly in their social media addiction.

Hypothesis 4 : There is no significant difference between rural and urban student-teachers with respect to social media addiction.

Table - 5

Significant Difference between Rural and Urban students with respect to Social Media Addiction

Social Media Addiction		N	Mean	S.D.	't'-value	Remarks
Locality	Rural	412	91.18	6.74	0.647	Not Significant
	Urban	338	91.5	7.05		

From table 5, it is inferred that the calculated 't' value is 0.647, which is not significant at 0.05 level as it is lesser than the table value of 1.97. Therefore, the null hypothesis is accepted. It is inferred that both rural and urban student-teachers do not differ significantly in their social media addiction.

Findings of study

1. The level of social media addiction among student-teachers is average.

2. There is no significant difference between the mean scores of male and female student-teachers with respect to social media addiction.

3. There is no significant difference between the mean scores of arts and science student-teachers with respect to social media addiction.

4. There is no significant difference between the mean scores of rural and urban student-teachers with respect to social media addiction.

Conclusion

In this study concluded possible social media addiction can be prevented, especially considering the characteristics of the groups under study. Guidance and advice on this can be easily provided to student-teachers. Awareness is gained by promoting activities of self-thinking and self-assessment on social media. In general, this study combines comprehensive data with studies conducted in small groups to obtain robust data and change some of their habits. Those who feel lonely, immediately open up a conversation and try to expand their circle of friends through social media. As a result, social media addiction is on the rise, separating student-teachers from academic life. This study aims to explore how student-teacher candidates become addicted to social media.

snake bites, people run toward Exorcist named 'Sapera' or 'Ojha'. So, superstitions even can take life. So, our future generation must be developed in such a way where the term 'Superstitious- Belief' must have no space in all over their learning or life.

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