

THE INFLUENCES OF SOCIAL MEDIA ON THE BEHAVIOUR OF THE TEENAGERS

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Abstract—Social media at present is one of the most engaging activities online. Popularly used by almost everyone in this generation, users range from children to adults where teenagers are considered the heaviest users. By being so active online, they are exposed to various forms and contents both positive and negative. The various forms and contents of this type of media expose the teenagers to all sorts of materials.

Social media has turned into an essential element of individuals' lives including students in today's world of communication. Its use is growing significantly more than ever before especially in the post-pandemic era, marked by a great revolution happening to the educational systems. Recent investigations of using social media show that approximately 3 billion individuals worldwide are now communicating via social media). This growing population of social media users is spending more and more time on social network groupings, as facts and figures show that individuals spend 2 h a day, on average, on a variety of social media applications, exchanging pictures and messages, updating status, tweeting, favouring, and commenting on many updated socially shared information.

In order to gather sufficient data, specific procedures are followed. On the scheduled dates, an overview of the study is presented before administering the survey. Open communication is established to build rapport with the survey participants to minimize hesitations in answering the survey questions. All of these data gathered are then tallied on tables for a comprehensive presentation and discussion.

Index Terms—Influence, social media, behaviour and teenagers

I. Introduction

The influences of social media to teenagers. The theme and language of social media contents and the behavioural influences for social media awareness are specifically analysed. The findings reveal that social media contents depict human frailties while internet slang mobilizes the contextual language of social media and teenagers' use of social media critically influences internet addiction, sleeping pattern, communication preference, language acquisition, academic endeavour, task performance, and need for immediacy. These may either be beneficial or detrimental. There are many drawbacks that may outweigh the benefits that social media bring.

Social media has turned into an essential element of individuals' lives including students in today's world of communication. Its use is growing significantly more than ever before especially in the post-pandemic era, marked by a great revolution happening to the educational systems. Recent investigations of using social media show that approximately 3 billion individuals worldwide are now communicating via social media). This growing population of social media users is spending more and more time on social network

groupings, as facts and figures show that individuals spend 2 h a day, on average, on a variety of social media applications, exchanging pictures and messages, updating status, tweeting, favouring, and commenting on many updated socially shared information.

Researchers have begun to investigate the psychological effects of using social media on students' lives. maintained that social media platforms can be considered the most important source of changing individuals' mood, because when someone is passively using a social media platform seemingly with no special purpose, s/he can finally feel that his/her mood has changed as a function of the nature of content overviewed. Therefore, positive and negative moods can easily be transferred among the population using social media networks. This may become increasingly important as students are seen to be using social media platforms more than before and social networking is becoming an integral aspect of their lives.

1.1. Significance of the study

Though social media, as the name suggests, is expected to keep people connected, probably this social connection is only superficial, and not adequately deep and meaningful to help individuals feel emotionally attached to others. The psychological effects of social media on student life need to be studied in more depth to see whether social media really acts as a social support for students and whether students can use social media to cope with negative emotions and develop positive feelings or not. In other words, knowledge of the potential effects of the growing use of social media on students' emotional well-being can bridge the gap between the alleged promises of social media and what it actually has to offer to students in terms of self-concept, self-respect, social role, and coping strategies (for stress, anxiety, etc.).

1.2. Social media platforms

Finally, as described, social media exposes people especially the young generation to new exciting activities and events that may attract them and keep them engaged in different media contexts for hours just passing their time. It usually leads to reduced productivity, reduced academic achievement, and addiction to constant media use.

The number of studies on the potential psychological effects of social media on people in general is higher than those selectively addressed here. For further insights into this issue, some other suggested works of research include. Now, we move to the studies that more specifically explored the effects of social media on students' affective states.

1.3. The effect of social media on the development of students' affective variables

The use of social media is incomparably on the rise among students, influenced by the globalized forms of communication and the post-pandemic rush to use multiple social media platforms for education in different fields of study. Though social media has created tremendous chances for sharing ideas and emotions, the

kind of social support it provides might fail to meet students' emotional needs, or the alleged positive effects might be short-lasting. In recent years, several studies have been conducted to explore the potential effects of social media on students' affective traits, such as stress, anxiety, depression, and so on. to shed light on the positive and negative potential effects of the massive use of social media on students' emotional well-being. This review can be insightful for teachers who tend to take the potential psychological effects of social media for granted.

1.4. OBJECTIVES OF THE STUDY:

This study Specifically focuses on

- 1) To know the content analysis of the message in terms of theme and language.
- 2) To study the behavioural influence of social media.
- 3) To study the level of social media among the higher secondary school teachers.
- 4) To study the difference in social Media awareness among male and female secondary school teachers.
- 5) To know the difference in the social Media awareness of teachers working in government schools and private schools.

1.5. HYPOTHESIS OF THE STUDY:

1. There will be a favourable level of social Media awareness among secondary school teachers.
2. There is no significant difference in the social Media awareness among male / female secondary school teachers
3. There is no significant difference in the social Media awareness of teachers working in government school and private schools.

II. A REVIEW OF RELATED LITERATURE

2. Review of the affective influences of social media on students

Vygotsky's mediational theory can be regarded as a main theoretical background for the support of social media on learners' affective states. Based on this theory, social media can play the role of a mediational means between learners and the real environment. Learners' understanding of this environment can be mediated by the image shaped via social media. This image can be either close to or different from the reality. In the case of the former, learners can develop their self-image and self-esteem. In the case of the latter, learners might develop unrealistic expectations of themselves by comparing themselves to others. As it will be reviewed below among the affective variables increased or decreased in students under the influence of the massive use of social media are anxiety, stress, depression, distress, rumination, and

self-esteem. These effects have been explored more among school students in the age range of 13–18 than university students (above 18), but some studies were investigated among college students as well. Exemplary works of research on these affective variables are reviewed here.

1. Siddiqui and Singh (2016) emphasize, despite the various merits of social media, they also have some demerits which affect youngsters. The very notable given effect is that these youths are influenced by useless blogs that may influence them to become violent and resort to inappropriate actions. As much as social media benefit the users, an adverse effect such as this is disturbing.

2. A citation of Nazarenko's work by Hashem (2015) also adds to the determined effects. The study concludes that social media invoke procrastination as an effect of its distracting nature. A social media user would take more time to complete a task than those who are non-users. The use of social media while studying builds negative attitude towards their individual work at school.

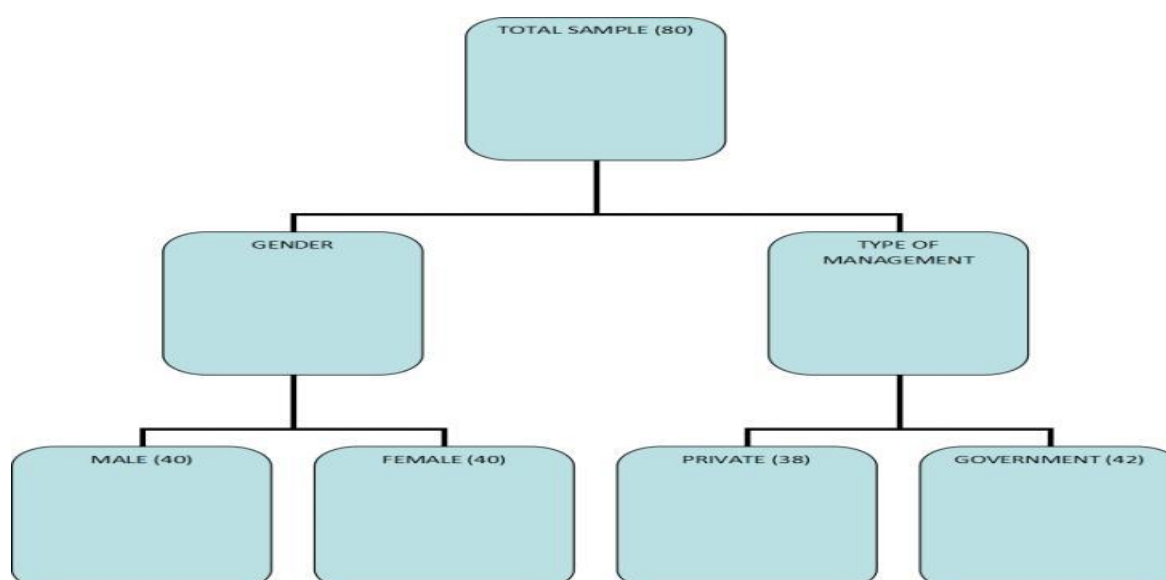
3. In the work of Dos Santos et al. (2018), they discovered that as online social media become one of the most significant tools to communicate and exchange ideas, abusive language incapacitates it. This unfortunately has damaging effects on the users of social media. In fact, a recent survey by YouGov.uk discovered that aggressive or offensive language is the most professionally damaging social media activity.

III. METHODOLOGY

3. RESEARCH METHOD

This study is qualitative in nature employing a content analysis and a face-to-face, administered survey. The survey questionnaire is adapted since the questions are tailored to directly provide sufficiently detailed and accurate data according to what is needed in the study.

3.1. RESEARCH DESIGN



3.2. POPULATION OF THE STUDY

A population is any group of individuals who have one or more characteristics in common that are interest to the researcher. The population may be all individuals of a particular type or a more restricted part of the group in the present study. The entire population refers to all the Teenagers.

3.3. SAMPLE OF THE STUDY

A sample is a small proportion of selected group for observation and analysis by observing the characteristics of the sample. One can make certain inference about the characteristics of the population from which it is drawn.

So, any Higher Secondary School students from any schools can be selected for the data collection as a sample. By considering the time factor the researcher delimited his sample to 80 students from five Higher Secondary Schools by selecting two Government and three Private.

3.4. DATA COLLECTION PROCEDURE

The survey questionnaire administered to the grades 9 and 5 junior high school students of Bellary District is the main source of data in this study. For a well-represented data, the students are divided into two groups according to the availability of internet connection in their home town. The survey questionnaire is comprised of combined semi-closed and open-ended questions. A list of possible answers is given with the option to add choices not included in the list. Other questions solicit personal answers from the respondents.

IV. Results and Discussion

4. Content Analysis

Out of the collated data, it is known that the top three mostly chosen contents on social media are jokes in meme form, trending videos, and pranks. To come up with an analysis of the themes and language of these materials, five samples of each type are studied. The identified themes and descriptions of the language in each type of content are presented in the following matrix.

4.1. Thematic Analysis

Memes As the mostly used content, an internet meme, according to Davison (2010) is typically a joke which gain influence through online transmission (122). It is identified as a unit of information such as idea, concept or belief, replicated in the form of hyper-link, video, image, phrase or a combination thereof that are widely spread via internet. They are passed on speedily as a virus at a fast and accelerating speed. The internet users, referred to as the transporters, act as filters and decide what to pass on depending on the context or meaning of the meme (Diaz, 2013).

Memes now are rapidly evading the digital world. They are one of the most trending contents everybody, young and old alike, cannot afford to ignore. There are a number of characteristics that make memes popular. These characteristics are undeniably evident in the memes analysed in this study. Each of these features is vividly expounded in the contents of the memes used in this investigation.

4.2. Behavioural Influence of Social Media

The influence of social media to the teenagers' behaviour is evident in this study. Different factors are seen to have caused such behaviours. These are shown in the table below.

BEHAVIORAL INFLUENCE

- ❖ Indicator
- ❖ Behaviour
- ❖ Anxiety
- ❖ Addiction
- ❖ Time usage
- ❖ Sleep deprivation
- ❖ Type of social media used
- ❖ Communication preference
- ❖ Exposure to social media
- ❖ Language acquisition
- ❖ Skills learned
- ❖ Academic endeavour

- ❖ Accomplishment
- ❖ Task performance
- ❖ Availability of resources
- ❖ Need for immediacy

As presented, social media bear a number of effects to this young generation.

V. FINDINGS

Teachers, educators, policymakers, curriculum developers, and all those in charge of the student affairs at schools and universities should be made aware of the psychological effects of the pervasive use of social media on students, and the potential threats.

It should be reminded that the alleged socially supportive and communicative promises of the prevalent use of social networking in student life might not be fully realized in practice. Students may lose self-appreciation and gratitude when they compare their current state of life with the snapshots of others or peers'. A depressed or stressed-out mood can follow. Students at schools or universities need to learn self-worth to resist the adverse effects of the superficial support they receive from social media. Along this way, they should be assisted by the family and those in charge at schools or universities, most importantly the teachers. As already suggested, counselling programs might help with raising students' awareness of the potential psychological threats of social media to their health.

Considering the ubiquity of social media in everybody' life including student life worldwide, it seems that more coping and compensatory strategies should be contrived to moderate the adverse psychological effects of the pervasive use of social media on students. Also, the affective influences of social media should not be generalized but they need to be interpreted from an ecological or contextual perspective. This means that learners might have different emotions at different times or different contexts while being involved in social media. More specifically, given the stative approach to learners' emotions, what learners emotionally experience in their application of social media can be bound to their intra-personal and interpersonal experiences. This means that the same learner at different time points might go through different emotions. Also, learners' emotional states as a result of their engagement in social media cannot be necessarily generalized to all learners in a class.

5.1. Implications of the study:

The use of social media is ever increasing among students, both at school and colleges, which is partly because of the promises of technological advances in communication services and partly because of the increased use of social networks for educational purposes in recent years after the pandemic. This consistent use of social media is not expected to leave students' psychological, affective and emotional states untouched. Thus, it is necessary to know how the growing usage of social networks is associated with students' affective health on different aspects. Therefore, we found it useful to summarize the research findings in recent years in this respect. If those somehow in charge of student affairs in educational settings are aware of the potential positive or negative effects of social media usage on students, they can better understand the complexities of students' needs and are better capable of meeting them.

5.2. Conclusion

As the majority of studies on the psychological effects of social media on student life have been conducted on school students than in higher education, it seems it is too soon to make any conclusive remark on this population exclusively. Probably, in future, further studies of the psychological complexities of students at higher education and a better knowledge of their needs can pave the way for making more insightful conclusions about the effects of social media on their affective states.

which predicted that most of the potential issues with the young generation's excessive use of social media were induced by the unfair comparisons they made between their own lives and the unrealistic portrayal of others on social media.

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