

The Impact of Education in Psychological Behaviour about Social Media Platforms and its Impact on Human Mental Health

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ABSTRACT

Purpose- Using social media is rapidly evolving into an integral part of everyday life. Addiction to social media use can develop disproportionate and irrational use. The primary objective of this research was to determine if psychological factors, namely, loneliness, anxiety, peer influence, addition of mobile phones, stress, depression, self-esteem and environment are positively associated with the psychological well-being of university students.

Methodology- The present research is primary and descriptive in nature. The sample size of the study is 286. The responses obtained from college and university students studying in Pune, Maharashtra. The responses from students obtained through structured questionnaire. The various statistical tools through use of SPSS Software applied, namely, descriptive statistics, correlation and regression analysis. The conceptual model also framed for the study.

Findings- The majority of male participative in the study. The most influential factor found in the study was addition of mobile phones. Second most influential variable was depression and also peer influence found least in the study.

Social implications- Future research can be performed by reducing excessive use of mobile phones and thereby try to reduce anxiety, stress and depression among college and university students.

Originality-To further ensure a representative sample and investigate whether or not advancing age has an impact on social media use, future research can broaden its reach of sampling.

Keywords: Media, Psychological, Social Use, Education, Mental Health

1. INTRODUCTION

The widespread adoption and use of social media platforms is establishing them as indispensable to the functioning of the modern information society (Hajek & König, 2021). It has been stated that social media facilitate communication, support relationship maintenance, and provide a platform for individual expression (Jeong, Kim, Yum, & Hwang, 2016). College students have more time on their hands than the general public (Fashmitha, 2021). However, social media has the potential to cause social media usage, which is the term for excessive and compulsive use of social media platforms that can severely impact all facets of one's life if not managed properly (Pütter, 2017). Addiction to social media can be understood as a subset of addiction of social media platforms, with prevailing theories characterising addicting activities as dysfunctional variations on

otherwise healthy routines. Anxiety, despair, a decline in users' sense of well-being and academic performance are all possible outcomes of excessive usage of social media. Psychological variables such as isolation, anxiety, peer pressure, smartphone dependency, stress, despair, low self-esteem, and negative life circumstances are the subject of this investigation.



Source-1

Previous research has generally taken into account the impact of demographic characteristics like age and gender. More commonly than older people, younger people keep a presence online and exhibit addicted tendencies (Voramontri & Klieb, 2019); (Varghese & Agrawal, 2022). One of the most influential factors in the initiation and maintenance of addiction is the impulsive nature of the addicted person (Murtaza, Centre, & Studies, 2021). However, research into the correlation between impulsivity and social media use is mixed. The risk of becoming addicted to social media has been linked to impulsivity as a personality feature. Dual System Theory, often known as reflective-impulsive theory, is the most influential theoretical explanation for this (Goyal, 2018). The prefrontal cortex is a part of the reflecting system and plays a significant role in many executive and inhibitory functions, including "working memory, planning, attention, and the foregoing of short-term gratification in favour of future payoffs." The impulsive system, on the other hand, is located in the subcortical regions of the brain; it's responsible for pleasure and addictive behaviours; it's responsive to newly learned stimuli; and it prioritises the momentary pleasure over the long-term consequences. Addiction results from an imbalance between the brain's reflecting and impulsive systems.

2. REVIEW OF LITERATURE

Li & Chen, (2014) stated in his prior work that three key components of attitude towards the use of technology, perceived usefulness, and perceived ease of use, were important characteristics affecting social media use. A youngster typically has close ties with their parents, siblings, and other children their age. A youngster is profoundly impacted by their immediate circle. Because of their potential to have both direct and indirect effects on the child's perspective on technology use, the study incorporated two influential constructs: parental and peer perceptions of influence. There are three key draws to the internet for kids: games, friends, and research. According to Jiao, Jo, & Sarigöllü, (2017) research, six major factors have been found as having an impact on children's perspectives of social networking sites: A user's confidence in their own ability to operate and benefit from a piece of technology; their sense of flow while using such technology; the perceived value of said technology; the degree of risk involved;

According to Jordan & Troth, (2020), A user's happiness is proportional to the amount of time they spend on social media. People that exhibit addictive behaviours are more likely to be content with the services offered by social media. According to Holliman et al., (2021), Women outnumber men in their use of social networking sites, religious people are more likely to use it than those who do not identify as religious, and those who live with a partner, People who are divorced or who have never been married are more likely to utilise social media than those who are married but are now separated. Except for catfishing, problematic social media and mobile phone use is relatively common among the young, as noted by (Abbas & Mesch, 2018). The examined behaviours were negatively associated with age, and excessive use of mobile phones, social media, and creeping was more common among females than males.

According to Kircaburun, Alhabash, Tosuntaş, & Griffiths, (2020)The study also found that students' primary worries about social media usage fall into two broad categories: socioeconomic and demographic characteristics. The study indicated that many factors had a significant effect on the frequency with which both domestic and foreign students used social networking sites. Among the several factors indicated, legal risk was determined to have the greatest impact on both sets of pupils. The study's author also stressed students' reliance on social media for academic and personal purposes. He emphasised the need to include training in the effective use of social media in formal education and career advancement courses.

Adolescents' reliance on social networks has been broken down into information system, sociological, and psychological elements, as described by (Pang, 2018). Social media addiction negatively impacts one's sense of self-worth while the opposite is true for the latter's impact on one's happiness(Mou, Shin, & Cohen, 2017). Self-esteem was also discovered to be a mediator between social media addiction and discontentment with one's life. Researchers (Ostic et al., 2021) looked at how students' self-esteem affected their mental health and schoolwork. Furthermore, the intervention's efficacy in reducing the negative effects of social media addiction was also evaluated. Addiction to social media was proven to have negative effects on students' mental health and academic performance through the medium of self-esteem. The intervention's efficacy in lowering social media dependence and raising mental health and academic productivity was also demonstrated.

3. RESEARCH GAP

Global coverage of studies on the effects of social media use is common. Although there have been studies on the causes of youth social media addiction, there have been fewer studies that adequately account for the unique conditions of India's youth. Additionally, this is a unique void in the literature because of the Pune, Maharashtra. For many reasons, those studies did not continue. The current study seeks to close this knowledge gap by analysing the factors that influence students' use of social media in the Pune, Maharashtra.

4. OBJECTIVE OF THE STUDY

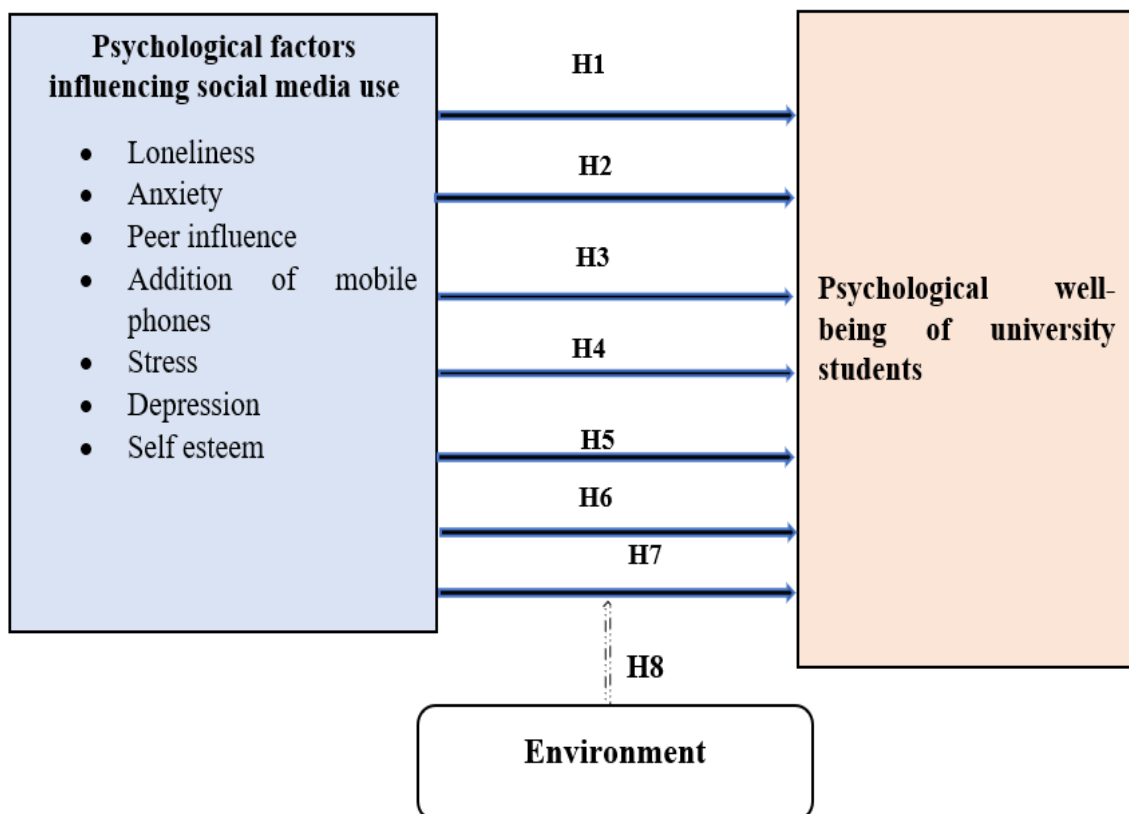
- To explore psychological factors influencing social media use among college and university students at Pune, Maharashtra.
- To statistically analyse psychological factors influencing social media use among college and university students at Pune, Maharashtra.

5. HYPOTHESIS OF THE STUDY

- H1:** There is positively association among social media use and loneliness.
- H2:** There is positively association among social media use and Anxiety.
- H3:** There is positively association among social media use and peer influence.
- H4:** There is positively association among social media use and stress.
- H5:** There is positively association among social media use and depression.
- H6:** There is positively association among social media use and environment.
- H7:** There is positively association among social media use and addiction of mobile phones.
- H8:** There is positively association among social media use and self-esteem.

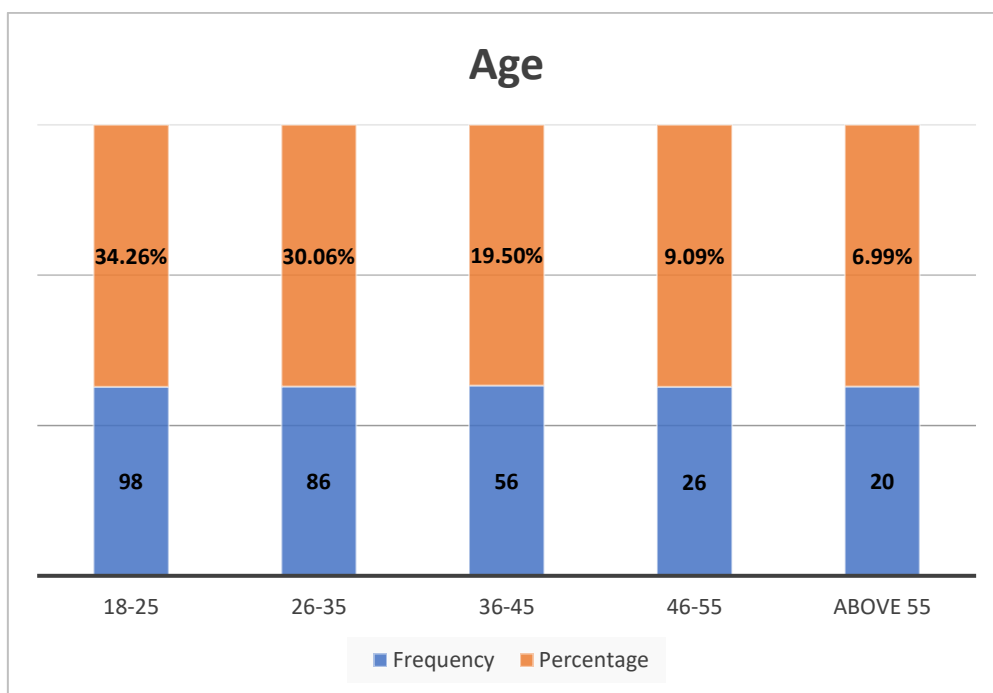
6. RESEARCH METHODOLOGY

The present research is primary and descriptive in nature. The sample size of the study is 286. The responses obtained from college and university students studying in Pune, Maharashtra. The responses from students obtained through structured questionnaire. The various statistical tools through use of SPSS Software applied, namely, descriptive statistics, correlation and regression analysis. The conceptual model also framed for the study (Fig 1).



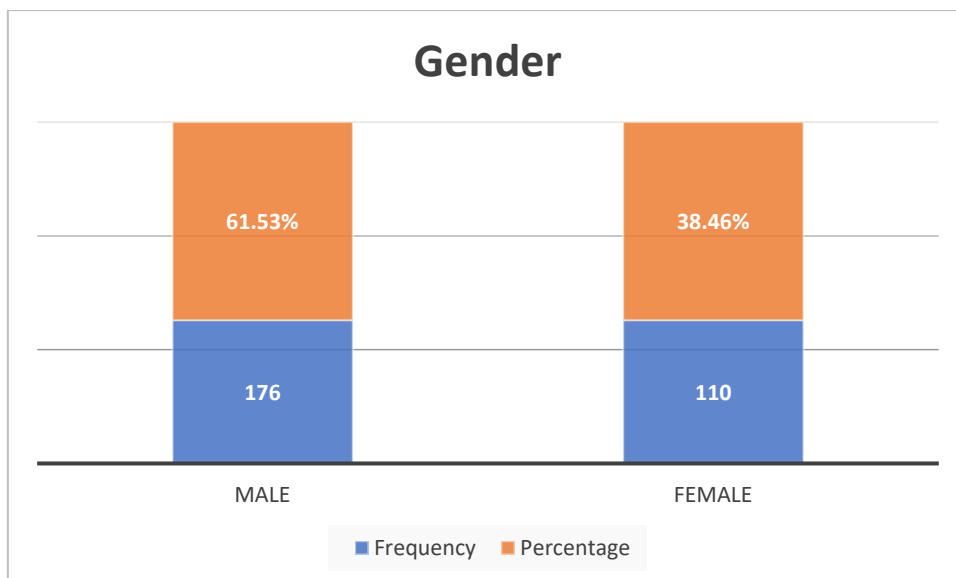
7. RESULT AND DISCUSSION

Age	Frequency	Percentage
18-25	98	34.26%
26-35	86	30.06%
36-45	56	19.50%
46-55	26	9.09%
Above 55	20	6.99%



The age distribution was presented in Table 1, which revealed that the largest proportion of respondents were between the ages of 18 and 25 (n=98, 34.26 percent), followed by those between 26 and 35 (n=86, 30.06 percent). The above 55 years (n=20, 6.99%) of age respondents found to be least in the study.

Gender	Frequency	Percentage
Male	176	61.53%
Female	110	38.46%



A gender analysis was performed, and the results showed that the majority of respondents in the survey were male (n = 176, or 61.53 percent). Females (n=110, 38.46%) found few in the study in comparison to males.

Marital Status	Frequency	Percentage
Single	168	58.74%
Married	76	26.57%
Others	42	15%

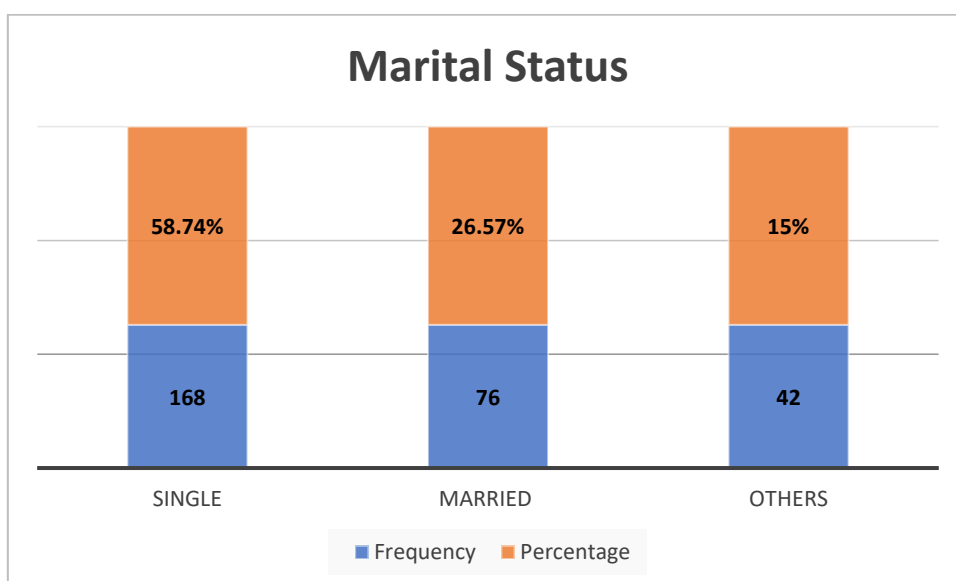


Table 3 stated the marital status analysis and documented that majority of respondents found to be single (n= 168, 58.74%) as they are studying in various colleges and university followed by married (n=76, 26.57%). Others (n=42, 15%) found to be least in the study.

Educational Qualification	Frequency	Percentage
Graduation	112	39.16%
PG & Higher	101	35.31%
Professional degree	73	25.52%

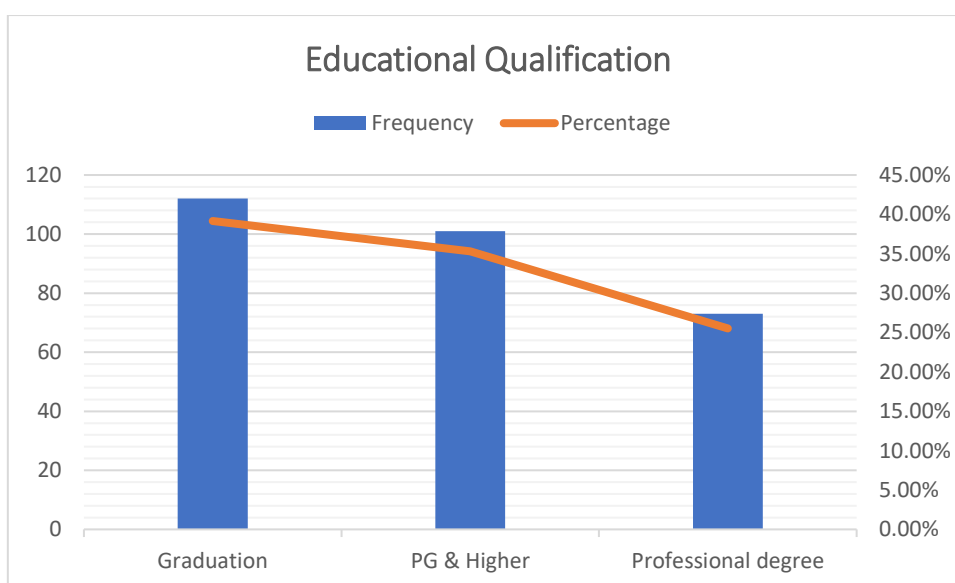


Table 4 stated the educational qualification of the study and documented that majority of respondents are graduate (n=112, 39.16%) followed by PG and Higher (n=101, 35.31%). Professional degree (n=73, 25.52%) respondents found least in the study.

Table 5: Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.835	8

Table 5 found the reliability statistics of 8 items and documented that the estimated value of Cronbach Alpha is .835 which is greater than the acceptable threshold limit of .60. Therefore, the internal consistency among the variables understudy found and further statistical analysis can be performed.

Table 6: Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Loneliness	286	1	5	4.32	.639
Anxiety	286	1	5	4.37	.624
Peer influence	286	1	5	4.30	.741
Addition of mobile phones	286	1	5	4.40	.677
Stress	286	1	5	4.19	.726
Depression	286	1	5	4.38	.619
Self esteem	286	1	5	4.22	.717
Environment	286	1	5	4.25	.694
Valid N (listwise)	286				

Table 6 documented the descriptive statistics and stated that Addiction of mobile phones (Mean=4.40, standard deviation=.677) found to be the most important reason that influence psychological well-being of university students followed by depression (Mean=4.38, standard deviation= .619). Peer influence (Mean=4.30, standard deviation=.741) found to be the least important reason in the study that influence psychological well-being of university students.

Table 7: One-Sample Statistics

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Loneliness	286	4.32	.639	.038
Anxiety	286	4.37	.624	.037
Peer influence	286	4.30	.741	.044
Addition of mobile phones	286	4.40	.677	.040
Stress	286	4.19	.726	.043
Depression	286	4.38	.619	.037
Self esteem	286	4.22	.717	.042
Environment	286	4.25	.694	.041

Table 7 documented the one sample statistics and stated that Addiction of mobile phones (Mean=4.40, standard deviation=.677 and standard error= .040) found to be the most important reason that influence psychological well-being of university students followed by depression (Mean=4.38, standard deviation= .619 and standard error= .037). Peer influence (Mean=4.30, standard deviation=.741 and standard error= .044) found to be the least important reason in the study that influence psychological well-being of university students.

Table 8: One-Sample Test

One-Sample Test							
	Test Value = 0					95% Confidence Interval of the Difference	
	T	df	Sig. (2-tailed)	Mean Difference	Lower	Upper	
Loneliness	114.359	285	.000	4.322	4.25	4.40	
Anxiety	118.549	285	.000	4.374	4.30	4.45	
Peer influence	94.218	285	.000	4.304	4.22	4.39	
Addition of mobile phones	119.905	285	.000	4.399	4.32	4.48	
Stress	97.589	285	.000	4.192	4.11	4.28	
Depression	117.591	285	.000	4.378	4.31	4.45	
Self esteem	99.444	285	.000	4.217	4.13	4.30	
Environment	103.482	285	.000	4.248	4.17	4.33	

Table 8 documented the t test statistics and stated that Addiction of mobile phones (t=119.905) found to be the most important reason that influence psychological well-being of university students followed by depression (t=117.591). Peer influence (t=94.218) found to be the least important reason in the study that influence psychological well-being of university students.

Table 9: Correlations

Correlations									
		Loneliness	Anxiety	Peer influence	Addition of mobile phones	Stress	Depression	Self esteem	Environment
Loneliness	Pearson Correlation	1	.480**	.348**	.441**	.335**	.419**	.360**	.397**
	Sig. (2-tailed)		0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	286	286	286	286	286	286	286	286
Anxiety	Pearson Correlation	.480**	1	.466**	.452**	.522**	.432**	.265**	.392**
	Sig. (2-tailed)	0.000		0.000	0.000	0.000	0.000	0.000	0.000
	N	286	286	286	286	286	286	286	286

Peer influence	Pearson Correlation	.348**	.466**	1	.373**	.373**	.322**	.291**	.289**
	Sig. (2-tailed)	0.000	0.000		0.000	0.000	0.000	0.000	0.000
	N	286	286	286	286	286	286	286	286
Addition of mobile phones	Pearson Correlation	.441**	.452**	.373**	1	.429**	.477**	.335**	.326**
	Sig. (2-tailed)	0.000	0.000	0.000		0.000	0.000	0.000	0.000
	N	286	286	286	286	286	286	286	286
Stress	Pearson Correlation	.335**	.522**	.373**	.429**	1	.400**	.331**	.281**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000		0.000	0.000	0.000
	N	286	286	286	286	286	286	286	286
Depression	Pearson Correlation	.419**	.432**	.322**	.477**	.400**	1	.487**	.402**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000		0.000	0.000
	N	286	286	286	286	286	286	286	286
Self esteem	Pearson Correlation	.360**	.265**	.291**	.335**	.331**	.487**	1	.547**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000		0.000
	N	286	286	286	286	286	286	286	286
Environment	Pearson Correlation	.397**	.392**	.289**	.326**	.281**	.402**	.547**	1
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
	N	286	286	286	286	286	286	286	286
***. Correlation is significant at the 0.01 level (2-tailed)”.									

Table 9 stated the “correlation analysis” and documented that Loneliness is positively correlated with Anxiety, Peer influence, Addition of mobile phones, Stress, Depression, Self-esteem, Environment. Anxiety is positively correlated with Loneliness, Peer influence, Addition of mobile phones, Stress, Depression, Self-esteem, Environment. Peer influence is positively correlated with Anxiety, Loneliness, Addition of mobile phones, Stress, Depression, Self-esteem, Environment. Addition of mobile phones is positively correlated with Anxiety, Peer influence, Loneliness, Stress, Depression, Self-esteem, Environment. Stress is positively correlated with Anxiety, Peer influence, Addition of mobile phones, Loneliness, Depression, Self-esteem, Environment. Depression is positively correlated with Anxiety, Peer influence, Addition of mobile phones, Stress, Loneliness, Self-esteem, Environment. Self-esteem is positively correlated with Anxiety, Peer influence, Addition of mobile phones, Stress, Depression, Loneliness, Environment. Environment is positively correlated with Anxiety, Peer influence, Addition of mobile phones, Stress, Depression, Self-esteem, Loneliness. Therefore, the correlation analysis stated that all the variables under study are positively correlated with each other.

Table10: Chi Square Test

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	1144.000 ^a	16	.000
Likelihood Ratio	547.933	16	.000
Linear-by-Linear Association	285.000	1	.000
N of Valid Cases	286		
a. 17 cells (68.0%) have expected count less than 5. The minimum expected count is .00.			

Table 10 stated the Chi-square test and documented that all the independent variables under study, namely, Loneliness, Anxiety, Peer influence, Addition of mobile phones, Stress, Depression, Self-esteem, Environment are positively associated with dependent variable as significance value is .000 which is less than the acceptable threshold limit of .005.

8. HYPOTHESIS TESTING

T test, Chi-square analysis applied and the findings of the study documented that null hypothesis is rejected and alternative hypothesis is accepted.

9. CONCLUSION AND RECOMMENDATIONS

This study's limited sample size and apparent lack of generalizability are both attributable to the fact that it was based on a survey administered in a single classroom. Second, certain sociodemographic and clinical information regarding participants is missing since less data was collected from them during the survey's demographic characteristics section. Third, information was gathered around the conclusion of the semester, when most seniors were making final preparations for internships and/or jobs. Accordingly, the majority of the students involved were in the lower secondary. The limited age range may have limited our capacity to detect an age-related difference in social media use. The fourth caveat is that this study relied on questionnaires and was restricted to self-report measuring techniques. The reliability of the data provided by the study's participants is crucial. Lastly, because of the cross-sectional nature of the study, we cannot draw any conclusions about the direction of causation.

Researchers can learn more about how age affects social media use by broadening the scope of sampling in future studies. The survey should also collect a wide range of additional information about participants to investigate the impact of demographic characteristics on social media use. This includes, but is not limited to, the average daily time spent on social media, the number of social media applications used, the participants' disciplinary background, and so on. As an added bonus, empirical studies of the connection between anxiety, depression, and social media use can be integrated.

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