Social Media Addiction: An Analysis

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Abstract

Social media is a digital platform for communication and content development and allows one to share information, opinions, ideas and many other things and also provide numerous options to create the content. The present study explores the usage of social media platforms among the students of Amritsar district. The study found that 86 percent respondents have their personal mobile phone and 88 percent respondents use social media platforms. Almost 24 percent respondents reported that they spend 2-3 hours on an average on social media websites, whereas 12 percent respondents spend more than five hours daily on social media. Almost 24 percent of the respondents often found themselves using social media. Around 28.8 percent respondents agreed or strongly agreed with the statement that they often found life to be boring without social media.

Introduction

The Internet is a vast network of computers that connects people and information worldwide. It has revolutionized every aspect of our life like communication, education, business, and entertainment. It is considered a tool, bringing the world to our fingertips and making our lives faster, better, and more comfortable. Different services can be availed with the use of internet and one of these platforms is Social Media websites. Social media is a digital platform for communication and content development. It allows one to share information, opinions, ideas and many other things and also provide numerous options to create the content. Not too long ago, people had to rely on letters, phones, and traditional ways to communicate and share information. Social media came into our lives and brought a whole new way of looking at the world around us. Now, with just a single click, one can communicate with the friends and relatives, discover exciting stories, and even learn new things without leaving the home.

Social media has become an integral part of the daily lives of students. Social media platforms serve as virtual spaces where students can cultivate friendships, express their thoughts, and stay updated on current events. Platforms such as Instagram, Twitter, Whatsapp, etc are commonly used by students and the widespread adoption of smartphones has further fueled the usage of social media among students. Social media usage among students is a complex phenomenon that has both positive and negative outcomes. While it offers opportunities for connection, learning, and engagement, it also presents challenges such as distractions, mental health issues, and academic struggles.

Factors such as parental guidance, household rules, and parental usage of social media can greatly influence how students interact with these platforms. The family environment, including parenting styles and parental attitudes towards students, can significantly impact a student's social media usage. Different cultures and families may have varying opinions on the use of social media, with some encouraging its use for educational or social purposes while others may view it as a distraction or potential threat to students' academic performance. The level of parental involvement and guidance can affect the time spent on social media, the types of content consumed, and the interaction patterns of students. Understanding the usage of social media among the students can provide valuable insights into the potential consequences of this digital medium on students' lives. Thus, the present study explores the usage of social media platforms among the students of Amritsar district.

Review of Literature

Table 1: Related Literature

Authors and year	Major finding
Hughes et al. (2012)	Significant differences in personality were observed between those who preferred Facebook and those who preferred Twitter.
Bae (2015)	Parent-child relationship or parenting style significantly impacted peer relationship quality; someone who had difficulties in interpersonal relationships was likely to present problem behaviors such as internet or smartphone overuse which led to lower academic results.
Pilli (2015)	Reason to use Facebook had changed significantly over the years for students. Facebook did not negatively affect students' academic performance. Facebook usage positively affected the university students' academic performance.
Chou et al. (2016)	Students who valued the Internet highly may have a tendency toward online game addiction. Parents may not be able to successfully supervise or control children's online game playing
Chou and Lee (2017)	Imposing control and limits on Internet use might not be an effective mean. Prevention of Internet for students was best provided through more involvement, responsiveness, and support for students' Internet use.
Lau (2017)	Video games were the key contributor to poor academics of students. Social media usage was the key variable that negatively influenced the academic performance of university students.
Hu et al. (2018)	When using social media to meet personal needs, individuals assess and

	pursue usage value as the behavioral goal. Individuals' satisfying feeling about the social media use led to a strong usage habit. Individuals considered social media usage value in meeting personal needs as the primary behavioral goal.
Bloemen and Coninck (2020)	Adolescents living in single-parent households used digital technologies more often and adopted risky online behavior more quickly than adolescents living in two-parent households.
Olalere and Olatokun (2020)	Students using social media platforms used it majorly for engaging in group discussions, chatting with friends, keeping themselves company and busy. Most adopted parenting styles by parents towards their children are authoritative and authoritarian parenting styles.
Setiawati et al. (2021)	Authoritative parents tend to have a high demand with low responsiveness. They control their child strictly, avoid negotiation, do punishment, and take emotional distance. A child who raised with an authoritarian parenting style may look at their parental supervision as a communication barrier between them. They avoid communication with their parents and engage more in online activities to seek comfort and avoid conflicts.
Lee et al. (2022)	Parents with higher levels of screen time would have children with higher levels of media use. Parents might generally be more accepting to increased media use, as children used media for educational purposes.
Dumford et al. (2023)	Students were more likely to perceive their peers as more frequently engaging in social media than they themselves engage. Male students had less realistic ideas of perceptions of social norms when compared to their female counterparts.
Leijse et al. (2023)	The effects of parental factors on risky and problematic use of social media did not differ for adolescents with lower and higher levels of self-control.
O'Reilly and Mohan (2023)	Adolescents who received greater freedoms to engage in independent decision-making had a reduced number of EIU [Excessive Internet Use] symptoms. Young adolescents from higher income households, whose parents were aged 50 or over, and whose parents were college educated were associated with having more EIU symptoms in later adolescence.

Research Methodology

The study is based on the primary data of 118 respondents in the age group of 12-20 years from Amritsar district. Information on respondents' demographics, family background, and social media addiction was collected through the online questionnaire. Social media addiction was measured with social media addiction scale (Bakry et al. 2022). Percentages are used to analyse the data.

Analysis of the Data

Table 2: Respondents' Demographic Profile and Family Background

	Percentage
Gender	
Female	50.8
Male	49.2
Total	100
Residence Location	
Rural	16.9
Urban	83.1
Total	100
Family Structure	
Nuclear	70.3
Joint	29.7
Total	100
Use of Personal Mobile Phone	
Yes	86.4
No	13.6
Total	100
Use of Social Media Platforms	
Yes	88.1
No	11.9
Total	100
Time Spent on Social Media Platforms	
Less than one hour	21.2
1-2 hours	22
2-3 hours	23.7
3-4 hours	16.1
4-5 hours	5.1
More than 5 hours	11.9
Total	100
Use of Social Media during School Hours	
Never	60.2
Rarely	17.8
Sometimes	14.4
Often	3.8
Always	3.8
Total	100
Satisfaction with Social Networking Sites	
Dissatisfied	5.9
Satisfied	70.3
Pleased	13.6
Delighted	10.2
Total	100

(*Source: Compiled through survey*).

Table 2 shows that out of 118 respondents, almost 51 percent respondents are female and 49 percent respondents are male. 83 percent respondents have their residence in urban areas and 16.9 percent are from rural areas. 70 percent of the respondents belong to nuclear families, whereas almost 30 percent belong to joint families. 86 percent respondents have their personal mobile phone and 88 percent respondents use social media platforms. Almost 24 percent respondents reported that they spend 2-3 hours on an average on social media websites, whereas 12 percent respondents spend more than five hours daily on social media. 60 percent respondents reported that they never used social media during the school hours. Only 6 percent respondents were dissatisfied with social media, whereas 70 percent respondents were satisfied with the use of social media.

Table 3: Statements measuring social media addiction

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
I often find myself using social media	22.9	17.8	28.0	23.7	7.6
I often find life to be boring without social media	22.9	20.3	28.0	18.6	10.2
I often neglect my schoolwork because of my usage of social media	32.2	35.6	18.6	11.0	2.5
I get irritated when someone interrupts me when I'm using social media	23.7	30.5	28.8	10.2	6.8
Several days could pass without me feeling it when I am using social media.	27.1	26.3	28.8	15.3	2.5
Time passes by without me feeling it when I am using social media.	21.2	22.0	26.3	23.7	6.8
I find it difficult to sleep shortly after using social media.	28.0	26.3	28.8	13.6	3.4
My family complain frequently of my preoccupation with social media.	23.7	21.2	29.7	22.0	3.4
I will be upset if I had to cut down the amount of time I spend using social media.	21.2	34.7	31.4	11.0	1.7
My school grades have deteriorated because of my social media use.	28.0	36.4	22.9	10.2	2.5
I often use social media while sitting in the car.	16.1	26.3	27.1	27.1	3.4
I often cancel meeting my friends because of my occupation with social media.	39.8	30.5	22.0	5.9	1.7
I find myself thinking about what happened in social media when I am away from them.	22.0	28.0	29.7	16.1	4.2
I feel my social media usage has increased significantly since I began using it.	20.3	17.8	30.5	23.7	7.6

(Source: SPSS Output)

In table 3, almost 24 percent of the respondents often found themselves using social media. Around 28.8 percent respondents agreed or strongly agreed with the statement that they often found life to be boring without social media. More than 35 percent disagreed with the statement that they neglected their schoolwork because of the usage of social media. Almost 54.2 percent respondents disagreed or strongly disagreed with the statement that they got irritated when someone interrupted the, when they were using social media. Almost 15 percent reported that several days could pass without them feeling it when they are using social media. Almost 24 percent agreed with the viewpoint that time passed by without them feeling it when they are using social media. 28 percent respondents strongly disagreed with the statement that they found it difficult to sleep shortly after using social media. 23 percent respondents reported that their family complained frequently of their preoccupation with social media. About 35 percent respondents disagreed with the statement that they would be upset if they had to cut down the amount of time they spend using social media. Only 10 percent respondents agreed with the statement that their school grades had deteriorated because of their social media use. 27 percent respondents agreed that they often used social media while sitting in the car and only six percent agreed that they often canceled meeting their friends because of their occupation with social media. 28 percent respondents disagreed with the statement that they found themselves thinking about what happened in social media when they are away. Almost 24 percent respondents felt that their social media usage had increased significantly since they began using it.

Conclusion

The present study analysed the social media usage of 118 respondents in the age group of 12-20 years from Amritsar district. Information on respondents' demographics, family background, and social media addiction was collected through the online questionnaire. The study found that 86 percent respondents have their personal mobile phone and 88 percent respondents use social media platforms. Almost 24 percent respondents reported that they spend 2-3 hours on an average on social media websites, whereas 12 percent respondents spend more than five hours daily on social media. 60 percent respondents reported that they never used social media during the school hours. A major chunk of the respondents disagreed with the statements measuring the social media addiction. However, almost one-fourth of the respondents reported the option 'neither agree nor disagree' for all the statements. Thus, the need is to explore the social media addiction in a large sample dataset so that more generalized conclusions can be drawn.

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