

A Survey on Social Media Addiction and its Impact on Attention for Teen Aged Students

K.Kalaichandran¹, Dr. P.Swarnakumari², Dr.R.Sankar³

¹PhD Research Scholar, PG & Research, Department of Rehabilitation Science, Holy Cross College, Autonomous, Tiruchirapalli-620002, India

²PhD Associate Professor, Research Supervisor PG & Research, Department of Rehabilitation Science, Holy Cross College, Autonomous Tiruchirapalli-620002

³PhD Associate Professor & I/C HEAD, Co-Guide, Department of Psychology, Annamalai University, T.N, India

Abstract - AIM: To find out the social media addiction and its impact on attention for teenaged students.

OBJECTIVES: To identify the addiction towards using social media addition scale (SMAS) and to assess the attention using mindful attention awareness scale (MAAS)

METHODOLOGY: The main purpose of this study is to examine the relationship between the level of student addition towards the social media and its impact on attention. A total of 100 participants with college going students between the ages of (17-20) (Mean Age 17.50) both male and female were selected for this study. All the participants were screened by using social media addition scale (SMAS) and Mindful attention awareness scale (MAAS).

RESULTS: The result showed that out of 100 students, 11 students were getting highly addicted in social media, 30 students moderately addicted in social media. The statistical value shows that, due to social media addiction most of the students have moderate level in attention.

CONCLUSION: This study concluded that, due to social media addiction; most of the students have moderate level in their attention.

Index Terms - Social media addition scale (SMAS), Mindful attention awareness scale (MAAS),

1.INTRODUCTION

In today fast moving and globalized world it is almost impossible to imagine our day-to-day life without mobile phones.

It is one of the most successful inventions of the 20th century. This has become a convenient means of communication. Modern mobile phones perform many other functions as well. They can substitute for such devices as music player, camera and organizers.

Most of them also provide internet access and texting as modern people need. Phones in all spheres of their lives professional and personal, but we do not notice how much we depend on cell phones and what effects their excessive use might bring.

ADDICTION:

People with addictions are not in control over things that are doing, using, or taking. The addiction thus reaches a point that is harmful to a person physically, emotionally, and socially and in turn affecting the wellbeing of a person in society. An addiction not only includes physical attributes such as drugs or alcohol. It also includes mobile addiction and social media addiction is considered as a kind of internal addiction those individuals who spend too much time on social media.

DIFFERENCE BETWEEN HABIT AND ADDICTION:

Addiction involves psychological, physical, social and environmental component where the person is spending too much of time in social media called as addiction.

The person with the habit can choose to stop and will subsequently stop if they want. In term of the habit with person is in control of their choices.

IMPACTS

1.POSITIVE

Mobile and social media are useful for studies such as Academic performance, searching information and communication with friends and family members among them mobile is playing an important role.

2.NEGATIVE

Now a day's people communicate with families and friends using social media. It decreases the quality of interpersonal communication (verbal and non-verbal) and also affect the education, health and social life.

Most of the students using mobile phone for chatting typically playing online games and watching videos. This is one of the sources of distraction from studies. Social media addiction also causes the psychological problems like anxiety, depression, loneliness, lack of attention this will also affect the education.

SOCIAL MEDIAL

Social media is computer-based technology that facilitates the sharing of ideas, thought and information through the building of virtual network and communities.

Social media originated as a way to interact with friends and family but was later adopted by business which wanted to take advantage of a popular new communication method to reach out to customers. The power of social media is the ability to connect and share information with anyone on earth or with many people simultaneously.

Social media is an ever-changing and ever evolving web-based platform.

SOCIAL MEDIA ADDICTION

Social media use one of the most popular leisure activities among adolescents. Use of the social media has become a part of life of every student.

Social media addiction is a behavioral addiction that is characterized as being overly concerned about social media and devoting so much time and effect to social media that it impairs other important life areas. Addictive social medial use will look much like that of any other substance use disorder, including mood modification.

(Example): changes in emotional states, behavioral, cognitive and emotional preoccupation with social media.

The main objectives of this study are to find out the social media addiction among people and evaluating social media addiction through measuring social media addiction scale. Causes of attention problem among social media addicts through "Mindful attention awareness skill" program.

2.REVIEW OF LITERATURE

AYLIN TUTGUN-UNAL et al (2015)

In this research, it was aimed to develop a scale to detect the social media addiction of university students. The data collection from 775 university students revealed that the scale was composed of four factors. of these four factors, the first one called as "occupation" explained itself 17% of the variance, the second one called as "mood modification" explained itself 9.8% of the variance, the third factor called as "relapse" 8.8% of the variance itself, the fourth factor called as "conflict" explained itself 23.5% of the variance. these four-factor composed of 41 items totally explained 59% of the variance altogether. As a result of the studies conducted, the scale was found to be valid and reliable and named "social media addiction scale" (SMAS).

KANOKPORN SRI WILAI et al (2016)

The aim of this study is to investigate the impacts that social media addiction has on mindfulness and choice of coping strategy, as well as to explore the consequence on emotional exhaustion. the survived data were collected from 211 employees in 13 enterprises in Thailand. The result from partial least square structural equation modeling revealed that people who are highly addicted to social media tended to have lower mindfulness and tended to use emotion coping strategy are also subsequently associated with higher emotional exhaustion.

MEHMET ALIGAZI et al (2017)

Social media has become an indispensable part of our daily lives. Although there are many useful applications of social media, the excessive use of this medium led to leave personal, social and occupational problem. A total of 350 students' study at communication faculty of inonu university through social media selected via simple random sampling online via social media to measure social media addiction. The aim of the study to identify whether there is a statistically significant differentiation between social media addiction level of user.

CENGIZ SAHIN (2018)

This study is to develop a valid and reliable measurement tool to determine the social media addiction of school and university students -998

students participated in the study. Test related method was used to determine the consistency of the scale with the participation of 224 students; exploratory factor analysis, confirmatory factor analysis, total item correlation, means difference between upper and lower groups, internal consistency coefficient and test-retest correlation coefficient were calculated within the scope of assessing the validity and reliability of the research. In this conclusion SMA-SF is a 5 point likert-type scale consisting of 26 items grouped under 4 factors. The statistical analysis indicated that the scale is valid and reliable enough to be used in determining the some add of school and university students.

YUBU HOU et al (2019)

The research examined the relation of social media addiction to college students. Mental health academic performance. investigated health academic performance. investigated the role of self-esteem as a mediator for the relations, and further tested the effectiveness of an intervention in reduce social media addiction and its potential adverse outcomes. in study 1 used a survey method with a sample of college students (n=232) and found that social media addiction was negatively associated with the student's mental health and academic performance and that the relation between social media addiction and mental health was mediated by self-esteem. in study 2 developed and tested a two-stage self-help intervention program. results showed that the intervention was effective in reducing the student's social media addiction and improving their mental health and academic efficiency.

MINDFULNESS ATTENTION AWARENESS SCALE:

JAMES MACKILLOP, EMILY J. ANDRESON N (2007)

A total number of 727 students recruited at the state university at New York at Binghamton. Of these individuals, 16 did not provide complete MAAS data and were excluded from subsequent analysis. Of those who provide complete data this sample was declined to answer. The participants were primarily college fresh man and sophomores aged 18 to 19 years. Women comprised 53% of this sample, men comprised 33% sample, and 14 % did not provide their gender.

ESTHER I .de bruin et al (2011)

In total number of 781 high school students from to high school in nether land one in the most urban area other in the rural area. This questioner was administered in the classroom and two of the project members were present to supervise the administration and to assist the adolescent where necessary males and females did not differ in MAAS - A scores. Mindfulness as measure by their MASS – A correlated positively with quality of life, but an expected positive relationship and reliable Dutch measure of mindfulness for adolescents. The factor structural, internal consistency, convergent and divergent validity as well as their relationship to quality of life are comparable to the original MASS – A.

KIRK WARREN BROWN, et al (2011).

The present studies were designed to valid among 102 adolescents a measure of mindfulness previously validated for adults 14 -18 years. participants randomized to a mindfulness-based stress reduction intervention showed significant increases in MAAS score. From base line to three months follow up, relative to non-significant score changes among treatment as usual participant. increase in MAAS -A score among mindfulness-based stress reduction participant were significantly related to beneficial changes in numerous mental health indicators.

3.MATERIALS AND METHODS

The experiment was conducted between the undergraduate students from Annamalai university between the age of 16 to 20 years old (Both male and female). this purpose of the study was explained to the student and an informed consent was given in their known language. SOCIAL MEDIA ADDICTION SCALE AND MINDFULL ATTENTION AWARENESS SCALE was to assess the social media addiction and its impact on attention.

SOCIAL MEDIA ADDICTION SCALE

In this experiment, social media addiction is identified using "social media addiction scale". Participants each completed a set of questionnaires' in class.

SCORING OF THE SCALE

Social media addiction scale-student form is a 5-point scale which consists of 29 items and 4 sub dimensions. The highest point is 145 and the least one is 29. The highest score indicated that agent perceives himself as a “social media addict”. MINDFUL

ATTENTION AWARENESS SCALE

Mindful attention awareness scale is used to measure individual’s mindfulness level. Depend upon the social media addiction scale –student form Identified the addicted people who are all addicted to social media they completed, another set of “mindful attention awareness scale” questionnaires.

SCORING

Mindful attention awareness scale consists of 14 items on 6-point scale. Ranging from 1” almost always” to “almost never” Higher scores are indicated of higher trait mindfulness.

4.DATA ANALYSIS AND RESULT

Table 1 show mean score of high addiction.

Mean Score	Age	Never	Rarely	Sometime	Often	Always
	18.55	1.272	5.090	12.727	9.454	12.545

Graph 1, showing ratings on social media addition scale (SMAS) among the participants of high addiction

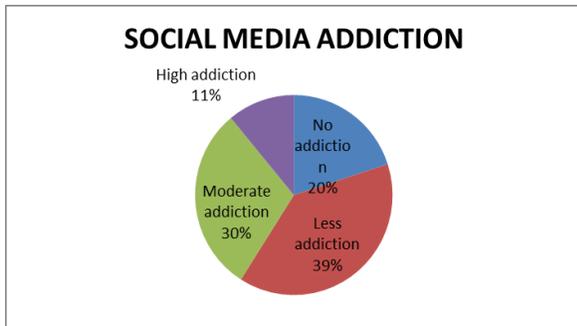


Table 2, show mean score of moderate addiction

Mean Score	Age	Never	Rarely	Sometime	Often	Always
	18.666	7.233	8.733	11.3	7.933	5.933

Graph 2, showing ratings on social media addition scale (SMAS) among the participants of Moderate Addiction

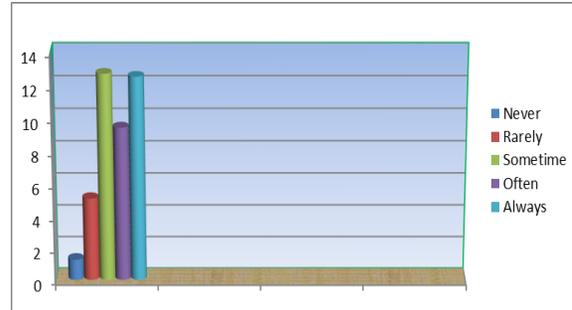


Table 3, show mean score of less addiction

Mean Score	Age	Never	Rarely	Sometime	Often	Always
	18.897	12.00	11.256	11.487	4.1538	2.0256

Graph 3, showing ratings on social media addition scale (SMAS) among the participants of Less Addiction

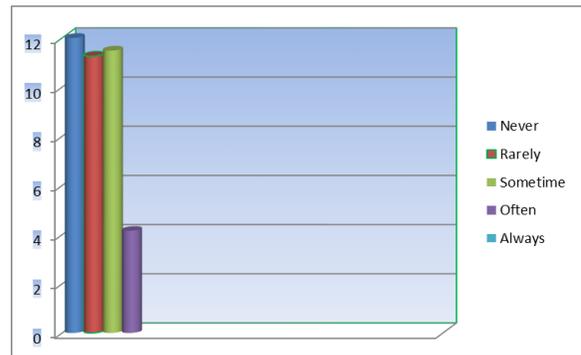


Table 4, show mean score of no addiction

Mean Score	Age	Never	Rarely	Sometime	Often	Always
	20.0	19.70	10.7	8.30	1.60	0.7

Graph 4, showing ratings on social media addition scale (SMAS) among the participants of No Addiction

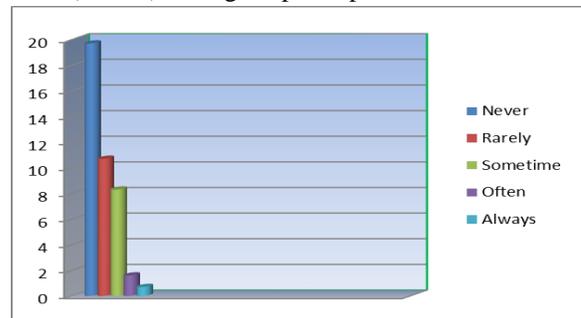
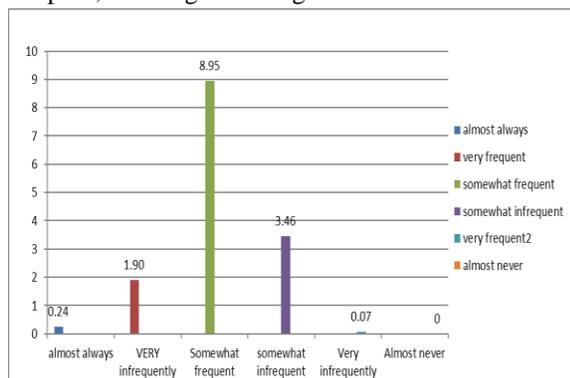


Table 5; show mean score of MAAS-A

Mean score	Almost always	Very frequently	Somewhat frequently	Somewhat infrequently	Very infrequently	Almost never

	0.24	1.90	8.95	3.46	0.07	0
--	------	------	------	------	------	---

Graph 5; showing the rating of MAAS-S



For this study 100 students were selected with the age group of 17-25 years. They were assessed by using SMAS and MAAS-A. From that, SMAS-SF was found, that high level of addiction (11), moderate level of addiction (30), less level of addiction (39), and no addiction (20). From this SMAS, high and moderate addicted students were selected, MAAS-A was given and assess the mindfulness of addicted students, where almost always (0.24), very frequently (1.90), somewhat frequently (8.95), somewhat infrequently (3.46), very infrequently (0.07), almost never (0). Most of the students was high in somewhat frequent than other, Hence, through this result concluded that, most of the students have moderate level in attention.

The result showed that out of 100 students, 11 students highly addicted in social media, 30 students moderately addicted in social media. The statistical value shows that, due to social media addiction most of the students have moderate level in attention.

5. CONCLUSION

This study concluded that, due to social media addiction; most of the students have moderate level in their attention.

REFERENCES

[1] James mackillop et al: Psychometric validation of the mindful attention awareness scale (MAAS-A) 2007.
 [2] Ashwini veronica. S et al: Social media addiction among adolescent with special reference to face book addiction 2011.
 [3] Esther I de bruin: The mindful attention awareness scale for adolescent adolescents (maas-

a); psychometric properties in a Dutch sample 2011.

[4] Krik warren brown et al: Assessing adolescent mindfulness: validation of an adopted mindful attention awareness scale in adolescent normative and psychiatric populations 2011.
 [5] Aylin tutgun-unal et al: Development of the social media addiction scale 2015.
 [6] Jamal jai-menays: Dimension of social media
 [7] Akua adoasiout: Social media addiction among student's addiction among university students in kuwait 2015.of the university of ghana 2015.
 [8] Kaokporn Sriwilai et al: Impact of social media addiction on mindfulness, coping strategies and the consequence on emotional exhaustion 2016.
 [9] Manuel Gamez – Guadix et al: Assessing the relationship between mindful awareness and problematic internet use among adolescents 2016.
 [10] Mehmet ali gazi: The research of the level of social media addiction of university students 2017.
 [11] Cangiz sahin: social media addiction scale - student form: The reliability and validity study 2018.
 [12] Ali simsek et al: A comparative study on social media addiction of high school and university students 2019.

ACKNOWLEDGEMENT

1. Financial supports and sponsorship / Funding: We did not receive any specific grant from founding agencies in the commercial or public sectors.
 2. Conflict of interest: Nil
 3. Author Contribution: We (KK, PS & RS) have spent lot of time ORCID ID:
 4. Kalaichandran Kothandapani: <https://orcid.org/0000-0002-4682-7842>
 5. Dr.P.Swarnakumari: <https://orcid.org/0000-0002-6683-5743>
 6. Dr.R. Sankar: <https://orcid.org/0000-0002-1045-9507>