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IMPACT OF SOCIAL MEDIA ADDICTION DURING LOCKDOWN PERIOD

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ABSTRACT:

Social media is a bilateral computer intervention which helps in interpersonal communication. Lockdown is the period where people are not permitted to go out of their house unless any emergencies arise. While the impact of social networks can be dreadful on the psychology of children, it is the need of the hour to detect concussions in mental health. Hence, the current study aims to analyze the impact of social networks among children and adolescents during

A cross sectional self administered standardized questionnaire was used based on the impact of social media addiction on stress and anxiety levels among children and adolescents in 2020. The study was approved by the Institutional Review Board. The questionnaire was distributed through online google forms link, the study population included 100 children and adolescents of 10-11 and 14-18 respectively. The data was collected and statistically analysed in SPSS for descriptive and association analysis.

Based on the result of the study 47.7% responded that the probability is more for the older generation to feel bored about social media. 55.1% participants responded that social media is not relevant to older people. 70% respondents admitted that students are mostly addicted to social media. 49.53% of respondents found that usage of social media affects their academic life.

Thus we conclude that the study aimed to analyze the impact of social media on anxiety and stress levels among children and adolescents and the findings suggest the stress level and academics seem to be affected due to addiction of social networks.

INTRODUCTION

Social media is a bilateral computer intervention which helps in interpersonal communication. Lockdown is the period where people are not permitted to go out of their house unless any emergencies arise. Hence, the **children** and adults are 24/7 focused on social networks which could have a disastrous effect on their psychology.

Though there are a lot of users of social media it has been reported that [1] it has had much of a negative impact on the mental health of children and adolescents. This leads to an increase of stress and anxiety levels in the users. Even their self esteem decreased [2]. The psychology of children and adults is affected due to regular use of the social networks as they create an attachment either in the behavioural or emotional way [3]. More than 1 billion people are aware of social networks [4]. As per **previous** literature they have designated the association of social networks with psychological trauma as iDisorders [5].

As the impact of social networks could be dreadful on the psychology of children and adults it is the need of the hour to detect the concussion of mental health in relation with their academics. There is no study which describes the impact of social media on the mental health of children.

The current study aims to **analyze** the impact of social networks among children and adolescents during lockdown.

MATERIALS AND METHODS

The self-administered standardized questionnaire was designed based on the impact of social media addiction on stress and anxiety levels among children and adolescents during the lockdown period. The questionnaire was distributed through online google forms link, the study population included 100 children and adolescents of 10-11 years and 14-18 years of age respectively. The study was done among chennai population in 2020. The participants were explained about the purpose of the study in detail. The questions were carefully studied and the corresponding answers were **marked** by the participants. The data was collected and statistically analysed in SPSS and statistical significance was evaluated in Chi square. The study was approved by the Institutional Review Board.

RESULT

74.8% children of age 10-11 and 25.3% of adolescents of age group 14-18 had taken part in the survey (Figure 1). 67.29% of girls and only 32.7% of boys had taken part in the survey (Figure 2). 49.53% of respondents found that usage of social media affects their academic life. 49.5% of participants felt that social network usage distracts them from academics (Figure 3). On association of age group and the responses on social media's effect on academic performances in Chi square was analyzed to be statistically not significant with P value=0.709 ($p>0.05$) (Figure 4). 49.53% believed that social media distracts them from studies (Figure 5). When the Gender and percentage of responses on the student distraction due to social networks were associated it was analyzed to be statistically significant with P value=0.004

($p < 0.05$) (Figure 6). 36.45% of participants responded that they spend more time on social networks than reading whereas only 23.36% reported that they don't spend much time on social media (Figure 7). Association of gender and percentage of responses on hours spent by the students in social media in chi square was analyzed to be statistically significant with P value=0.009 ($p < 0.05$) (Figure 8). 37.38% respondents reported that after they had engaged in social networks there was improvement in their grades (Figure 9). On association of age group and the percentage of responses on improvement of grades due to social network usage in Chi Square was analyzed to be statistically not significant with P value=0.862 ($p > 0.05$) (Figure 10). 48.60% of students responded that social networks have an impact on age (Figure 11). 23.4% responded that the older generation finds social media boring (Figure 12). 47.7% responded that probability is more for the **older** generation to feel bored about social media (Figure 12). 55.1% participants responded that social media is not relevant to older people (Figure 13). 70.09% believed younger generations are more active on social networks (Figure 14). 70% respondents admitted that students are mostly addicted to social media (Figure 15). When the age group and percentage of responses on students addicted to social networks was associated in Chi square was analyzed to be statistically not significant with P value=0.675 ($p > 0.05$). 80.4% respondents reported that social media has relations with academics (Figure 17).

TABLE - I : LIST OF TITLES OF FIGURES

Figures	Title
Figure 1	The percentage of age participated in the survey
Figure 2	The percentage of gender participated in the survey
Figure 3	The percentage of social media's effect on academic performances
Figure 4	The association between age group and the responses on social media's effect on academic performances
Figure 5	The percentage of student distraction due to social networks
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Figure 7	The percentage of hours spent by the students in social media
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Figure 11	The percentage of response on social media has impact on age
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Figure 14	The percentage of response on younger generation are more active on social network
Figure 15	The percentage of students addicted to social network
Figure 16	The association between age group and the responses on students addicted to social network
Figure 17	The percentage of response on social media relation to academics

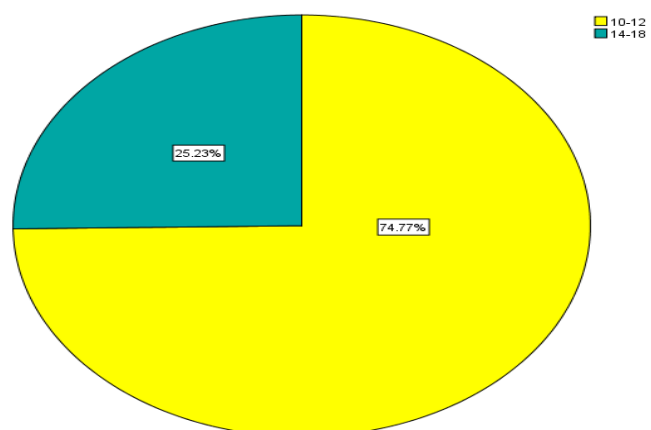


Figure 1: Pie chart representing the **percentage** of age distribution of participants. 74.77% of 10-12 years old (yellow) and 25.27% of 14-18 years old (light green) students had participated in the survey. Majority of participants belong 10-12 years old (yellow)

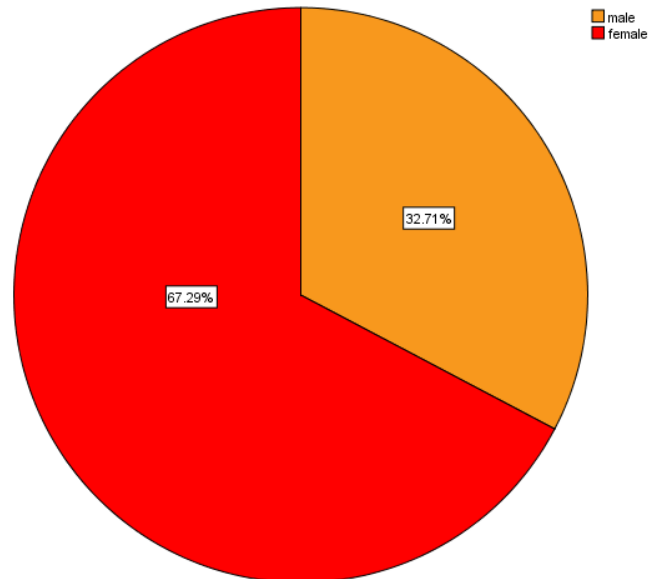


Figure 2: Pie chart representing the percentage of gender distribution of participants. 67.3% of females (red) and 32.71% of males (orange) had participated in the survey. Majority of females (red) had participated in the survey than **males** (orange).

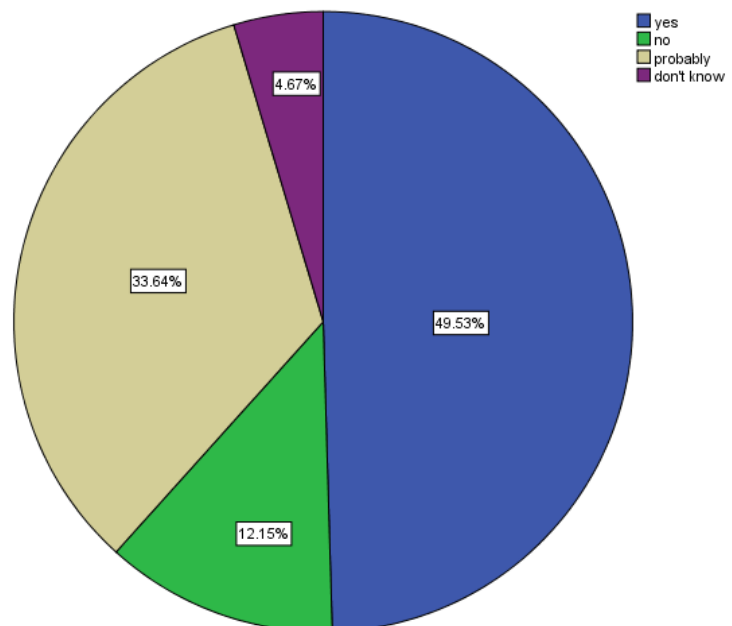


Figure 3: Pie chart representing the percentage of response on social media's effect on academic performances. 49.53% of participants reported yes (blue), 12.15% of participants reported no (green), 33.64% participants reported probably (mustard) and 4.67% participants reported don't know

(purple). Majority of **participants**(49.53%) felt that social media affects their academic performance (blue).

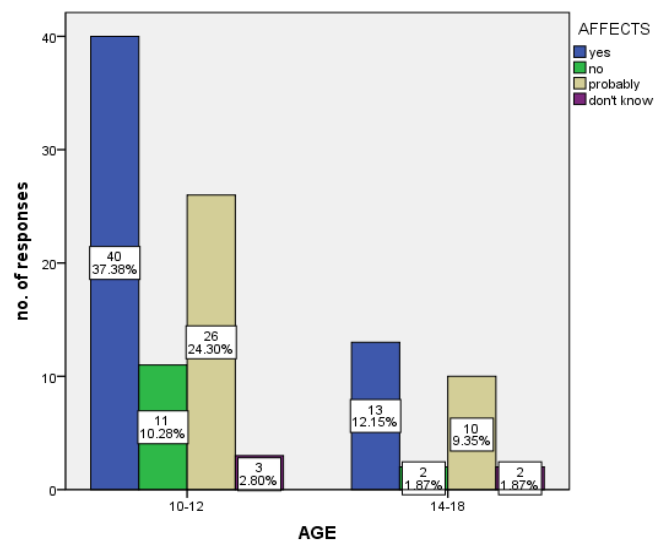


Figure 4: Bar graph representing the association between age group and the responses on social media's effect on academic performances. X-axis represents the age group and Y-axis represents Number of responses of which, Majority(37.36%) of 10-12 years old participants and 12 % of 14-18 year old participants felt social media affects their academic performance (blue). However the difference in **responses** is statistically not significant (Chi square value -1.384, P value-0.709 ($p > 0.05$)), which represents no significant difference between two groups.

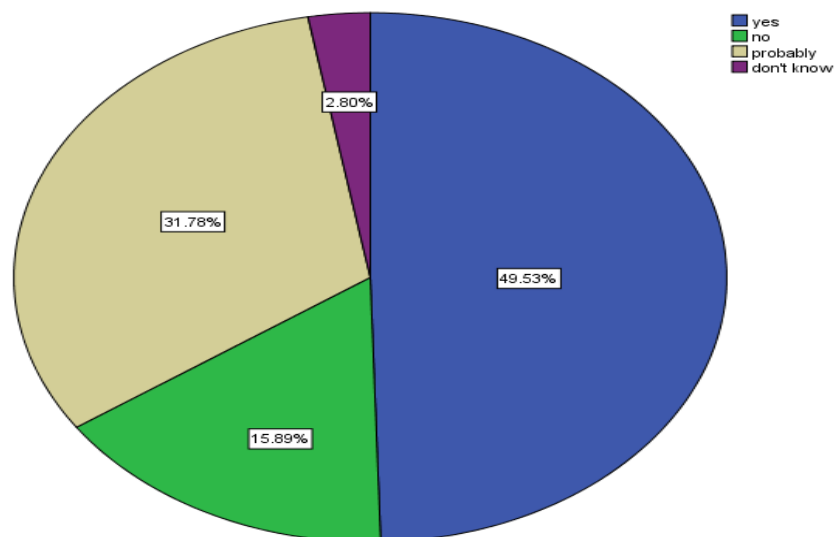


Figure 5: Pie chart representing the percentage of response on student distraction due to social networks. 49.53% of participants reported yes (blue), 15.89% of participants reported no (green), 31.78% participants reported probably (mustard) and 2.80% participants reported don't know (purple). **Majority** of participants (49.53%) believed that social media distracts them from studies (blue).

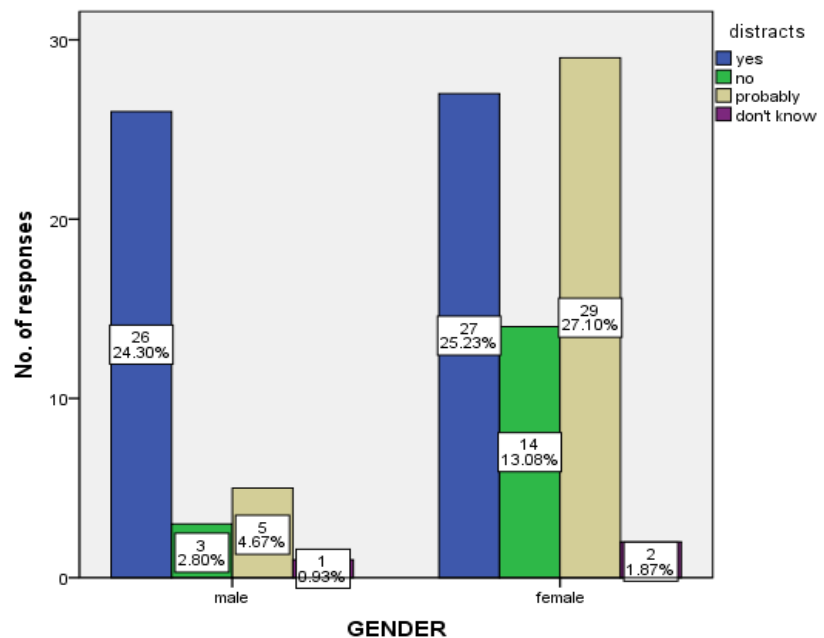


Figure 6: Bar chart representing the association between gender and responses on the student distraction due to social networks. X-axis represents the gender and Y-axis represents number of responses of which, majority of females (27.10%) reported probably (ivory) and males (24.30%) reported yes (blue) followed by 25.23% of females probably believed that social media distracts them from studies. The difference in responses is statistically significant (Chi square-13.194%, P value-0.004 ($p < 0.05$)), which represents a significant difference between two groups.

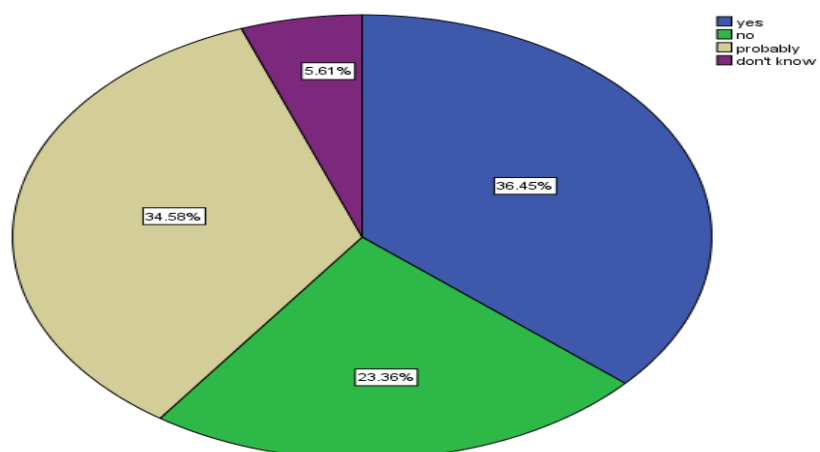


Figure 7: Pie chart representing the percentage of response on hours spent by the students in social media. 36.45% of participants reported yes, 23.36% of participants reported no (green), 34.58% participants reported probably (mustard) and 5.61% participants reported don't know (purple). Majority of participants (36.45%) admitted that they spend more hours in social network (blue).

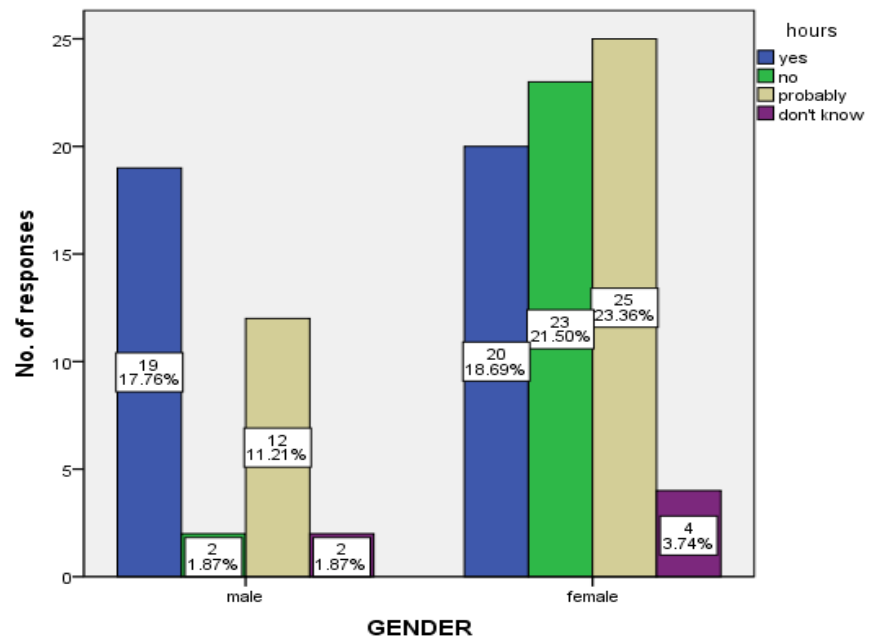


Figure 8: Bar chart representing the association between gender and responses on more hours spent by the students in social media. X-axis represents the gender and Y-axis represents number of responses of which. Majority of females (23.36%) reported as probably (ivory), whereas 19% of male participants reported as yes (blue) to the given statement. The difference in responses is statistically significant (Chi square-11.478%, P value-0.009 ($p < 0.05$)), which represents a significant difference between two groups.

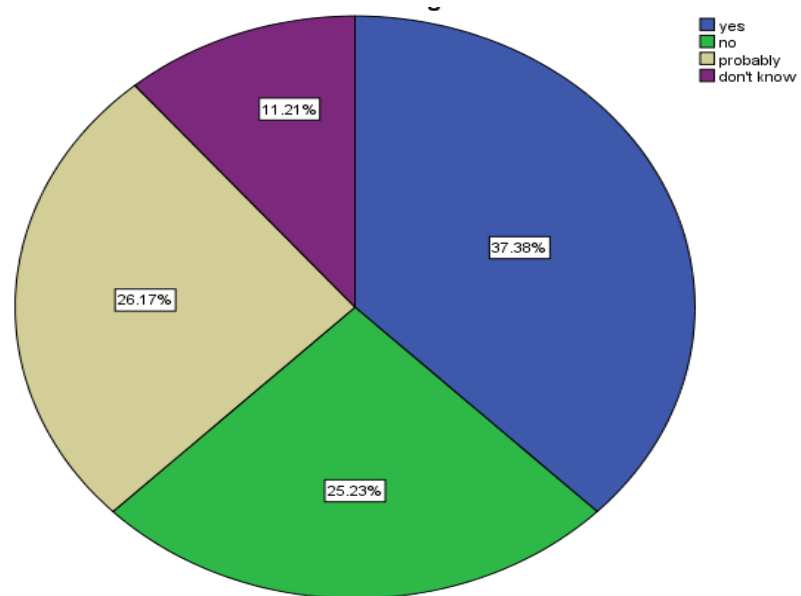


Figure 9: Pie chart representing the percentage of response on improvement of grades due to social network usage. 37.38% of participants reported yes, 25.27% of participants reported no (green), 26.17% participants reported probably (mustard) and 11.21% participants reported don't know (purple). Majority of participants (37.38%) believed that grades improve due to the use of social media (blue).

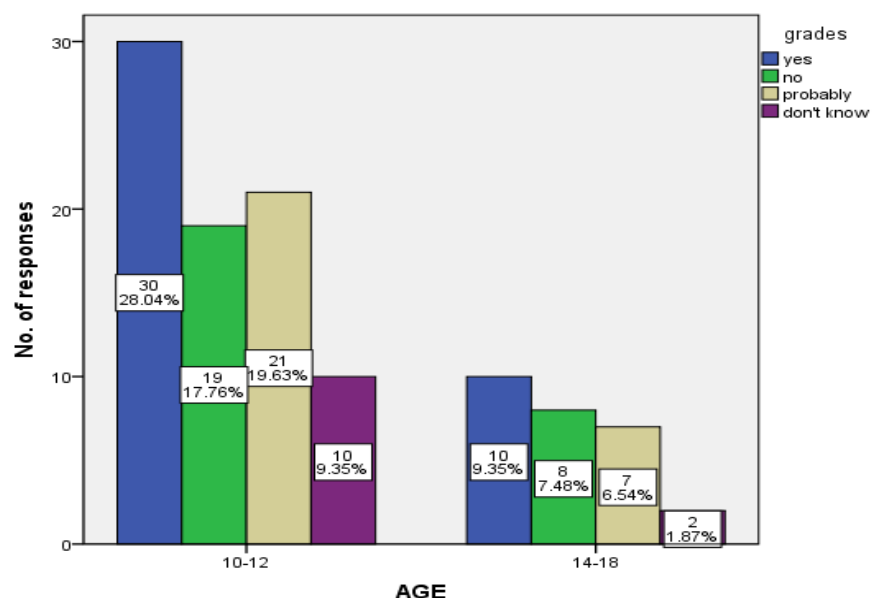


Figure 10: Bar graph representing the association between age group and the responses on improvement of grades due to social network usage. X-axis represents the age group and Y-axis represents number of responses of which, Majority (28.04%) of 10-12 year old participants believed that grades improve due to the use of social media whereas only 9.35% of 14-18 year age group participants had similar responses (blue). However the difference in responses is statistically not significant (Chi square value -0.745, P value-0.862 ($p > 0.05$)),

which represents no significant difference between two groups.

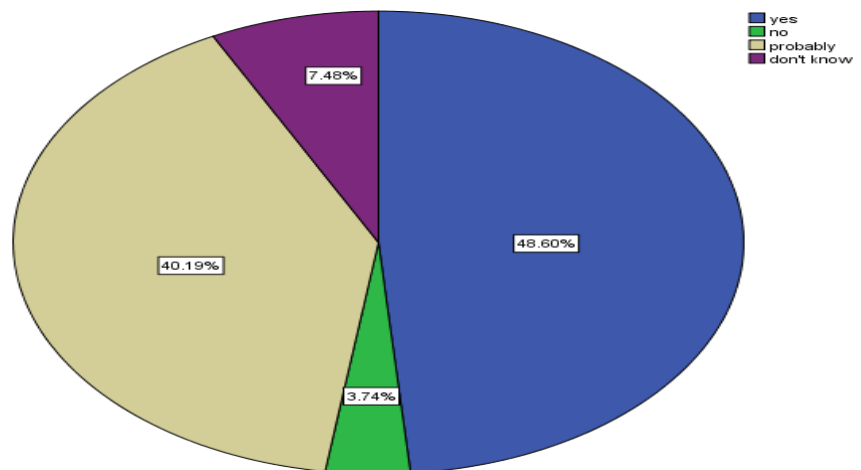


Figure 11: Pie chart representing the percentage of response on social media has impact on age. 48.60% of participants reported yes (blue), 3.74% of participants reported no (green), 40.19% participants reported probably (mustard) and 7.48% participants reported don't know (purple). Majority of participants (48.60%) believed social media has impact on age (blue).

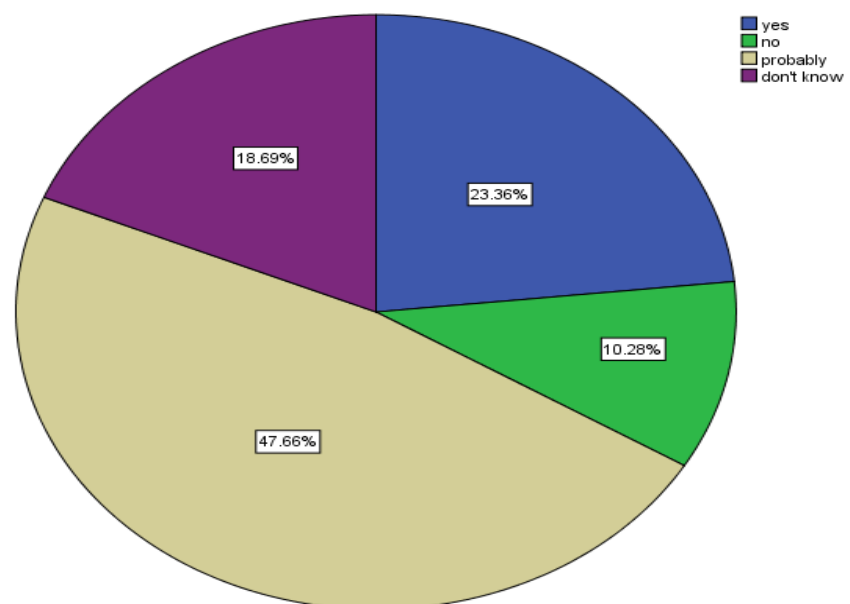


Figure 12: Pie chart representing the percentage of response on social media becomes boring for older generation. 23.36% of participants reported yes (blue), 10.26% of participants reported no (green), 47.66% participants reported probably (mustard) and 18.69% participants reported don't know (purple). Majority of participants (47.66%) perceived social media becomes boring for older generation (mustard).

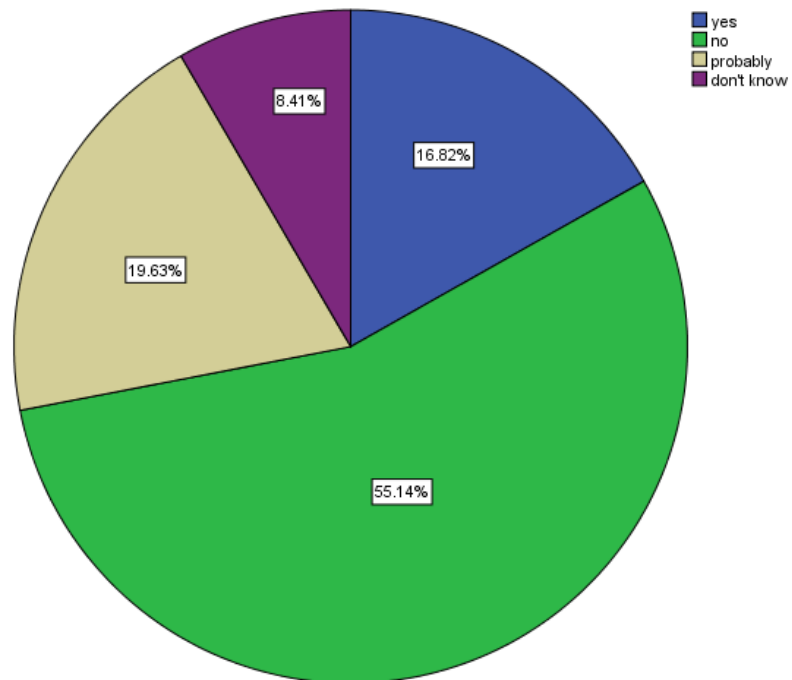


Figure 13: Pie chart representing the percentage of response on social media relevant to older people. 16.62% of participants reported yes (blue), 55.14% of participants reported no (green), 9.63% participants reported probably (mustard) and 8.41% participants reported don't know (purple). Majority of participants (55.14%) perceived social media is not relevant to older generation (green).

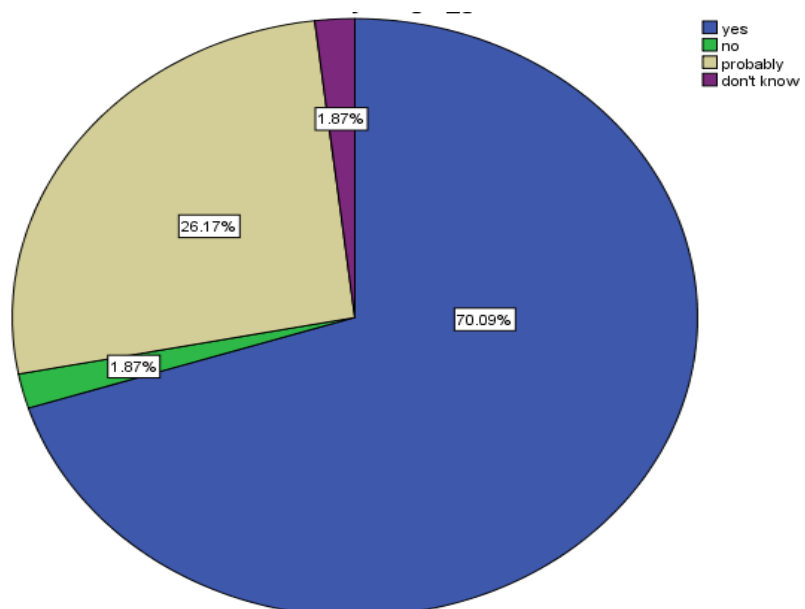


Figure 14: Pie chart representing the percentage of response on younger generation are more active on social network. 70.09% of participants reported yes (blue), 1.87% of participants reported no (green), 26.17% participants reported probably (mustard) and 1.87% participants reported don't know (purple). Majority of participants (70.09%) believed younger generations are more active on social networks (blue).

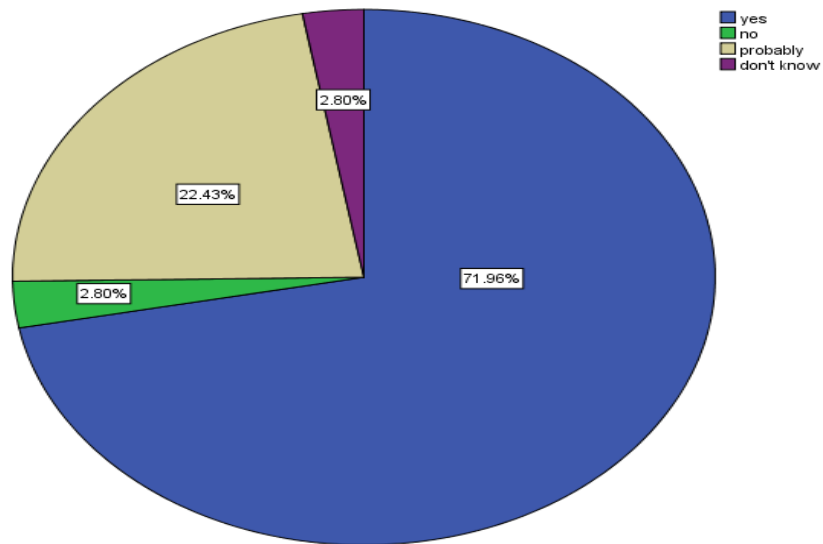


Figure 15: Pie chart representing the percentage of response on students addicted to social network. 71.96% of participants reported yes (blue), 2.80% of participants reported no (green), 22.43% participants reported probably (mustard) and 2.80% participants reported don't know (purple). Majority of participants (71.96%) admitted their addiction to social media (blue).

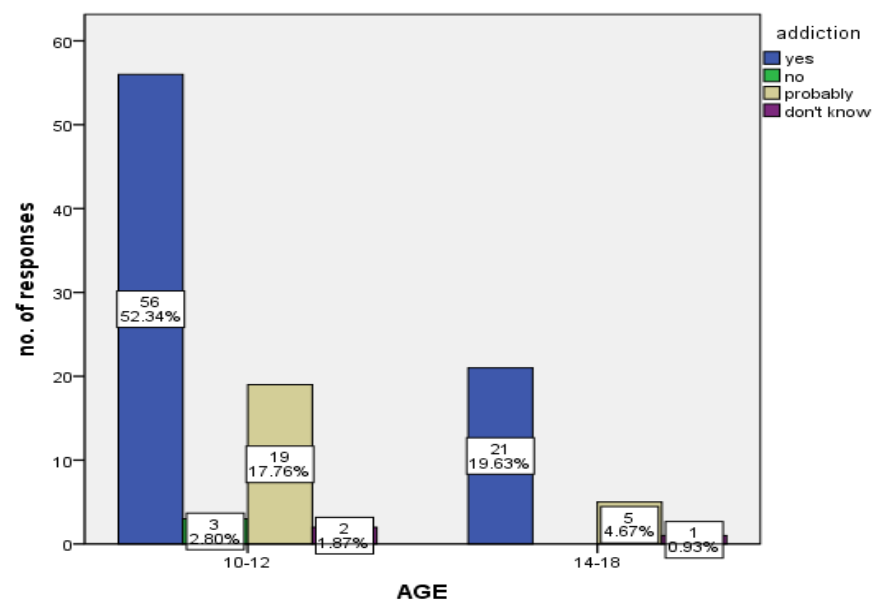


Figure 16: Bar graph representing the association between age group and the responses of students' addiction to social networks. X-axis represents the age group and Y-axis represents the number of responses of which, Majority (52.34%) of 10-12 years old participants admitted that they are addicted to social media whereas 21% of 14-18 year age group of participants admitted with a similar response (blue) to the statement. However the difference in responses is statistically not significant (Chi square value -1.533, P value-0.675 ($p > 0.05$)), which represents no significant difference between the groups.

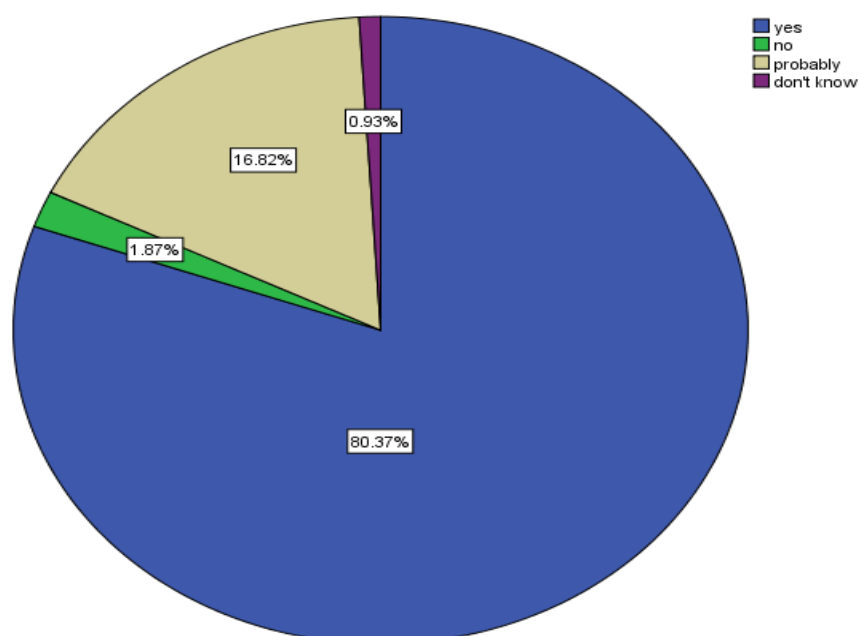


Figure 17: Pie chart representing the percentage of response on social media relation to academics. 80.37% of participants reported yes (blue), 1.87% of participants reported no (green), 0.93% participants reported probably (mustard) and 16.82% participants reported don't know (purple). Majority of participants (80.37%) believed that there is a relation between academic and social media (blue).

DISCUSSION

Social media usage is related to mental health which mostly gives a negative attitude. As per previous literature done Liu H et al 2016 reports that 14.77% students were addicted to social media and out of those 14.28% had psychological issues whereas in the current study 72% of participants admitted that the students are mostly addicted to social networks which states that among the addicted students most of them may have increased stress and anxiety level [6].

As per a recent study done by Shen J et al in 2019 66% respondents admitted that they are addicted to social media whereas in the current study 72% of students admitted that they are addicted to social media [1]. As per recent study done by alfaray RI et al declared that 38.7% participants were addicted to social networks and out of which 22.35% had undergone depression as per current study 70% of younger generation are active users which states maximum probability of those people to even undergo depression [7].

According to the study done by Kudchadkar SR et al 2019 reports that around 70% reported social media has relation with health which could lead to complication whereas in our study nearly 70% of children and adolescents are engaged in social media which could tremendously affect their health [9]. 63% of students felt that their grades improved on usage of social networks as per the study done by Huang H (2020), as per current study 37.4% students felt an improvement in their grades [8] which could seem to improve their self esteem and improve positive attitude [6].

Previously numerous researches were conducted in various fields in our institution and have done numerous researches in our institution under various fields which motivated us to go with the current survey. [11] [12] [13] [14] [15] [16] [17] [18] [19] [20] [21] [22] [23] [24] [25] Currently our team is focusing on epidemiological surveys.

As per the study done by Shen J reports that 77% students responded that online networks distracts them from studies whereas in the current study 49.5% give agreeable responses. Similarly, 79% students in the study done by Peter Osharive have responded that they spend more hours on social media than in reading whereas in the current study 36.45% gave affirmative response[1]. A recent study done by Alshetti A et al 2019 states that social media may improve negative attitudes if the students start to use it unlimitedly and their mental health will be affected[10].

There are several limitations of the study such as increase in sample size, inclusion of more criteria, survey fatigue, homogenous population and response bias. Future scope of the study is that in the growing modern world children are allowed easily to use technology 24/7 which affects their psychology hence in future there may be increased anxiety among students. Future researchers must concentrate on the impact of social media on anxiety levels of students and find remedies to maintain psychological state.

CONCLUSION

The current study was done to analyze the impact of social media on anxiety and stress levels among children and adolescents and the findings suggest the stress level and academics seem to be affected due to addiction of social networks.

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AUTHORS CONTRIBUTION

s.no	Author name	Contribution
1.	Tahoora Taskeen L	Structured the study design, data collection tabulated the result and drafted the manuscript
2.	Lavanya prathap	Structured methods, revised the draft and approved the final manuscript

3.	Preetha S	Contributed in structuring and drafting the manuscript.
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CONFLICT OF INTEREST

Nil

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