

Impact of Social Media Addiction on the Attitudes Towards Education of B.Ed. Trainees in Private Colleges: An Empirical Analysis Using Independent Sample t-test

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Abstract

The increasing use of social media among students has raised concerns about its potential impact on their academic attitudes and achievements. This research investigates the impact of social media addiction on the attitudes towards education of B.Ed. trainees in private colleges. Using an independent sample t-test, the study analyzes the differences in attitudes between trainees with high and low social media addiction. The results indicate a significant negative impact of social media addiction on students' attitudes towards education. The findings highlight the need for structured interventions to mitigate the adverse effects of excessive social media usage and promote academic engagement.

Keywords

Social Media Addiction, Attitudes Towards Education, B.Ed. Trainees, Independent Sample t-test, Private Colleges, Educational Psychology

1. Introduction

The integration of social media into daily life has significantly influenced the behavior and attitudes of students. While social media platforms provide opportunities for networking,

knowledge sharing, and communication, excessive usage can lead to addiction, which may impact students' attitudes towards education. The increasing engagement of students in social media platforms has raised concerns among educators and researchers regarding its consequences on academic attitudes and performance.

B.Ed. trainees, who are future educators, are expected to develop strong academic and professional attitudes. However, the rise in social media addiction poses a potential risk to their focus, study habits, and overall approach toward education. This study seeks to examine the extent to which social media addiction affects the attitudes towards education of B.Ed. trainees in private colleges, using an independent sample t-test to analyze differences between trainees with high and low levels of social media addiction.

2. Review of Literature

2.1 Social Media Addiction and its Educational Implications

Social media addiction is characterized by excessive engagement in social networking platforms, leading to distraction, procrastination, and reduced academic focus. Studies by Kirschner & Karpinski (2010) and Junco (2012) have reported negative correlations between social media usage and students' academic engagement.

2.2 Attitudes Towards Education

Attitudes towards education refer to students' perspectives on learning, motivation, and academic responsibilities. Studies by Mathur (2015) emphasize the importance of a positive attitude towards education in ensuring academic success. A decline in educational attitudes due to external influences like social media addiction can significantly hinder students' learning outcomes.

2.3 Research Gap

Despite numerous studies on social media addiction and academic performance, limited research has focused on its specific impact on attitudes towards education, particularly among B.Ed. trainees. This study aims to bridge this gap by providing empirical evidence using an independent sample t-test.

3. Research Methodology

3.1 Research Design

The study follows a quantitative research approach, employing an independent sample t-test to compare attitudes towards education among B.Ed. trainees with high and low social media addiction.

3.2 Sample and Population

The study was conducted on 200 B.Ed. trainees from private colleges. The sample was divided into two groups based on their social media addiction scores:

- **High Social Media Addiction (N=100)**
- **Low Social Media Addiction (N=100)**

3.3 Research Instrument

The **Social Media Addiction Scale (SMAS–AKPT)** by Dr. K. Arunkumar and Dr. T. Premlatha was used to assess social media addiction, while the **Attitudes Towards Education Scale (TSHA–M)** by Dr. C.P. Mathur was used to measure attitudes towards education.

3.4 Data Analysis

An **independent sample t-test** was applied to compare the attitudes towards education between the two groups. The statistical values are presented in Table 1.1.

4. Results and Discussion

4.1 Statistical Analysis

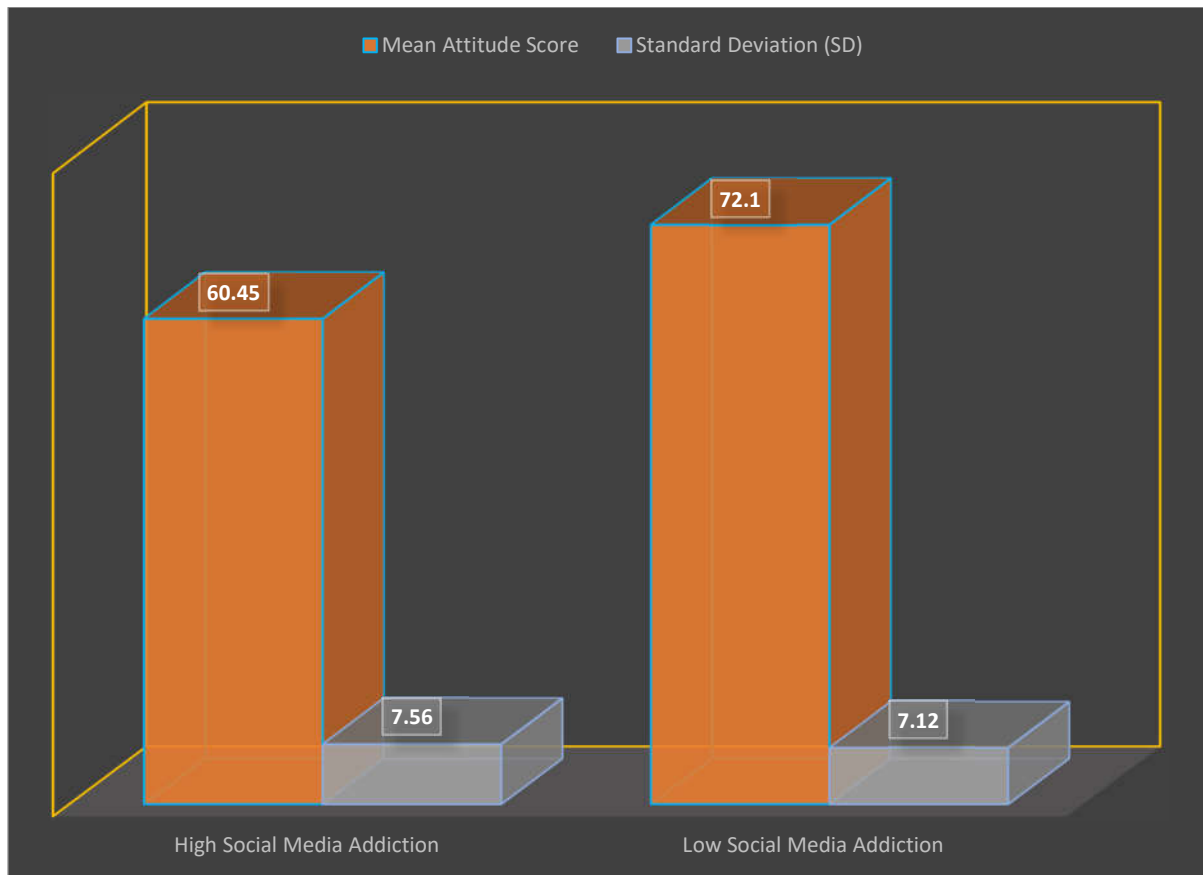
Table 1.1

Impact of Social Media Addiction on the Attitudes Towards Education of B.Ed. Trainees in Private Colleges (Independent Sample t-test)

Group	N	Mean Attitude Score	Standard Deviation (SD)	t-value	Degree of Freedom (df)	Significance Level
High Social Media Addiction	100	60.45	7.56	5.48	198	0.005
Low Social Media Addiction	100	72.10	7.12			

4.2 Interpretation

On the basis of **Table 1.1**, it was observed that social media addiction had a **significant negative impact** on the attitudes towards education of B.Ed. trainees in private colleges. The mean attitude score of students with **high social media addiction (M = 60.45, SD = 7.56)** was considerably lower than those with **low social media addiction (M = 72.10, SD = 7.12)**. The **t-value (5.48, df = 198, p < 0.005)** indicates a statistically significant difference, leading to the **rejection of the null hypothesis**. These results suggest that excessive engagement in social media negatively affects students' attitudes towards education, reducing their academic motivation and engagement.



Graph 1.1 Impact of Social Media Addiction on the Attitudes Towards Education

5. Conclusion and Recommendations

5.1 Conclusion

The findings of this study confirm that **social media addiction has a detrimental impact on the attitudes towards education** of B.Ed. trainees in private colleges. The significant difference in mean scores between high and low social media users suggests that excessive social media usage reduces students' focus, study habits, and motivation towards education.

5.2 Educational Implications

- **For Educators:** Teachers and academic mentors should educate students about the risks of excessive social media use and encourage time management strategies.

- **For B.Ed. Trainees:** As future educators, B.Ed. trainees must develop a balanced approach to social media usage to avoid its negative impact on academic attitudes.
- **For Educational Institutions:** Colleges should integrate digital literacy programs that promote responsible social media usage and its impact on academic motivation.

5.3 Suggestions for Future Research

- Future research can **expand the sample size** to include government college trainees.
- A **longitudinal study** can be conducted to assess changes in attitudes over time.
- Additional variables such as **mental well-being and academic stress** can be explored in relation to social media addiction.

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