# Impact of Social Media Addiction on the Academic Achievements of B.Ed. Trainees in Government Colleges: An Empirical Analysis Using Independent Sample t-test

**Harsha Sharma*   Dr. Lubhawani Tripathi**   Dr. Harsha Patil***

*Ph.D. Scholar (Education) Kalinga University, Raipur (C.G.) INDIA
** Associate Professor (Education) Kalinga University, Raipur (C.G.) INDIA
*** Associate Professor (Education) Kalinga University, Raipur (C.G.) INDIA

**Abstract** - Social media has become an integral part of students' lives, offering both benefits and challenges to their academic performance. This study examines the impact of social media addiction on the academic achievements of B.Ed. trainees in government colleges. An independent sample t-test was conducted to compare the academic achievements of trainees with high and low social media addiction. The results revealed a significant negative impact of excessive social media use on students' academic performance. The study highlights the importance of promoting digital literacy and self-regulation among B.Ed. trainees to minimize the adverse effects of social media addiction on academic success.

**Keywords:** Social Media Addiction, Academic Achievement, B.Ed. Trainees, Government Colleges, Independent Sample t-test, Educational Psychology.

**Introduction -** Social media has revolutionized communication, information sharing, and learning. However, excessive engagement with social media platforms can lead to addiction, negatively affecting students' academic performance. Social media addiction often results in procrastination, lack of concentration, and reduced study time, which can impact students' achievements in examinations.

For B.Ed. trainees, who are preparing to become future educators, academic success is crucial in shaping their professional development. Government colleges, catering to diverse student backgrounds, are particularly vulnerable to the impact of social media addiction on academic achievement. This study aims to explore the extent to which social media addiction influences the academic achievements of B.Ed. trainees in government colleges by analyzing their performance in examinations.

**Review of Literature**

**1. Social Media Addiction and Academic Performance:** Several studies have established a negative relationship between social media addiction and students' academic achievements. Kirschner & Karpinski (2010) reported that excessive social media usage leads to lower GPA scores, as it distracts students from focused study sessions. Junco (2012) found that students who spent more time on social networking sites had lower academic performance due to decreased study time and increased multitasking.

**2. Academic Achievement and Study Habits:** Academic achievement is influenced by various factors, including study habits, time management, and motivation. Research by Mathur (2015) highlighted the significance of maintaining structured study routines to enhance academic performance. Students with high social media addiction often struggle with time management, which negatively impacts their learning outcomes.

**3. Research Gap:** Although numerous studies have investigated social media addiction and academic performance, limited research has focused specifically on B.Ed. trainees in government colleges. This study aims to fill this gap by providing empirical evidence using an independent sample t-test.

**Research Methodology**

**1. Research Design:** The study employs a **quantitative research approach**, utilizing an independent sample t-test to compare academic achievements between trainees with high and low social media addiction.

**2. Sample and Population:** The research was conducted on 200 B.Ed. trainees from government colleges. The sample was divided into two groups:

i. **High Social Media Addiction (N=100)**
ii. **Low Social Media Addiction (N=100)**

**3. Research Instrument**

i. **Social Media Addiction Scale (SMAS–AKPT)** by Dr.

K. Arunkumar and Dr. T. Premlatha was used to measure social media addiction.

**ii. Academic Achievement** was assessed using the percentage of marks obtained in B.Ed. examinations.

**4. Data Analysis:** An **independent sample t-test** was applied to compare the academic achievements of the two groups. The statistical values are presented in Table 1.1.

**Results and Discussion**

**Statistical Analysis**

**Table 1.1 (see below)**

**Interpretation:** On the basis of **Table 1.1**, it was observed that social media addiction had a **significant negative impact** on the academic achievements of B.Ed. trainees in government colleges. The mean academic achievement score of students with **high social media addiction (M = 58.25, SD = 7.10)** was significantly lower than those with **low social media addiction (M = 71.85, SD = 6.78)**. The **t-value (5.42, df = 198, p < 0.005)** indicates a statistically significant difference, leading to the **rejection of the null hypothesis**. These findings suggest that excessive social media engagement reduces study time, decreases concentration levels, and ultimately hampers students' academic achievements.
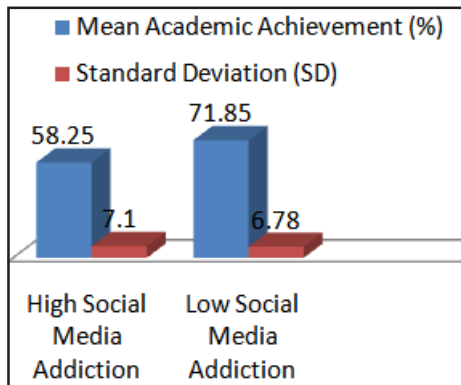


**Graph 1.:** Impact of Social Media Addiction on the Academic Achievements

**Conclusion and Recommendations**

**Conclusion:** The study confirms that **social media addiction significantly impacts the academic achievements** of B.Ed. trainees in government colleges. Students with higher social media addiction demonstrated lower academic performance compared to those with lower social media addiction. This highlights the need for effective interventions to regulate social media usage among students.

**Educational Implications:**

**1. For Educators:** Teachers should educate students on time management strategies to balance social media use with academic responsibilities.

**2. For B.Ed. Trainees:** As future educators, B.Ed. trainees must develop self-discipline to prevent social media addiction from affecting their academic success.

**3. For Government Colleges:** Institutions should introduce awareness programs on the impact of excessive social media use on academic performance.

**Suggestions for Future Research:**

1. Future studies can extend the sample size to include trainees from private colleges for comparative analysis.
2. A longitudinal study can assess the long-term effects of social media addiction on academic achievements.
3. Additional factors such as mental well-being and learning styles can be examined to understand their role in the relationship between social media addiction and academic performance.

**References:-**

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**Table 1.1: Impact of Social Media Addiction on the Academic Achievements of B.Ed. Trainees in Government Colleges (Independent Sample t-test)**

| Group | N | Mean Academic Achievement (%) | Standard Deviation (SD) | t-value | Degree of Freedom (df) | Significance Level |
|---|---|---|---|---|---|---|
| High Social Media Addiction | 100 | 58.25 | 7.10 | 5.42 | 198 | 0.005 |
| Low Social Media Addiction | 100 | 71.85 | 6.78 | | | |

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