

RELATIONSHIP BETWEEN USAGE OF SOCIAL MEDIA AND STRESS MANAGEMENT AMONG B.Ed. STUDENTS

M. Karthikeyan

Ph.D. Research Scholar, Department of Education, Annamalai University, Annamalai Nagar,
Tamilnadu in India.

&

Dr. A. Joakim

Assistant Professor, Government College of Education for Women, Coimbatore-641001

Abstract

The investigation of the present study relationship between usage of social media and stress management among B.Ed. students. The Usage of Social Media Test (USMT) constructed and validated by the investigator and Stress Management Scale (SMS) developed by Dr. Vandana Kaushik and Dr. Namrata Arora Charpe were used to collect the data from a sample of 546 B.Ed. students studying in Villupuram District of Tamilnadu State in India. The survey method had been followed and simple random sampling technique was used in administration of the research tools. Findings revealed that the average level of usage of social media and stress management among B.Ed. students, there is significant difference in the using social media among B.Ed. students with respect to their gender, there is no significant difference in the using social media among B.Ed. students with respect to their using social media per year, there is no significant difference in the stress management among B.Ed. students with respect to their gender and using social media per year and there is significant and negative relationship between usage of social media and stress management among B.Ed. students.

Key Words: Usage of Social Media, Stress Management, Gender, Usage of Social Media Per Year and B.Ed. Students

1. Introduction

Educational technology is to facilitate the learning and improving the teaching learning process in or beyond the boundaries of classroom. Other definition for educational technology is any tool that an impact teaching learning process in delivering educational materials, facilitating communication between teacher, student or its parent and providing assessment and feedback to the students or parent.

Merriam Webster Encyclopaedia Britannica Company (2001) the youth described as being very important for the future of progress and development of any nation and region. Today social media is important for the young people belonging to the field of education, in

learning new trends in education, improving communication skills, to encourage cultural exchange, to gather religious and political information and to exchange connections, to improve their lifestyles, and to build and grow their communities.

Life events such as marriage, changing jobs, divorce, or the death of a relative or friend are the most common causes of stress. Although life-threatening events are less common, they can be the most physiologically and psychologically acute. They are usually associated with public service career fields in which people experience intense stress levels because of imminent danger and a high degree of uncertainty police officer, fire and rescue worker, emergency relief worker, teachers, and the military.

2. Need and Importance of the Study

The research study aims to provide the strategy on the existing uses and acceptance of utilizing social media in various educational institutions, which in turn can embark the futuristic successful implementation of social media in the academic sectors.

The social media has found its wider application in day to day activities particularly in the life the learners. As the social media enhance the cognitive domain of the learners. This social media has penetrated remarkably in the minds of the younger generation. The social media has find its versatility in the educational institutions. Hence the B.Ed., curriculum framework must include the usage of social media. The teaching practice must be dealt with web oriented contents and resources, which ultimately enable the teacher trainees to provide with extra-ordinary knowledge in the field of education and contents. It shows that there is an urgent need for the society to establish the versatile teachers to the learning communities.

3. Review of Literature

Effa (2021) conducted the study was investigated by the observed reckless use of social media among undergraduate students. It engaged an assessment of a holistic involvement of social media activities and how it affects students' academic performance in research methods in University of Calabar, Nigeria. The study is a survey descriptive design that systematically sampled out 860 undergraduate students from all the 13 Faculties in the university. The instruments used for data collection were a questionnaire and a test in research methods, the study covered the proportion of students who make use of social media, the purpose of social media usage by students, how much time students spend on social media, Identify the most frequently used social network by students, and how it influence academic performance. It was found that; students between the ages of 19- 30 years were more engrossed in social media activities, that most students use whatup platform for their activities, that most students spend between 3-5 hours daily on social media platforms.

Tugce and John (2020) in his study examine the impact of stress, strategies for coping with stress, and professional identity development of pre-service teachers when teaching to avatars. Research participants consisted of 7 pre-service teachers enrolled in a college of education practicum course at a university in the southeastern United States. The data were obtained from semi-structured interviews, written reflections and observation protocol. The results provided innovative suggestions to teacher education community to provide comprehensive support to pre-service teachers in overcoming stress factors as they navigate their teaching capacity through the many responsibilities required of them.

4. Operational Definitions of the Study

Usage of Social Media

Usage refers to the Habitual or customary practice, especially as creating a right, obligation, or standard social media for teaching, learning process and social cohesion.

Social media can be defined as the services that let people interact and share and create content through online communities. Popular social media websites include facebook, Twitter, YouTube, Instagram, LinkedIn, WhatsApp, etc. Social media are internet services that let one interact with others, share and create content through online communities. Social media present great teaching and learning opportunities for education of all sizes.

Stress Management

Stress: Stress is the body's reaction to a change that requires a physical, mental or emotional adjustment or response.

Student Teacher's Stress: Student Teacher's Stress means perception of the student teachers regarding the stress they feel while performing teaching-learning practices, co-curricular activities, extra-curricular activities.

5. Objectives of the Study

1. To study the level of usage of social media among B.Ed. students.
2. To study the level of stress management among B.Ed. students.
3. To study the significant difference, if any in the usage of social media among B.Ed. students with respect to their gender.
4. To study the significant difference, if any in the usage of social media among B.Ed. students with respect to their using of social media per year.
5. To study the significant difference, if any in the stress management among B.Ed. students with respect to their gender.

6. To study the significant difference, if any in the stress management among B.Ed. students with respect to their using of social media per year.
7. To study the relationship between usage of social media and stress management among B.Ed. students.

6. Hypotheses of the Study

1. The level of usage of social media among B.Ed. students is average.
2. The level of stress management among B.Ed. students is average.
3. There is no significant difference in the usage of social media among B.Ed. students with respect to their gender.
4. There is no significant difference in the usage of social media among B.Ed. students with respect to their using of social media per year.
5. There is no significant difference in the stress management among B.Ed. students with respect to their gender.
6. There is no significant difference in the stress management among B.Ed. students with respect to their using of social media per year.
7. There is no significant relationship between usage of social media and stress management among B.Ed. students.

7 Method of the Study and Sample Used

The normative survey method was adopted in the present study. In order to collect the required data, Usage of Social Media Test (USMT) constructed and validated by the investigator and Stress Management Scale (SMS) developed by Dr. Vandana Kaushik and Dr. Namrata Arora Charpe. Simple random sampling technique has been employed to collect the data from 546 B.Ed. students studying various colleges of Villupuram district.

8. Analysis of Data and Interpretation

The data collected were descriptively analyzed by employing the following statistical techniques:

1. Descriptive Analyses
 - i. Measures of central tendency (Mean)
 - ii. Measures of variability (Standard Deviation)
2. Differential Analyses ('t' test and 'F' test) and
3. Co-relational Analyses (Karl Pearson Product Moment Correlation)

Descriptive Analysis

Result of Hypothesis 1

The level of usage of social media among B.Ed. students is average.

Table-1**Mean and Standard Deviation Scores of Usage of Social Media among B.Ed. Students
for the Entire Sample and Sub-samples**

Variable	N	Mean	SD
Usage of Social Media	546	128.571	13.26

From table 4.1, it is observed that the calculated mean and standard deviation for the usage of social media scores of the entire sample were found to be 128.57 and 13.26 respectively. One can get a maximum score of 192 on usage of social media tool. The mean score lies between the average value range (115-141), so the framed hypothesis (1) is accepted and it is concluded that the level of usage of social media among B.Ed. students is average.

Result of Hypothesis 2

The level of stress management among B.Ed. students is average.

Table-2**Mean and Standard Deviation for the Stress Management Scores among B.Ed. Students**

Variable	N	Mean	SD
Stress Management	546	97.75	14.41

From table-2, it is observed that the calculated mean and standard deviation for the stress management scores of the entire sample were found to be 97.75 and 14.41 respectively. One can get a maximum score of 138 on stress management scale. The mean score lies between the average value range (83-112), so the framed hypothesis (2) is accepted and it is concluded that the level of stress management among B.Ed. students is average.

Differential Analysis**Result of Hypothesis 3**

There is no significant difference in the usage of social media among B.Ed. students with respect to their gender.

Table-3
Mean Difference of Usage of Social Media Scores among B.Ed. Students with regard to Gender

Variable	Gender	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Usage of Social Media	Male	160	130.40	13.27	2.06	Significant
	Female	386	127.84	12.85		

Table-3 shows that the computed 't' value for the mean usage of social media scores between male and female B.Ed. students [$t_{(546)} = 2.06 > p$] is significant. Hence, the framed null hypothesis 3 is rejected and it is concluded that there is a significant difference in the usage of social media among B.Ed. students with respect to their gender. It is also inferred that male students are having high usage of social media than the female students.

Result of Hypothesis 4

There is no significant difference in the usage of social media among B.Ed. students with respect to their using of social media per year.

Table-4
Mean Difference of Usage of Social Media Scores among B.Ed. Students with regard to Using of Social Media Per Year

Sub samples	Groups	N	Means	SD	F-value	Sig. (2-tailed)	Level of Significance
Using of Social Media Per Year	Below 2 years	288	127.13	16.09	1.23	0.293	Not Significant
	2-4 years	152	128.54	11.32			
	Above 4 years	106	129.71	13.61			

It is evident from the table-4 that the computed F-value for the using of social media per year (1.25) do not differ significantly in their usage of social media. Hence the framed hypothesis 4 is accepted and it is concluded that there is no significant difference in the usage of social media among B.Ed. students with respected to their using of social media per year.

Result of Hypothesis 5

There is no significant difference in the stress management among B.Ed. students with respect to their gender.

Table-5
Mean Difference of Stress management Scores among B.Ed. Students with regard to Gender

Variable	Gender	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Stress management	Male	160	96.69	13.92	1.35	Not Significant
	Female	386	98.48	14.50		

Table-5 shows that the computed 't' value for the mean stress management scores between male and female B.Ed. students [$t_{(546)} = 1.35 > p$] is not significant. Hence, the framed null hypothesis 5 is accepted and it is concluded that there is no significant difference in the stress management among B.Ed. students with respect to their gender.

Result of Hypothesis 6

There is no significant difference in the stress management among B.Ed. students with respect to their using of social media per year.

Table-6
Mean Difference of Stress management Scores among B.Ed. Students with regard to Using of Social Media Per Year

Sub samples	Groups	N	Means	SD	F-value	Sig. (2-tailed)	Level of Significance
Using of Social Media Per Year	Below 2 years	288	98.58	16.24	1.32	0.267	Not Significant
	2-4 years	152	97.46	14.38			
	Above 4 years	106	98.45	12.86			

It is evident from the table-6 that the computed F-value for the using of social media per year (1.32) do not differ significantly in their stress management. Hence the framed hypothesis 6 is accepted and it is concluded that there is no significant difference in the stress management among B.Ed. students with respected to their using of social media per year.

Correlation Analysis

Result of Hypothesis 7

There is no significant relationship between usage of social media and stress management among B.Ed. students.

Table-7
Showing the Correlation Values between Usage of Social Media and Stress
Management among B.Ed. Students

Variables	N	'r' value	Level of Significance
Usage of Social Media and Stress Management	546	-0.550**	Significant

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Table-7 shows that, the co-efficient of correlation between usage of social media and stress management is found to be [N=546, $r=0.550$ at 0.01 level] which indicates that there is a negative correlation between usage of social media and stress management. Therefore, hypothesis 7 is rejected and it is concluded that there is significant and negative relationship between usage of social media and stress management among B.Ed. students.

9. Findings of the Study

- The level of usage of social media among B.Ed. students is average.
- The level of stress management among B.Ed. students is average.
- There is a significant difference in the usage of social media among B.Ed. students with respect to their gender.
- There is no significant difference in the usage of social media among B.Ed. students with respect to their using of social media per year.
- There is no significant difference in the stress management among B.Ed. students with respect to their gender.
- There is no significant difference in the stress management among B.Ed. students with respect to their using of social media per year.
- There is significant and negative relationship between usage of social media and stress management among B.Ed. students.

10. Conclusion

In the present study of the usage of social media and stress management among B.Ed. students, findings revealed that the average level of usage of social media and stress management, there is significant difference in the using social media among B.Ed. students with respect to their gender, there is no significant difference in the using social media among B.Ed. students with respect to their using social media per year, there is no significant difference in the stress management among B.Ed. students with respect to their gender and

using social media per year and there is significant and negative relationship between usage of social media and stress management among B.Ed. students.

11. References

1. Agarwal, J.C. (2002), Theory and Principles of Education, Shipra Publications, New Delhi.
2. Agarwal, Y.P. (1986). Statistical Methods Concepts, Application and Computation, Delhi: Sterling Publishers.
3. Allen L. Edwards (1946). Statistical analysis for students in psychology and education, New York : Rinehart & Company inc.,
4. Allen L. Edwards (1956). Statistical methods for the behavioral sciences, New York : Holt, Rinehart and Winston.
5. Allen L. Edwards (1960). Statistical analysis, New York: Holt Rinehart and Winston.
6. Effa (2021). An Assessment of Social Media Immersions and Undergraduate an Assessment of Social Media Immersions and Undergraduate Students' Academic Performance in Research Methods in University of Calabar, Nigeria University of Calabar, Nigeria. <https://ssrn.com/abstract=4161165>
7. Freeman, W. H. (1976). An introduction to linear regression and correlation, San Francisco,
8. Guilford, J.P. (1939). General psychology. New York, NY: D. Van Nostrand Company, Inc.
9. Henry E, Garret, (2008), Statistics in Psychology and Education”, Surjeet Publishing House, Delhi.
10. Kundu, C.L. & Tutoo, D.N. (1991), Educational Psychology, Sterling Publishers Private Limited, New Delhi.
11. Tugce and John (2020). Stress Management and Professional Identity Development of Pre-Service Teachers in Mixed Reality Environment. *Journal of Technology and Teacher Education*, 28(1), 33-62.