



A Behavioral Study of an Individual on Excess Social Media Usage

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Abstract:

This article focuses on the behavioural study of an individual due to excess use of social media in daily life. This study was conducted among school students reading in class VIII (secondary section) of Don Bosco School Agartala, a convent Co-Educational school affiliated to CBSE Board of west Tripura district. The sample of the present study consisted of 123 students. Questionnaire was provided containing six items based on Bergen Social Media Addiction Scale each reflecting one of the core addiction components (salience, mood modification, tolerance, withdrawal, conflict, relapse) was used with total score ranging from 6 – 30. It was developed by Andreassen et al. (2016) as an adaptation of the Bergen Facebook Addiction Scale. Response format is in the 5 point Likert scale ranging from 1 as Very Rarely, 2 as Rarely, 3 as sometimes, 4 as often and 5 as very often. Higher scores indicate more problematic use. The scale is free for academic research and validated across multiple languages. It has excellent internal consistency (Cronbach's $\alpha \approx 0.80-0.85$ in most studies). A common research cut-off for "at-risk" is ≥ 19 . Observation states among all five options Sometimes option has been rated as highest in compared to other options. It can be concluded that use of social media bring some positive and negative changes in behaviour of an individual in their daily life. Future in-depth high-quality study might understand effects on health inequalities and determine which aspects of social media are most harmful.

Keywords: Social Media, Behaviour, Excess Use, Adolescents, Psychological Problems.

Introduction:

Social media use is one of the online activities of choice in late childhood and early adolescence incurring significant psychosocial benefits (i.e. emotional support and community building, self-expression) but also have negative impacts. In present day world Social media are responsible for intensifying mental health problems in an individual. Mental health disorders are a common emerging challenge with the progressively increasing usage of social media platforms all over the world. This study focuses on the behavioural effects due to its excess use. It is the second leading cause of disability among psychiatric disorders. The use of social networks is strongly correlated with the development of anxiety and other psychological problems such as depression, insomnia, stress, decreased subjective happiness, and a sense of mental deprivation. The majority of the cited literature predicts that the likelihood of social media-induced mental health problems is directly proportional to the amount of time spent on these sites, the frequency of usage, and the number of

platforms being used. Excessive recreational screen time has been associated with serious physical conditions (i.e. obesity, diabetes), co-occurring psychosocial problems and a decrease in well-being. Research over the last few years has consistently shown that a small minority of adolescents can experience negative physical (i.e. sleep deficits, poor dietary habits) social (i.e. loneliness, hostility) and psychological (i.e. anxiety, depression) consequences as a result of excessive and problematic social media use. Problematic social media use has also been found to have a negative association with academic achievement and is increasingly associated with cognitive impairment, with symptoms of distraction, procrastination and attention deficit hyperactivity disorder (ADHD).

Literature Review

Name	Year	Studies	Findings
Sunaina	2025	The association between addiction to short-form video and attention span among young adults (18–25 years) with stress and sleep quality as possible mediators.	A negative correlation was found between short-form video addiction and attention span suggesting that frequent high exposure to rapid media is related to lower attention ability.
Hamide	2024	The relationships between quantity and quality of social media use and different dimensions of identity development, including identity exploration and commitment, self-concept clarity, and identity distress.	Active participation in social media was associated with more identity exploration than amount of time spent. Adolescents who engaged in comparisons on social media demonstrated higher levels of identity exploration and identity distress.
Liu	2023	The use of social media among young people demands systematic exploration of the effects of social media addiction on students' reading practice.	Social media use tends to have a more significant impact on leisure reading than on academic reading. Obsessive engagement with social media hurts reading concentration and in-depth reading. doi.org/10.1108/JD-05-2022-0111
Zubair	2023	A group of Belgian individuals which reported increased use of social networks in lockdowns as a coping strategy for feelings of loss, social isolation, and anxiety.	1. Social media can promote identity formation and development of virtual connections regardless of physical distance. 2. Tendency to negatively impact self-esteem and self-image through unwanted feedback, not receiving enough social validation, or unhealthy competition and comparisons. DOI: 10.1097/MS9.0000000000000112
Rev PaulPediatr	2022	Conducted a cross-sectional study with high school students in the city of Rio Grande, RS who participated in the study on excessive use of social media,	Excessive use of social media was female, black/brown skin, aged between 18 and 20 years old, attending the first year of high school associated with smoking, risk

		defined as more than five hours per day.	of depression, anxiety and stress, high risk of suicide and drug use. doi.org/10.1590/1984-0462/2022/40/2020420IN
Rahmawati	2019	Negative impacts on mental health related to the excessive use of social media.	Study showed that having an average daily screen time (more than 2 hours a day) is positively associated with social media addiction. https://repository.unar.ac.id/jspui/handle/123456789/593
Xiabing& Matthew	2016	Investigated on mobile <u>social networking sites</u> can contribute to increased enjoyment and convenience, their pervasive nature can also result in excessive use and consequently may arise several negative outcomes.	Findings significantly contribute to the domain of “dark side of information technology” by theoretically and empirically investigating the negative outcomes of excessive use.
Paul	2014	Systematic review and synthesise on identifying both the beneficial and harmful effects of online communication and social media technology amongst young people.	Benefits of using online technologies were reported as increased self-esteem, perceived social support, increased social capital, safe identity experimentation and increased opportunity for self-disclosure. Harmful effects were reported as increased exposure to harm, social isolation, depression and cyber-bullying.
Andrew	2013	Studies wanted to know about the range of online or offline social activities one could be engaging him/herself a dual nature with interest in the concept of <i>Fear of Missing Out</i> .	The demographic, motivational and well-being factors relate to FoMO.

Sunaina et. al, (2025) examines the association between addiction to short-form video and attention span among young adults (18–25 years) with stress and sleep quality as possible mediators. Adopting a quantitative survey approach, responses were obtained from 350 participants using structured measures of short-form video addiction, attention span, stress level, and sleep quality. Findings indicated a moderate negative correlation between short-form video addiction and attention span suggesting that frequent high exposure to rapid media is related to lower attention ability.

Hamide et. al, (2024) studies on the relationships between quantity and quality of social media use and different dimensions of identity development, including identity exploration and commitment, self-concept clarity, and identity distress. The search conducted across four databases yielded 4, 467 records, of which 32 studies were included in the analysis, comprising 19, 658 adolescents with a mean age of 16.43 years ($SD = 1.81$) and an age range of eight to 26 years. Results showed that Active participation in social media, rather than the amount of time spent on it, was associated with more identity exploration. Adolescents who

engaged in comparisons on social media demonstrated higher levels of identity exploration and identity distress. Overall, it seems to matter more for identity development what young people do on social media than how much time they spend on it.

Liu et. al, (2023) studied the use of social media among young people demands systematic exploration of the effects of social media addiction on students' reading practice. Social media provides an ideal platform of connection and expression; however, prolonged social media use holds the danger of becoming a behavioural addiction that threatens to undermine one's reading practice. Social media use tends to have a more significant impact on leisure reading than on academic reading. Obsessive engagement with social media hurts reading concentration and in-depth reading.

Zubair et. al, (2023) carried out a survey in April 2020 on a group of Belgian individuals which reported increased use of social networks in lockdowns as a coping strategy for feelings of loss, social isolation, and anxiety . Although social media can promote identity formation and development of virtual connections regardless of physical distance, at the same time, they also have the tendency to negatively impact self-esteem and self-image through unwanted feedback, not receiving enough social validation, or unhealthy competition and comparisons

A U.S.-based study involving 563 adults aged 18–22 showed that the amount of time spent using social media was directly related to the incidence of dispositional anxiety but was not related to any recently developed anxiety. Moreover, participants who spent more time daily using social media scored higher than the clinical anxiety cutoff score, indicating the development of possible underlying clinical anxiety disorders.

Rev Paul Pediatr (2022) conducted a cross-sectional study with high school students in the city of Rio Grande, RS. In total, 513 students participated in the study on excessive use of social media, defined as more than five hours per day. The results showed excessive use of social media was 35.9%.The groups that were most susceptible to excessive use of social media was female, black/brown skin, aged between 18 and 20 years old, attending the first year of high school associated with smoking, risk of depression, anxiety and stress, high risk of suicide and drug use.

Rahmawati et. al, (2019) had a systematic review which aimed to establish the negative impacts on mental health related to the excessive use of social media. 15 articles were generated from Scopus, ScienceDirect and EBSCOhost. The reviewers independently screened the titles and abstracts in addition to assessing the studies. The study design varied in rigorousness over the quantitative as well as qualitative studies. The result for this study showed that having an average daily screen time (more than 2 hours a day) is positively associated with social media addiction.

Xiabing&Matthew (2016) investigated on mobile social networking sites (SNS), can contribute to increased enjoyment and convenience, their pervasive nature can also result in excessive use and consequently may arise several negative outcomes. The research model was empirically tested with 490 mobile SNS users. Our findings significantly contribute to the domain of “dark side of information technology” by theoretically and empirically investigating the negative outcomes of excessive use, and further examining their inter-relationships.

Paul et. al, (2014)wanted to systematically review and synthesise on identifying both the beneficial and harmful effects of online communication and social media technology amongst young people. Results showed Systematic searching retrieved 43 original research papers investigating or exploring the effects of online technologies on adolescent mental well-being or related concept(s). The benefits of using online technologies were reported as increased self-esteem, perceived social support, increased social capital, safe identity experimentation and increased opportunity for self-disclosure. Harmful effects were reported as increased exposure to harm, social isolation, depression and cyber-bullying. The majority of studies reported

either mixed or no effect(s) of online social technologies on adolescent wellbeing.

Andrew et. al, (2013) studies wanted to know about the range of online or offline social activities one could be engaging. On the upside, these social resources provide a multitude of opportunities for interaction; on the downside, they often broadcast more options than can be pursued, given practical restrictions and limited time. This dual nature of social media has driven popular interest in the concept of *Fear of Missing Out*. The research presents three studies conducted to advance an empirically based understanding of the fear of missing out phenomenon. The first study collected a diverse international sample of participants in order to create a robust individual differences measure of the *Fear of Missing Out scale* (FoMOs); this study is the first to operationalize the construct. Study 2 recruited a nationally representative cohort to investigate how demographic, motivational and well-being factors relate to FoMO. Study 3 examined the behavioural and emotional correlates of fear of missing out in a sample of young adults.

Research Methodology

Aim of study: A behavioural study of an individual on excess use of social media.

Objective: To study the behavioural pattern of secondary section students reading in class VIII of Don Bosco School Agartala of west Tripura

Research Design:

Sample and Sampling Techniques

Population of the Study

The population for this study comprises all middle school students of Class VIII with 145 total enrolled in CBSE-affiliated private school named Don Bosco School in Agartala, with specific focus on both urban and rural settings to ensure representation across different socio-cultural contexts.

Sample Size

Based on Cochran's formula for sample size estimation and considering the study's objectives, a minimum of 123 students were selected for the study to ensure statistical validity and generalizability.

Inclusion & Exclusion Criteria

➤ Inclusion Criteria:

- Students enrolled in Class VIII.
- Students those who were present on the day of survey

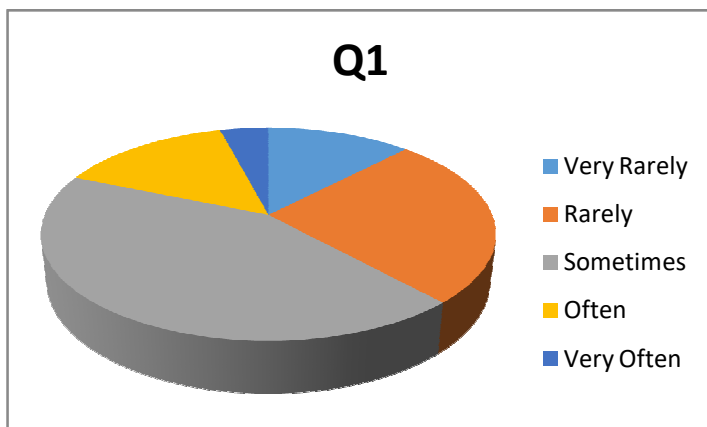
➤ Exclusion Criteria:

- Students with diagnosed learning disabilities or attention disorders (as mentioned in school diary by the parents)

Results and Discussions:

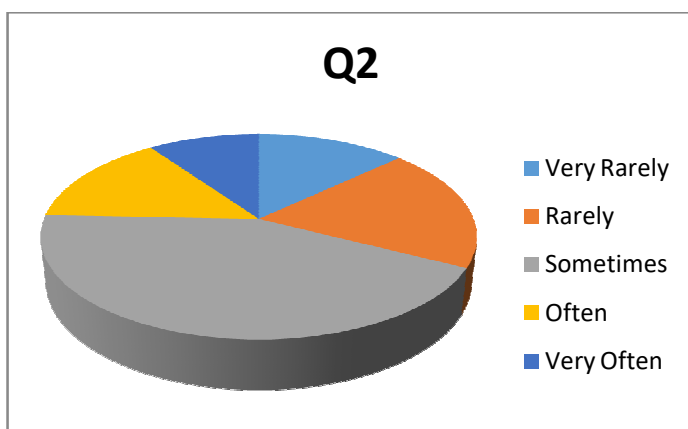
Present research suggests that there is a significant change in the behaviour of an individual due to the excess use of social media in their daily life.

Q1. You spend a lot of time thinking about social media or planning how to use it.



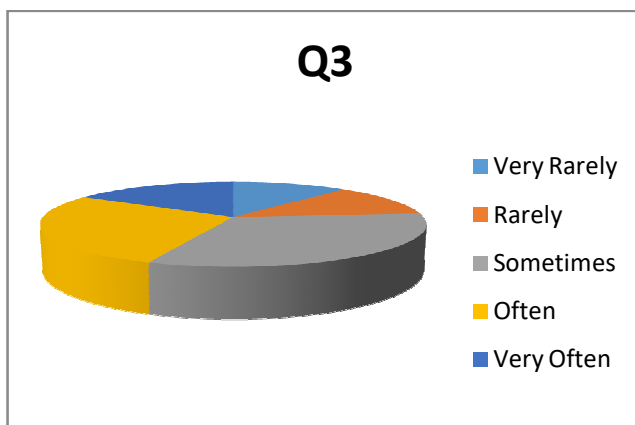
Response For Q1 above chart shows out of 123 responses **53** students (43%) opted for **Sometimes** option (considered as highest number) and **5** students (4%) opted for option **very often** (considered as lowest number). Along with 15 students (12%) for very rarely, 32 students (26%) as rarely, 18 students (15%) as often. Total percentage aggregates as 100.

Q2. You feel an urge to use social media more and more.



Response For Q2 above chart shows out of 123 responses **53** students (43%) opted for **Sometimes** option (considered as highest number) and **12** students (10%) opted for option **very often** (considered as lowest number). Along with 16 students (13%) for very rarely, 24 students (20%) as rarely, 18 students (15%) as often. Total percentage aggregates as 100.

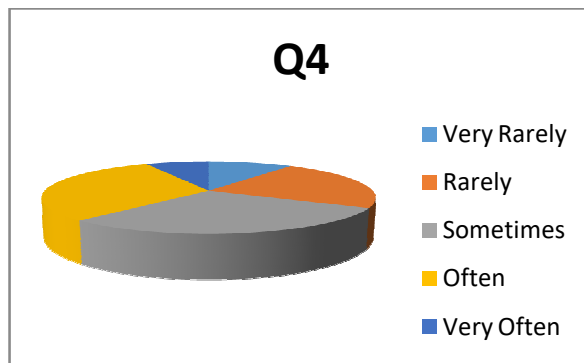
Q3. You use social media in order to forget about personal problems.



Response For Q3 above chart shows out of 123 responses **40** students (33%) opted for **Sometimes** option

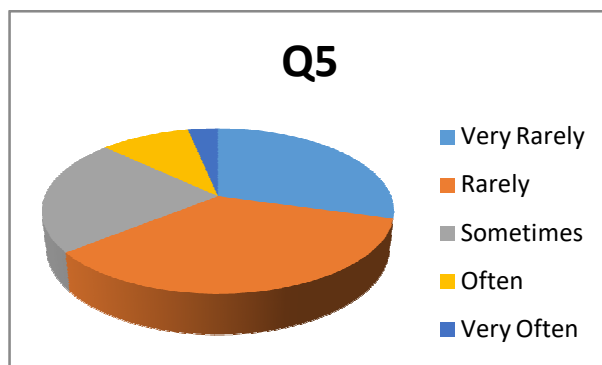
(considered as highest number) and **14** students (11%) opted for option **very Rarely** (considered as lowest number). Along with 20 students (16%) for very often, 15 students (12%) as rarely, 34 students (28%) as often. Total percentage aggregates as 100.

Q4. You have tried to cut down on the use of social media without success.



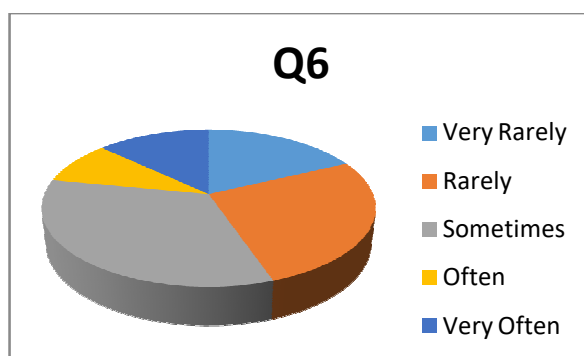
Response For Q4 above chart shows out of 123 responses **36** students (29%) opted for **Sometimes** option (considered as highest number) and 9 students (7%) opted for option **very often** (considered as lowest number). Along with 12 students (10%) for very rarely, 28 students (23%) as rarely, 38 students (31%) as often. Total percentage aggregates as 100.

Q5. You become restless or troubled if you are prohibited from using social media.



Response For Q5 above chart shows out of 123 responses 43 students (35%) opted for **Rarely** option (considered as highest number) and 4 students (3%) opted for option **very often** (considered as lowest number). Along with 36 students (29%) for very rarely, 28 students (23%) as sometimes, 12 students (10%) as often. Total percentage aggregates as 100.

Q6. You use social media so much that it has had a negative impact on your job/studies.



Response For Q6 above chart shows out of 123 responses 41 students (33%) opted for **Sometimes** option

(considered as highest number) and 11 students (9%) opted for option **often** (considered as lowest number). Along with 22 students (18%) for very rarely, 33 students (27%) as rarely, 16 students (13%) as very often. Total percentage aggregates as 100.

TOTAL 123 Responses

Questions	Very Rarely	Rarely	Sometimes	Often	Very often	Total
Q1	15	32	53	18	5	123
Q2	16	24	53	18	12	123
Q3	14	15	40	34	20	123
Q4	12	28	36	38	9	123
Q5	36	43	28	12	4	123
Q6	22	33	41	11	16	123

Limitations of this study

- Total time duration for conducting the survey was specified.
- Sample size was limited

Future scope

- Behavioural study can be done with students reading in class VI and class VII
- Comparative behavioural Study can be done among boys and girls reading in same class or in other class
- Study can be done among the teachers at the same school.
- Comparative study can be done among the male and female teachers at the school.

Recommendations

- Self-enrichment through online vocabulary activities such as words capes, crosswords, word powers
- Engaging in brain stimulating activities to keep mentally sharp by learning new skills, playing puzzles, learning new languages
- Practising Physical exercises
- Meditation
- Playing outdoor games
- Developing reading habits
- Active participation in group activities and discussions

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Appendix

A questionnaire format of the survey is displayed below

1. You spend a lot of time thinking about social media or planning how to use it.

Very Rarely	Rarely	Sometimes	Often	Very Often
		☐		

2. You feel an urge to use social media more and more.

Very Rarely	Rarely	Sometimes	Often	Very Often
		☐		

3. You use social media in order to forget about personal problems.

Very Rarely	Rarely	Sometimes	Often	Very Often
		☐		

4. You have tried to cut down on the use of social media without success.

Very Rarely	Rarely	Sometimes	Often	Very Often
			☐	

5. You become restless or troubled if you are prohibited from using social media.

Very Rarely	Rarely	Sometimes	Often	Very Often
		☐		

6. You use social media so much that it has had a negative impact on your job/studies.

Very Rarely	Rarely	Sometimes	Often	Very Often
	☐			

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