

A Descriptive Study on Psychological Factors-Depression, Anxiety, Stress and the Social Media Addicted Adolescent School Students- Social Work Interventions and Reattachment Therapies

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Abstract

This descriptive study examines the level of depression, anxiety and stress in the social media addicted adolescent school students. The universe of the study consists of 304 students in 11th and 12th standard in two schools in Thiruvananthapuram, Kerala, India, who were screen out for addiction in social media of all the 1008 students in the school. Census method was adopted to collect data from all the 304 social media addicted Adolescent school students. DASS scale was used for measure the level of depression, anxiety and stress, which is developed by Lovibond & Lovibond. The study findings revealed that there is a significant relationship between the level of depression, anxiety and stress and the sociodemographic characters. The results of the study revealed that the level of depression, anxiety and stress increases for the social media addicted adolescent school students. Social work intervention techniques were suggested and reattachment therapies also mention in this study to reduce social media addiction and also to decrease depression, anxiety and stress for the adolescent school students who were addicted to social media.

Keywords: Psychological, Depression, Anxiety, Stress, Social Media, Addiction, Adolescent, School, Students

1. Introduction

Adolescent, we can say that it is the stage between childhood and adulthood in the human life cycle, also a period from immaturity to maturity. As per the World Health Organisation, Adolescent is the age between 10-19 years which is more than one-fifth of the whole population [1]. As per the report of UNICEF, India has the major populace of adolescents in the world, 243 million entities aged 10-19 years are being home in India [13]. Report from Census of India (2011) defines there are 253.2 million adolescents from 10 to 19 aged living in India [7]. The period of adolescent is featured by a mixture of behaviour changes, physical changes (puberty), and shifts in social grouping [12]. It is also a time of experimentation which includes substance using, addictions to social media, internet and online games, sexual relationships, self-exploration of their bodies, and exploration of one's capabilities and potential [14]. Adolescent stage is the most crucial stage in the human life to get addicted easily and problematically [36]. Social media usage is rapidly sprouting into an imperative part of usual life. Social media usage will became addiction on social media while using continuously and also will became disproportionate and unreasonable use [36]. Especially after the covid 19 pandemic adolescent school students are in a new era of social media-a virtual era [17]. Due to the online class and screen teaching the smartphones, laptops and tablets became too nearer to adolescent school students. Rather than for the education purpose, students are using their gadgets for using social media platforms for their gratification [4]. This continues use in turn make them addicted to social media. Addiction to social media make one physically and mentally harm [9]. Especially one develops the symptoms of depression, anxiety and stress

Depression is one of the common emotions associated with the use of new media. Adolescent have experienced hindrance with some aspect of their use of new media. Many setbacks are technology-related [18]. Learners are often unable to connect. Sometimes the links of the web pages can be frustrating because the sometimes it will not work properly. Sometimes learners log in using usernames, but always without success [15]. According to Coleman (2008), "Frustration is the result of blocked motivation, which is either an obstacle to achieving desired

goals or a lack of an appropriate target object" [11]. The frustration was related to the absence of vibrant directives for positioning the required sites [29]. Learners are informed that this information is available online on a webpage, but it is very difficult to find the webpage. Finding the resource took several days. Sometimes, for a question, the learner has to spend a lot of time looking for the answer on the Internet, but he cannot find the answer. Outdated study materials are also frustrating [8]. Learners frustrated with disjointed or superficial unmoderated online discussions. Frustration can be related to administrative processes, the design, structure and relevance of website content, and the learning process, especially focus groups [25].

Greater use of new media is associated with the increasing level of depression. Internet-related deaths, like cardiac arrest due to lack of sleep and inadequate personal maintenance, or suicides due to "cyber" stress were reported [6]. A person who is suffering from "Internet" stress exhibits the following: they spend additional time online than the prescribed time, they find it difficult to leave the Internet for days in a row, and their relationships diminish from spending too much time on the Internet. When internet chatting becomes excessive, it can lead an individual to fall into internet addiction [40]. An important question about teenagers who chat online is the extent to which they interact with strangers online and the types of relationship they have with strangers. Most adolescents do not meet their partners online [34].

Sometimes he builds bad relationships with the wrong people. As a result, they lose interest in other activities and social withdrawal means they only interact with friends online, which then leads to higher levels of mental illness like depression, mental distraction and sometimes even suicide. Today, online chatting has become one of the biggest factors affecting teen mental health [30]. School performance and professional aspirations in adolescent are often correlated [2]. Teenagers experience fear, anxiety and anxiety clusters related to their online activities. System latency can cause anxiety [26]. Adolescent learners feel that the instructor didn't answer the questions they ask for or even sends them away before the deadline. This can lead to stress and anxiety. Some fear believing the system to carry work electronically. It is rarely doubtful that the mail will pass or not. Learners are again skeptical about reading their homework. Anxiety disorders such as OCD can also lead to excessive email checking [34]. Unsolicited emails are called spam. Teens feel like recipients don't answer their questions and don't even come back until the deadline has passed. This can cause anxiety. Anxiety, addiction, and psychosis are the most common mental health issues in teens due to excessive use of online games [3]. The specificity of the new media environment was a cause of anxiety for almost all the participants, and was linked to a shortage of control over systematic processes. The openness and relative permanence of online communication is the source of fear and also anxiety due to the personal and mostly anonymous nature of this communication [33].

2. Theoretical Background

Heatherton et.al claims that people whose who are addicted to internet exhibited greater chances of developing depression. A study by Yang & Tung explored the differences between Internet addicts and non-addicts and specifically focused on Internet usage patterns and satisfaction and communication pleasure. Results from this study revealed the Internet has pointedly more negative things on day-to-day routines, school concert, and also the parent-child relationships than teachers and non- internet addicts, with both Internet addiction and non- internet addicts by using the Internet as pleasing to the eye of peer relationships. Also, the students with personality considered by shame, dependence, depression, and low self-esteem had high tendency to get addicted. Kuss, et al. (2010) conducted a study were factors examined were health, symptoms of depression.

Cherry (2012) states in the study, people with high level of Internet Addiction are more crucial to have higher level of depression. Using of social media and mental health is related with mental health issues like anxiety, stress and depression, whereas poorly connected with long-standing well-being. (Pantic et al., 2012). In an article by Nayak (2015), it was concluded that addiction towards internet make people to develop depression and anxiety disorders and an rise in the level of aggression. Another fact that came out from the study is that the youth are not comprehending that naively they are become internet addicts and likewise, they didn't know about how the problem is distressing the mental and physical health.

Younes, Halawi et al. (2016) assessed potential internet and the social media addiction. He founded correlations significant between the social media addiction and stress, anxiety, depression. Kircaburun, K. (2016) in a study found out the direct and indirect paraphernalia of self-esteem, daily internet use and social media addiction and

the level of depression of adolescents. The findings of the study revealed depression was related with the self-esteem and the daily internet use directly, depression is also affecting indirectly. According to Krylova (2017) four domains of social media are activity, time spent, investment and addiction. All the areas were correlated with the level of depression, anxiety and psychological distress. A study by Haand, R., & Shuwang, Z. (2020) examined that social media addiction is having a positive correlation with the level of depression and depression knowingly envisages social media addiction.

Aydin et. al, (2021) investigate social media addiction effects on depression. There found a significant difference between the level of depression and the social media dependency. An online survey was administered by Maguire, S. L., & Pelloosmaa, H in which states that higher rates of the level of depression, anxiety, and stress were certainly correlated with social media use.

Ramadan, A. R. (2023) observed the relationship between the usage of social media and the symptoms of depression. A higher percentage of depression present among individuals who use and spend in SNSs. A tendency towards depression ensues among the females. Sujarwoto et al., (2023) studied the social media addiction and mental health and address family relationship and religiosity will mitigate the detrimental paraphernalia of social media on the mental health who is having relationships with their parents.

3. Research Method

3.1 Statement for the Study

Psychological factors-depression, anxiety and stress among the social media addicted adolescent school students has become a serious menace all over the world and in India too. Nothing is known about the extent of addictive social media usage and treatment seeking, behaviour among the school students. Social media addiction, anxiety, depression and stress in the younger generations for a considerable period of time can bring serious health hazards, physically and psychologically. It is the responsibility of each adult to avoid the rate of social media addiction and depression, anxiety and stress among the adolescent school students. This study will be an eye opener for the adolescents to realize the consequences of social media usage and depression, anxiety and stress that is existing among the school students and it also suggesting to overcome the psychological problems by giving social work intervention and also through reattachment therapies.

Study design:

Descriptive research design was adopted for the study and standardized scale was used to check the psychological factors

Setting of the study: The study was conducted in two selected reputed school in Kerala **Universe of the study**

Universe of the present study on psychological factors-depression, anxiety, stress and the social media addicted adolescent school students consists of 304 students, who were screened out of social media studying in XI and XII in two schools in Thiruvananthapuram district in kerala during the academic year of 2021-2022.

Data collection process

The researcher collected the data from all the 1008 respondents in the two selected reputed schools from plus one and plus two students for the screening purpose to find out the level of social media addiction among the adolescent school students. Before the process of collecting the data, the investigator gave detailed orientation to the adolescent school students regarding the content, nature, purpose of the tools, and also the purpose of the research. Then the first phase of the data collection was conducted through google form as the school insisted on it with all the 1008 students. Screening was done through google form and identified that 304 adolescent students had social media addiction. The second phase of data collection was carried out through interview schedule from the 304 social media addicted adolescent school students.

Sampling Procedure

The multi stage random sampling has been adopted to get the final respondents of the study. In the first stage by using simple random sampling method two schools were selected using lottery methods one government and one

non-government. In the second stage researcher has selected all the 429 respondents who were addicted to social media by using census method.

Tools for data collection

1. **Social Media Addiction Scale Student Form** developed by Şahin (2018) to determine the social media addiction levels. A high score is evaluated as the individual observes as a “social media addict”. In this study, the Cronbach Alpha of the scale is 0.91.

2. Depression Anxiety Stress Scales

The scale is developed by Lovibond & Lovibond, 1995 to verify the three interrelated negative emotional states of depression, anxiety and tension/stress. Cronbach’s alpha of the scale is 0.959.

4. Results

Major Findings Related to Socio-Demographic Details

1. Nearly half (42.8%) of the respondents belong to the age group of 17 years
2. Majority (56.9 %) of the respondents were female
3. Majority (55.3 %) of the respondents were studying in private school
4. Majority (62.5%) of the respondents were studying in 11th class
5. Majority (43.4%) of the respondents were studying in humanities stream
6. Majority (48.4%) of the respondents fathers have completed Degree and above
7. Above half (75.3%) of the respondents’ mothers have completed high school education
8. More than one third (38.5%) of the respondents fathers are working in government sector
9. Nearly half (45.1%) of the respondents mothers are house wives
10. Above half (61.2 %) of the respondents family receive an annual income of Rs. 500001 and above
11. Majority (52.01%) of the respondents reside in the urban area
12. Majority (91.8%) of the respondents live in their owned house
13. Above half (60.2 %) of the respondents have two children in the family
14. Nearly half (45.7%) of the respondents are using whatsapp more
15. Above half (72.7 %) of the response Yes to the question whether correct and purpose information is given by the social media
16. Majority (90.1 %) of the response Yes to the question whether social media benefited them
17. Majority (78.6%) of the respondents use phone to check social media
18. Nearly half (43.1 %) of the respondents spent more than 4 hrs on social media per day
19. Majority (81.6%) of the respondents use social media before getting out of bed in morning
20. Majority (86.2%) of the respondents use social media the last thing before going to bed

Table 1. Distribution of the Respondents by their level of depression, anxiety and stress

S.No	Level of DASS	Frequency	Percentage(n=265)
1.	Low	131	43.1
2.	High	173	56.9
	Total	304	100.0

The above table revealed that 43.1 % of the respondents have low level of depression, anxiety and stress and 56.9% of the respondents have high level of depression, anxiety and stress

Table 2. One way analysis of variance among the sociodemographic data of the respondents with regard to the depression, anxiety and stress

S.No	Variable	N	Mean	S. D	Value
1.	Age				

	15	53	48.43	4.321	F - 92.868
	16	104	47.30	7.859	Df – 3,300
	17	130	37.94	6.112	Sig. - 0.000
	18	17	25.65	5.766	P < 0.001
	Total	304	42.28	8.985	
2.	Stream				
	Science	56	40.38	12.058	F - 2.115
	Humanities	132	42.15	7.213	Df – 2,301
	Commerce	116	43.35	8.999	Sig.-.122
	Total	304	42.28	8.985	P >0.05
3.	Family annual income				
	Less than Rs.350000	28	33.25	11.051	F - 61.682
	Rs. 350001-500000	90	37.33	6.212	Df – 2,301
	Rs.500001 & above	186	46.04	7.577	Sig. - .000
	Total	304	42.28	8.985	P < 0.001
4.	Fathers education				
	High School	130	38.62	9.348	F - 21.374
	Higher Secondary	27	45.04	9.420	Df – 2,301
	Degree and Above	147	45.01	7.329	Sig.-.000
	Total	304	42.28	8.985	P < 0.001
5.	Mothers education				
	Primary School	29	36.45	4.763	F - 5.668
	High School	229	43.01	8.945	Df – 3,300
	Higher Secondary	14	45.50	4.670	Sig.-.001
	Degree and Above	32	40.94	11.342	P < 0.001
	Total	304	42.28	8.985	
6.	Fathers occupation				
	Government	117	47.01	6.336	F - 59.170
	Private	114	42.34	8.535	Df – 2,301
	Self employed	73	34.62	8.055	Sig.-.000
	Total	304	42.28	8.985	P < 0.001
7.	Mothers occupation				
	Government	29	41.03	11.930	F - 1.582
	Private	20	38.65	8.887	Df – 4,299
	Self employed	54	42.22	10.157	Sig.-.179
	Thozhilurappu	64	41.64	9.188	P >0.05
	House wife	137	43.40	7.517	
	Total	304	42.28	8.985	
8.	No.of children's in the family				
	One	65	44.57	7.655	F - 4.848
	Two	183	42.22	9.224	Df – 3,300
	Three	47	41.06	8.409	Sig.-.003
	More than 3	9	33.33	10.283	P < 0.01
	Total	304	42.28	8.985	

It is inferred from the table that there exists a significant difference among the age, family annual income, father's education, mother's education, father's occupation and number of children in the family of the respondents with regard to the level of depression, anxiety and stress. People who were addicted to the Social media exhibited greater chances of developing loneliness and depression as opposed to non-addictions as individuals who suffered from psychological problems such as loneliness and depression (Heatherton et al., 2003, Cherry 2012, Aydin et. al, 2021)

Table 3. One- way analysis of the variance among social media related questions and depression, Anxiety and stress of the respondent

S.No	Variable	N	Mean	S. D	Value
1.	Most used social media Apps				
	Whats app	139	44.06	7.795	F - 5.988

	Fb	55	38.31	7.598	Df – 3,300
	Instagram	94	41.70	10.360	Sig.- .001
	Youtube	16	43.88	10.321	P < 0.001
	Total	304	42.28	8.985	
2.	<i>Device used</i>				
	Phone	239	41.00	8.879	F - 13.726
	Laptop	20	49.60	9.450	Df – 2,301
	Tablets	45	45.87	6.669	Sig.- .000
	Total	304	42.28	8.985	P < 0.001
3.	<i>Time spent</i>				
	1-2 hrs	19	34.63	12.535	F - 14.844
	2-3 hrs	34	36.56	6.854	Df – 3,300
	3-4	120	42.20	9.337	Sig.- .000
	4 plus	131	44.95	7.097	P < 0.001
	Total	304	42.28	8.985	

It is inferred from the table that there exists a significant difference among the most used social media application, the device used more for using social media and time spent by using social media of the respondents with regard to the level of depression, anxiety and stress.

Table 4. Independent sample test of the variance among sociodemographic characters and depression, anxiety and stress of the respondent

S.No	Variable	N	Mean	S. D	Value
1.	Gender				
	Female	173	47.18	6.068	T-14.023
	Male	131	35.81	8.078	Df – 302
					Sig. - .000
					P < 0.001
2.	Type of school				
	Govt	136	36.76	7.724	T- 11.570
	Private	168	46.76	7.298	Df – 302
					Sig. - .000
					P < 0.001
3.	Class				
	11th	190	44.57	7.900	T- 6.068
	12th	114	38.46	9.411	Df – 302
					Sig. - .000
					P < 0.001
4.	Domicile				
	Rural	158	38.44	8.465	T- -8.660
	Urban	146	46.45	7.588	Df – 302
					Sig. - .000
					P < 0.001
5.	Type of house				
	Owned	279	42.92	8.576	T- 4.227
	Rented	25	35.20	10.512	Df – 302
					Sig. - .000
					P < 0.001

The independent “t” test results revealed that there is significant mean difference among gender, type of school, class, domicile and type of house of the respondents with regard to the level of depression, anxiety and stress of the respondents.

Table 5. Independent sample test of the variance among social media related questions and depression, anxiety and stress of the respondent

S.No	Variable	N	Mean	S. D	Value
1.	Information				
	Yes	221	45.11	7.783	T-10.436
	No	83	34.75	7.533	Df – 302
					Sig. - .000

					P < 0.001
2.	Benifited Yes No	274 30	42.88 36.80	8.746 9.437	T- 3.589 Df – 302 Sig. - .000 P < 0.001
3.	Check getting out of bed Yes No	248 56	22.64 23.79	4.170 5.059	T- 2.322 Df – 302 Sig. - .021 P < 0.05
4.	Check before going to bed Yes No	262 42	42.69 39.74	8.438 11.649	T- 1.987 Df – 302 Sig. - .048 P < 0.05

The independent “t” test results revealed that there is significant mean difference among the responses to the questions does correct and purposeful information is given by social media feel media information benefited, check social media before get out of bed and checking social media the last thing does before going to bed with regard to the level of depression, anxiety and stress of the respondents.

Discussion

The study provided pragmatic support that social media addiction was undesirably associated with depression, anxiety and stress. Furthermore, in line with previous findings it is clear that there is an association between demographic variables and depression, anxiety and stress (Priya et al. 2018). The expansion and increasing of technology and recognition of social media and also the social networking sites become a part of psychological problems-depression, anxiety and stress. Adolescent school students are spending much time in using social networking sites and are becoming more dependent in online social interaction which can negatively affect their psychological behaviour (Ramadan, A. R. 2023). Thus, the reviews collected by the researcher support the current study results too.

5. Social Work Intervention

The soul and the core part of social work research is the social work intervention. The purpose of the study was to identify the level of depression, anxiety and stress, in social media addicted adolescent school students and also examine the relationship between the key variables and demographic factors such as age, stream, class, type of school, annual family income, number of children in the family, education qualification, occupation of parents etc.

The following social work interventions can be provide the social media addicted adolescent school students to reduce the addiction and also the psychological problems:

- ❖ The social workers need to progress the intervention plans to meet the addictive behaviour in the adolescents. Institutionalized counselling centre want to be conventional in every District or Cities to mediate social media addicts through professional social work method.
- ❖ In schools, by appointing school social workers to respond effectively by applying the methods of social work. They could also perform the roles of counsellor, parent liaison, advocate, behaviour specialist, mental health consultant, multi-disciplinary team member and system change specialists to intervene social media addicted adolescent school students with stress, anxiety, depression. Because earlier intervention will reduce the effect.
- ❖ Pro-active counselling approach helps to equivalent the requirements of the social media addicted adolescent school students in developmental process (psychological and sociological in nature). A school social worker can help the social media addicted adolescent school students by providing crisis intervention, assisting to understand the impact of social media addiction, can develop intervention strategies to increase

concentration more in their academics and also can help social media addicted adolescent school students to develop appropriate psycho-social interaction skills.

- ❖ Group work will help to intervene for the group of social media addicted adolescent school students with comparable hitches like stress, anxiety, depression. Recreational and educational groups can be shaped to tenacity these problems.
- ❖ Community organization method will solve the needs and problems of the social media addicted adolescent school students and their families can be identified. Family based programmes could be organized to improve the good relationships, security feeling, increase emotional expressivity and to increase mental well-being and reduce stress, anxiety, depression.
- ❖ The social workers can function as a mental health consultant not only to the students but also to the teaching members in school, in helping them to identify the social media addiction in school students, thereby to invent materials and teaching styles that meets the psychosocial need of all the adolescents school students with social media addiction. To accomplish these goals, the school social worker can organize brainstorming session to all the teachers on curriculum development with an overall emphasis on human relations.
- ❖ Family life education and family counselling could be given to adolescent school students with social media addiction and their parents to strengthen the parent-child relationship which can strength relationship problems, security feeling, mental health and emotional expressivity and can reduce stress, anxiety, depression.
- ❖ Social workers could under take minor research work on psychosocial problems in adolescent school students with social media addiction which can help them to provide the teaching staff with essential information to better understand affecting the psychosocial problems of adolescent school students with social media addiction and can provide in-service training programs
- ❖ Through the method of social action, social workers can highlight psychosocial problems of adolescent students those who are having social media addiction to the government side and also could make the employment of social workers in government and non-governmental schools as obligatory thing. Hence, social action to the government for minimizing the steps that can take to reduce social media usage in adolescent school students and motivate them to interrupt in extracurricular activities and the co-curricular activities and guzzle them in education.

6. Reattachment Therapies

Like any other addiction, social media addiction can be also difficult to overcome without any professional help.

Some therapies that are commonly used to treat social media addiction include:

- Cognitive behavioural therapy (CBT):

It can be applied to the adolescent school students which helps to identify and change destructive patterns of the students thought and behaviour easier. Through identifying it is very helpful to identify the crisis.

- Dialectical behaviour therapy (DBT):

The therapy teaches to deal with intense emotions in a healthy way. It will reduce depression, anxiety and stress.

- Motivational interviewing:

For long-term recovery motivational interviewing will be helpful. It keep motivation and is essential for the social media addicted adolescent school students.

- Mindfulness-based therapy:

Mind is the significant place to reduce psychological problems the mindfulness-based therapy assists in assuring the emotional peace of mind and prevents relapse in social media addicted adolescent school students.

If an adolescent school student is identified with social media addiction the following can be guide:

- Develop and plan for other interests rather than social media and increase attentiveness on it which help you to reduce your stress and makes you feel happy.
- Get involved in school clubs, other cocurricular activities and organizations.
- Can do exercises, by attending an event, making novel friends (not virtually) contributing in activities can help increase the dopamine stages in the brain.
- Make a schedule routine, sleep at night timely and properly.
- Be aware of moods and behaviors which are leading to use the Internet. Have to recognize what triggers to go online.
- Plan the hours for using of the social media (not more than 2 hours regular).
- Put the social media using device in a public spot in the home, alike the living room.
- Use any one website in a time rather than having multiple tags open and eliminate social media application in phone which can't be avoidable and block time-wasting sites.
- Put in charge the devices in another room at night to avoid time for bed browsing and avoid screen time before two hours of sleep.
- Use lessening techniques to diminish stress and anxiety alike meditation and yoga.
- Create disruptions that defer internet use and look for better alternatives like reaching out to networks and family to build more in-person networks.
- Cultivate more fruitful interests and hobbies which helps to increase psychosocial and mental well-being

7. Conclusion

Based on the results of the current study, the requirement for the consequences with social work outlooks such as assigning social workers in school, forming school mental health programmes to the students and staff to reduce the psychosocial problems in adolescent school students with social media addiction, school based therapies to reduce stress, anxiety, depression, communication ability to be enhanced, can develop the acquaintance of teachers to deal with the adolescent school students with social media addiction and creating counselling centres in the schools and outside the school campus, good peer relationship, environmental amendment, family based programmes such as family counselling and family life education are provided in detail. Good psychosocial well-being further helps adolescent school students to reduce stress, anxiety and depression. Social media addiction changes subtly and takes over the lifespan of the adolescents, with a lot of adversative outcomes. By giving reattachment therapies the consequences from social media addiction can be controlled by reducing depression, anxiety and stress. Accurate knowledge of this state is vital for all the handlers of adolescents and recognising the red flag symbols will guarantee appropriate intervention and supervision.

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Contributions of Authors'

All of the authors in study contributed towards the data analysis, conscripting and reviewing the paper and settled to be accountable for all the features of this work.

Declaration of Conflicts of Interests

Authors in the study declared that there exists no conflict of interest.

Declarations from Author's

Authors in the study declared that all works in the study are innovative and this manuscript has not been published in any other journal.

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