

SENSITIVITY OF SOCIAL MEDIA DISORDER AND UNIVERSITY EDUCATION IN CHINA

¹Wang Xuanyun, Ju Soon Yew²

¹Faculty of Education and Liberal Studies, City University Malaysia, 46100 Petaling Jaya, Selangor, Malaysia.

²Faculty of Administrative Science & Policy Studies, Universiti Teknologi MARA (UiTM) Pahang Branch, Raub Campus, 27600, Raub, Pahang, Malaysia

ABSTRACT -With the rapid development of information technology, social media types and popularity is increasing. College students are more and more exposed to social media. For this reason, the adverse effects of social media are becoming more prominent, among which the more typical problems are social media addiction and social media disorder. Methods and Objectives: This paper combed the possible relationship between the Big Five personalities and SMD, employing a literature search and studying moderating effect of time spent on social media on the relationship between personality (OCEAN) and SMD. Results: There was a specific correlation between the prominent five personalities, social media use time, and SMD, which the scale could measure, and the relationship between them could be calculated by the PLS SEM tool. Form the research framework to prepare for the follow-up researches. Significance: It plays a specific role in predicting and solving increasing psychological problems among Chinese college students.

ARTICLE HISTORY

Received: 01/10/2023

Revised: 20/11/2023

Accepted: 1/12/2023

KEYWORDS

Personality (OCEAN), Social Media Disorder (SMD), PLS-SEM, Teachnology, China

INTRODUCTION

At present, with the rapid development of network information technology, all kinds of network social media have entered the study and life of college students, permanently affecting the psychology and behaviour of college students, No matter where you are or what time of day you log on, staying in touch with old friends and making new connections is a breeze thanks to mobile social media apps (Kuss & Griffiths, 2011), (Ma et al., 2018) . According to data provided by Tencent, the vast majority of WeChat users (94%, to be exact) log in regularly, with 61% opening the app more than ten times daily and 55% spending more than an hour online daily (Penguin Intelligence, 2016). However, the popularity of WeChat is only one piece of the puzzle; QQ, Sina Weibo, and Tieba are also at the top of the charts in China. However, even though it is so widely used, social media is not without its associated dangers. The unjustified and excessive use of social media platforms, which can also disturb other aspects of one's day-to-day life, can lead to the development of an addiction to those platforms.

For college education, the integration of social media is also increasing. Because of COVID-19, there will be a significant reduction in the number of educational possibilities available to 1.2 billion students in 186 countries (Chesser, 2020). Because of this, there will soon be a more fabulous selection of online classes. Even before COVID-19, there had already been spending on educational technology worldwide in 2019, reaching \$18.66 billion. This is expected to continue throughout the year. The overall market for online education is anticipated to reach \$350 billion by 2025. This is primarily because of the tremendous increase in educational technology utilisation since COVID-19. This is because there has been a rise in the usage of language apps, visual tutoring, video conferencing tools, and online learning software.

Teachers who used social media in the classroom reported higher levels of passion and involvement among their pupils, increased levels of collaboration, new learning possibilities, and cheaper teaching expenses, according to research conducted by Lu et al. Aside from that, it had many undesirable consequences, including a reduction in the students' levels of self-confidence in their talents, a reduction in their levels of perseverance, and an influence on their capacity to communicate in the workplace.

However, excessive reliance on social media is prone to social media disorder. Network social media disorder refers to the failure of individuals to integrate into family, school, or other social activities due to excessive use of Weibo, QQ, WeChat, and other social media. Deliberately reducing time will lead to various cognitive, emotional, internal, and external behaviour problems and social

barriers. Studies on gender differences in time spent on online social media show that women spend more time on social media, and more than 50.1% of female college students have mild symptoms of online social media disorder (Saud D et al., 2019). Relevant studies have shown that college students with high levels of social anxiety, an insecure attachment style, and low self-esteem are more likely to suffer from network social media disorder (DArienzo MC et al., 2019). Moreover, the emergence of college students' social media disorders is the result of the interaction of biological factors, psychological factors, and sociological factors (Dailey SL et al., 2019).

PROBLEM STATEMENT

Academic institutions are making better use of social media to enhance their educational offerings. According to one study, research has focused on how college libraries use various social network platforms to provide interactive reading and knowledge dissemination services for students, use social media in academic publications, develop an interactive platform for academic journals, and Altimetry's research. Many scholars have used social media to conduct behavioural analytics, forecasting, and evaluations because of its growing popularity and societal influence. According to Biswas and Kircherr (2016), social effects should also be considered beyond conventional methods of academic achievement evaluation, such as citation analysis of publications and citations in prestigious peer-reviewed journals when evaluating research performance. Dissemination of new research findings relevant to professional practice and daily life can significantly impact academic and practitioner communities and the general public. Factors Affecting How University Lecturers Utilize Social Media to Share and Teach Information An acceptability model for WeChat as an auxiliary teaching technology was developed by Xu Meidan (Alaslani & Alandejani, 2020). The study examined what factors influence faculty members' use of WeChat in the classroom.

Other studies have examined the elements influencing students' desire to share academic material on social media. Research on the role of social media in educational settings is well established; nevertheless, there is currently a lack of research on how social media is used by scholars in China's higher education context.

Research Questions:

1. What is the relationship between the Big Five personality traits (extraversion, agreeableness, openness, conscientiousness, neuroticism) and social media disorder?
2. How do students in college schools (hence referred to as "respondents") view the use of social media in the classroom?
3. What are the respondents' thoughts on the challenges of adopting social media in China's educational process?
4. To what extent do the demographics of those willing to study through social media influence their decision to do so?

An Overview of Literature Review

This part reviews the literature that has been taken from relevant research associated with the problem addressed in this study. This chapter provides empirical evidence from the research on the case study of the relationship between social media addiction and university education in China. Under the literature review, discuss the practical and theoretical evidence. Moreover, it addresses the theoretical background of this research. According to Creswell (2009), a theory is "an interrelated collection of constructs shaped into propositions or assumptions that indicate the connection between variables." Furthermore, Sekaran and Bougie (2013) elaborated that a good model needs to comprise a sound theory that justifies the relationship among variables. The research aims to examine the relationship between personality (OCEAN) and social media disorder (SMD) and the moderating effects of hours spent in social media on the relationship between personality (OCEAN) and social media disorder (SMD) based on the Big Five Personality Traits Model (OCEAN).

Analytical Features of a Literature Review

1. The Big Five Personality Traits

Openness to Experience (O), Conscientiousness (C), Extraversion (E), Agreeability (A), and Neuroticism (N) are the five core qualities of personality that are broken down into subcategories by the five-factor model of personality. These characteristics can be measured objectively, enabling individuals to be identified based on the unique patterns of feelings, thoughts, and behaviours they exhibit. Agreeableness primarily demonstrates a willingness to protect, cooperate, and defer to others during interpersonal conflict. Conscientiousness is an example of striving for achievement. Extraversion expresses positive emotions, positivism, energy, and a preference for companionship. Openness to experience denotes the need for action, curiosity, interest in travel, and novelty. Conscientiousness is an example of striving for achievement. Extraversion expresses positive emotions, positivism, energy, and a preference for companionship (McCrae & Costa, 2008). It is possible for the names of the factors to be renamed within the framework of practical application strategies, particularly in business settings (especially for higher availability for understanding the results of non-specialists). Therefore, extraversion can be described as "energetic," but neuroticism can be described as a factor determining emotional stability, including the requirement to steer clear of unfavorable negative associations (John et al., 2008).

2. Social Media Disorder

SMD is a behavioral addiction that describes someone who spends an excessive amount of time and effort on social media because they have a strong desire to utilize or access it (Schou & Pallesen, 2014). SMD exhibits symptoms like other addictive behaviors while not being classified as a condition in the DSM-5 (Ergun & Alkan, 2020), including mood manipulation, salience tolerance, withdrawal, and emotional symptoms (Griffiths, 2013).

China is the largest social media market in the world, with very active and tech-savvy users (Statista, 2022). SMD is common among college students (Bilgin & Taş, 2018). According to studies, 20.9% of Chinese college students are addicted to social media, which negatively impacts their academic performance (Ma & Liu, 2019). (Boahene et al., 2019). According to growing data, people with SMD typically struggle to regulate their emotions (Pontes et al., 2018), and excessive social media use has been linked to emotional tiredness and fatigue, as well as a higher risk of depression and anxiety (Shen et al., 2020). (Malaeb et al., 2021). Preoccupation, tolerance, withdrawal, perseverance, escape, issues, deceit, displacement, and conflict were the nine signs of the SMD based on the DSM-5 criteria. Additionally, it was discovered to be more in line with the clinical criteria of behavioral addiction (Van den et al., 2016).

3. Relationship between SMD and The Big Five Personality Traits

Personality traits can predict one's behaviors, and it has been consistently found that they are associated with Social Media Disorder (SMD) in different populations and cultures (Allahverdi, 2022). Big Five Personality Traits Model is the most established personality model, which recognizes that personality traits are hierarchically organized into five broad dimensions: extraversion, neuroticism, conscientiousness, agreeableness, and openness (Markon et al., 2005). Biological factors determine the Big Five Personality Traits Model and transcend languages and cultures. A meta-analytic review of the big five personality traits and Social Media Disorder (SMD) has demonstrated that all five dimensions are significantly related to Social Media Disorder (SMD).

Based on a review of related studies, there are insufficient studies on the Encounter between social media usage and social media disorder. This study is based in China. Much research linked to social media addiction in China has been undertaken based on existing literature. However, only a few studies have been conducted to investigate the challenges surrounding social media addiction.

CONCLUSION AND IMPLICATIONS

Pedagogical approaches to teaching and learning must adapt to the changing needs of students in an increasingly globalised environment heavily reliant on digital technology. (Trucano, Farrell, & Isaacs, 2017). Trucano stated that online students learn as much as traditional classrooms. Several studies have found that online courses are more effective at teaching and learning than traditional ones. Such an environment inevitably leads to the increasing amount of time college students spend on social media, highlighting many problems. Through a literature search, this study concluded that college students with different personalities spend different amounts of time on social media, and there is a specific relationship between them. Meanwhile, different amounts of time spent on social media will also affect the generation of social media disorders. Therefore, it is speculated that college students' personalities are related to social media disorder through social media time as the mediating variable. This study aims to establish a research framework on SMD and the Big Five personalities, facilitate the subsequent data collection and analysis to determine the correlation between them and provide data support for developing mental health education in colleges and universities in Mianyang, China.

REFERENCES

- Alaslani, and all (2020). We are identifying factors influencing students' performance through social networking sites: An exploratory case study. Heliyon.
- Anita, K.-V. (2013). The Role of ICT in Poverty Reduction. Information and Communication Technology (ICT).
- Chesser, L. (2020). Awesome Social Media Tools for Education. Journal of Education with Social Media.
- Creswell, J. W. (2009). Research Design: Qualitative, Quantitative and Mixed Methods Approaches. California: SAGE Publications Ltd.
- Erguin. (2020). The Social Media Disorder and Ostracism in Adolescents: (OSTRACA- SM Study). The Eurasian Journal in Medicine.
- Fung, S.-f. (2019). Cross-cultural validation of the Social Media Disorder scale. Psychology Research and Behavior Management.
- Gosling, and all (2003). A very brief measure of the Big-Five personality domains. Journal of Research in Personality.
- Hakan, and all (2018). The Adaptation of the Social Media Disorder Scale to Turkish. Journal of Measurement and Evaluation in Education and Psychology.
- Hanan, and all (2015). Measuring Information Seeking through Facebook: Scale development and initial evidence of information Seeking in Facebook Scale (ISFS). Journal of Computers in Human Behavior.
- Henseler, & Dijkstra. (2014). Common Beliefs and Reality About PLS: Comments on Rönkkö & Evermann. Organizational Research Methods, 185.
- Ibikunle, and all (2015). The technological transformation of capital markets. Technological Forecasting and Social Change.