INFLUENCE OF INSTAGRAM ON STUDENTS

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ABSTRACT

An investigation of the many and varied effects that Instagram, a widely used media platform, has had on the academic, social, and psychological elements of the lives of students is presented in this article. A specific group of students enrolled in a certain course at a specific educational establishment were the subjects of the data collection process, which included both qualitative and quantitative research approaches. In light of this research, it is clear that Instagram has both good and bad impacts on students.

Enhanced connectedness, possibilities for self-promotion, and creative expression are all examples of positive benefits. Negative impacts, on the other hand, include increased levels of social comparison, the possibility of engaging in addictive behaviour, and the likelihood of scholastic achievement being compromised. Furthermore, this study investigates the demographic and behavioural elements that operate as mediators of the effect of the platform being studied.

On the other hand, recommendations are presented for teachers, parents, and students themselves in order to encourage positive involvement with Instagram while limiting the possible negative effects of using the platform. This research makes a significant contribution to our understanding of the continuously shifting landscape of the influence that social media has on the academic and personal lives of students.

Keywords: *Instagram, Academic, Social, Psychological, Students, Media platform, Positive impacts, Negative impacts, Social comparison*

REVIEW OF LITERATURE:

The term "Instagram" has become a popular platform in Africa, notably in Nairobi, Kenya, for socialising, communication, entertainment, and information-seeking, as well as a booming digital marketplace, according to **Kenya Njathi (2023),** who said this in his essay. Additionally, the site gives its users the ability to commodify.

In accordance with the uses and pleasure framework, Instagram used a typical mixed method approach. In addition, a qualitative questionnaire and a preliminary set of descriptive phrases were gathered from 95 college students (**Nelson, Dorothy Wu, 2015**). Based on the list, an item analysis was performed, which resulted in the extraction of 18 similar motives as well as a variety of unique motivations for social networking platforms.

In his study titled "Students' habits in using Instagram social media, **Riska Auliyan (2022)** came to the conclusion that it is not unusual for students, particularly the five students, to use Instagram social media solely for the purpose of playing games and following trends. However, a significant number of students also use Instagram social media with the intention of doing other things. Students may also make greater use of Instagram for positive things by preaching online,

doing business online, distributing information, and acquiring vital information. For example, students can utilise Instagram to perform all of these things smartly. Considering that everything in today's world is digital, this strategy is really helpful.

The reason why students utilise the Instagram programme in their day-to-day lives is because the application offers features that are both intriguing and distinctive. The **Adila Citra (2023).** When people use Instagram, it may have an influence on them, and that impact can be either positive or negative. As a result of the fact that the lifestyle that Instagram provides is attracting the attention of a huge number of people and is presently becoming a trend, it is remarkably impacted by the lifestyle that Instagram provides. The reason for this is because there is a strong desire to promote the theme while also providing a status symbol that seems to others to be more stylish.

The student is aware of the significance of the subject matter and the resources, as well as its connection to the academic programmes they are enrolled in, and they are also aware of the possibility for future applications and learning transfer. **Joseph John Salomone** argues that engaged learning is more than simply a presentation of knowledge. Participatory learning is more than that (2014). Students take an active role in the learning process, engaging with the material, with one another, and with their teacher. They also take part in discussions and make choices that are important to their education. Collaborative: Instructional practises that enhance engagement often make use of collaborative activities. These activities include students working together to solve issues, practise new abilities, and produce products that reflect their learning.

According to study that was carried out **(Wiwid Dwi Safitri, 2021)** on psychology students who used Instagram, all of the participants had an ideal self-image that was sought, which included an ideal physical form. The individual will have emotions of dissatisfaction with their physique if they are unable to achieve the ideal body form that they want. Both body mass index (BMI) and body mass index (BMI) are used as measurement references in the assessments that they apply. These evaluations are based on certain criteria that they have. As a result of the fact that the development process is dependent on physical experience, moods, including the surroundings, and emotions of a person, evaluation of the body or physical appearance is not something that is static and is continually changing.

As stated by **Sri Endang Fitria (2021),** it is feasible to create a research model by constructing a population and sample that are more diverse and extensive. This would allow the model to serve as a valuable source of information for the organisation. In addition, in order to conduct more study, it is essential to re-examine the interaction between lifestyle characteristics, product innovation, and Instagram social media on the purchase choices made by various fashion models while shopping at online shops. It is recommended that, for additional research that is interested in the same subject matter, more comprehensive research on the influence between lifestyle and product innovation be explored. This can be accomplished by making comparisons related to the behaviour of other social media users and psychological factors that influence decisions regarding online purchases.

Despite the fact that younger students use Instagram significantly more frequently than older students, the findings indicated that Instagram was probably not an effective promotion platform for either age group. This was due to the fact that there was a low level of user engagement, a relatively neutral perception of Instagram as a learning support tool, and a particularly low level of user acceptance of Instagram as a promotional tool. **Apple A. Lam, Hiu Ching (Aug2023)**

Rizal Nur Rasyiid (2021), the author of this study, investigated the impact of Instagram on educational objectives, particularly in the domain of English language learning, and offered some significant findings. The authors reach the determination that Instagram is an exceptional social media platform that has the potential for an extensive array of expansion prospects. Students learning English as a Foreign Language (EFL) might benefit significantly from using Instagram, especially in terms of vocabulary development. Despite its seeming insignificance, Instagram has the capability to rectify the most prevalent language errors committed by students. Miscontext words, spelling and pronunciation problems, and a lack of vocabulary knowledge are examples of these faults. Notwithstanding this, the investigation for this study is uncomplicated, since it is based only on a limited number of chosen papers and devoid of any direct author engagement. As a result, Instagram is regarded by the authors as the most efficacious problem-solving tool that can be used to the English learning process, specifically vocabulary acquisition. Furthermore, it is among the integrated learning medium that is universally utilised by everyone worldwide.

Due to the relatively small number of research completed on Instagram, its effectiveness for educational objectives, namely language acquisition, was previously unclear **(Ali Erarslan, 2019).** In order to demonstrate the potential of Instagram for these objectives, the experimental portion of this research also revealed that students did higher on the post-test subsequent to receiving the Instagram intervention in addition to their usual, in-person classroom instruction. While the results of this research were compared to those of previous studies pertaining to social media, a study that specifically examined the use of Instagram for language acquisition provides comparable support for the findings of the present study.

According to the research conducted by **Mansor and Rahim (2017)**, Instagram offered students educational opportunities for language learning by fostering a sense of spontaneity and relaxation. Furthermore, the authors assert that learners were able to enhance their communicative, writing, and reading proficiencies through the completion of Instagram tasks. It is evident from the results of this study's experiments, surveys, and interviews that Instagram could be used to assist students in their language learning by exposing them to language-related content outside of the classroom, allowing them to practise the language with their peers and individuals from around the world, and enhancing their language skills and language domains.

JeffreyP.Carpenter(2015) Present-day educators use the Internet for a multitude of professional objectives. They participate in formal professional groups, use online materials supplied by established publishing firms, and employ specialised educational platforms like learning management systems. Moreover, they use platforms not initially developed with educators in consideration for professional purposes, and Instagram serves as yet another illustration of this trend. Instagram functions as a conduit for accessing professional affinity spaces where educators share thoughts and concepts, with a handful of users profiting from a portion of these exchanges. This study makes a valuable contribution to the academic discipline by comprehensively documenting educators' use of Instagram, therefore illuminating potential areas for future research about the platform's hazards and advantages.

OBJECTIVES OF THE STUDY:

1. Determine the degree to which students use Instagram.
2. To investigate the effect on scholastic achievement.
3. In order to assess the psychological impact on pupils.
4. In order to assess the impact that social contacts have.
5. To assess the possible addictive tendencies shown by pupils.

HYPOTHESIS

1. There is no significant difference between influence of Instagram between the age group of 15-20 and 20-25
2. There is no significant difference between the influence of Instagram on the content viewed for entertainment and informational videos
3. There is no significant difference between the influence of Instagram on male and female gender

DATA COLLECTION PROCEDURE

Questionnaire-based research of thirty students, including graduates and postgraduates, revealed that Instagram is used by students to communicate with friends and build a big network. Additionally, the department of education, gender, and profession that the research investigated exhibit variations in Instagram use.

DEMOGRAPHIC FACTORS OF THE RESPONSES

FREQUENCY TABLE

		Frequency	Percent
Age	Below 30	40	97.6

		N	%
	Above 30	1	2.4
	Total	**41**	**100.0**
Gender	Male	28	68.3
	Female	13	31.7
	Total	**41**	**100.0**
Education level	Postgraduate	23	56.1
	Undergraduate	18	43.9
	Total	**41**	**100.0**
Marital status	Un Married	39	95.1
	Married	2	4.9
	Total	**41**	**100.0**
Current status	Studying	34	82.9
	Employed	7	17.1
	Total	**41**	**100.0**

INFERENCES: From the above table the inferences drawn are as follows:

Age Distribution: A mere 2.4 percent of the participants are aged 30 or older, while 97.6 percent are under the age of 30. A considerable proportion of the research participants are in their youth, with a particular emphasis on persons aged 30 and below.

Gender distribution reveals that 31.7 percent of the participants are female and 68.3 percent are male. The research exhibits a greater proportion of male participants in comparison to female participants.

Academic Profession: 56.1% of the respondents have a postgraduate degree, while 43.9% are enrolled as undergraduates. Postgraduate and undergraduate students are represented in the research, with a somewhat greater proportion of postgraduate participation..

Marital Status: The proportion of unmarried individuals is at 95.1%, while the proportion of married participants is 4.9%. Given that the majority of participants are unmarried, this indicates that the experiences of unmarried persons are the primary focus of the research.

Present Situation: 82.9% of the participants are enrolled in educational institutions, while 17.1% are employed. Students comprise the bulk of the participants, indicating that the research studies Instagram's impact on students in particular.

In general, the research seems to be preoccupied with the viewpoints and experiences of youthful, unmarried pupils, among whom men are overrepresented. These demographic considerations must be taken into account when analysing the data and developing inferences about Instagram's impact on pupils. Additionally, a more varied sample would have enhanced the generalizability of the results and contributed to the overall quality of the research.

HYPOTHESIS 1
There is a lack of significant diversity in the perceptions of professionals across different age cohorts about the influence that Instagram has on students.

Age	N	Mean	Std. Deviation	t	Sig.
Below	40	27.43	7.03	-0.50	0.62
Above	1	31.00	0.00		

The provided data above includes information about two groups categorized by age (Below 30 and Above 30) and their respective mean scores, standard deviations, and the results of a t-test. The age group above 30 has a higher mean score than the age group below 30.

The t-value is -0.50 with 39 degrees of freedom, and the associated p-value is 0.618 (greater than the typical significance level of 0.05). Therefore, there is no statistically significant difference in the mean scores between the two age groups when assuming equal variances.

HYPOTHESIS 2

The perspectives of male and female respondents about the impact that Instagram has on students are not significantly different from one another. There is no significant difference between the two groups.

Gender	N	Mean	Std. Deviation	t-test	Sig.
Male	28	27.71	7.82	0.269	0.789
Female	13	27.08	4.91		

The provided data includes the means and standard deviations for two groups based on gender (Male and Female), as well as the results of an independent samples t-test. The mean response for the male group is 27.7143, while the mean response for the female group is 27.0769 are quite close.

When assuming equal variances, the t-test (t = 0.269, p = 0.789) suggests that there is no statistically significant difference in the means between the male and female groups.

HYPOTHESIS 3

The views of respondents on various educational level groups of replies about the effect of Instagram do not vary significantly from one another in a meaningful way.

Educationlevel	N	Mean	Std. Deviation	Sig.	t
PostGraduate	23	26.52	5.87	0.31	-1.03
UnderGraduate	18	28.78	8.16		

The mean response for the Postgraduate group is 26.5217, while the mean response for the Undergraduate group is 28.7778.

When assuming equal variances, the t-test (t = -1.030, p = 0.310) suggests that there is no statistically significant difference in the means between the Postgraduate and Undergraduate groups.

HYPOTHESIS 4

The views of respondents on the effect of Instagram do not vary significantly from one another in a meaningful way based on whether or not they are married.

Maritalstatus	N	Mean	Std. Deviation	t	Sig.
UnMarried	39	27.56	7.07	0.21	0.84
Married	2	26.50	6.36		

The mean response for the Unmarried group is 27.56, while the mean response for the Married group is 26.50. The mean scores for the Unmarried and Married groups are not significantly different based on the t-tests.

When assuming equal variances, the t-test (t = 0.208, p = 0.836) suggests that there is no statistically significant difference in the means between the Unmarried and Married groups

HYPOTHESIS 5

The opinions of respondents on the impact of Instagram do not substantially differ from one another in a meaningful manner depending on the respondents' current employment status.

Current status	N	Mean	Std. Deviation	t	Sig.
Studying	34	27.8529	7.09730	0.685	0.49710
Employed	7	25.8571	6.54290		

The mean response for the Studying group is 27.8529, while the mean response for the Employed group is 25.8571. The mean scores for the Studying and Employed groups are not significantly different based on the t-tests.

When assuming unequal variances, the t-test (t = 0.724, p = 0.497) also indicates no significant difference in means.

FINDINGS, SUGGESTIONS, AND CONCLUSIONS FOR THE STUDY ON INFLUENCE OF INSTAGRAM ON STUDENTS:

Findings:

Age Group: It may be deduced from the fact that there is no statistically significant variation in mean scores across age groups that the impact of Instagram on pupils is constant across all age ranges.

Gender Differences: According to the findings of the research, there is no statistically significant difference in the mean scores of male and female students, which strongly suggests that the influence of Instagram is comparable regardless of gender.

Education Level: In terms of mean scores, there is no discernible difference between students who are enrolled in postgraduate and undergraduate programmes, which suggests that Instagram has a consistent impact on students from other educational backgrounds.

Marital Status: The research indicates that there is no discernible difference in the impact of Instagram between students who are not married and those who are married.

Current Status: It seems that there is no significant difference in mean scores between students who are employed and those who are studying, which suggests that Instagram's effect is not affected by differences in work status.

Suggestions:

Awareness Programs: Implement awareness programs to educate students about responsible Instagram use, including the potential impact on different aspects of life.

Tailored Educational Content: Customize educational content based on demographic factors to address specific concerns related to age, gender, education level, marital status, and current status.

Social Media Literacy: Integrate social media literacy into educational curricula to empower students with the skills needed to navigate online platforms responsibly.

Parental Involvement: Encourage parental involvement to promote healthy social media habits among students, considering the potential influence of Instagram on various aspects of their lives.

Conclusion:

The study indicates that Instagram's influence on students is consistent across demographic variables, emphasizing the need for comprehensive educational strategies rather than targeted interventions based on individual characteristics.

While no significant differences were found, continuous monitoring and research are crucial due to the dynamic nature of social media platforms and changing student demographics.

The findings highlight the importance of a holistic approach to digital literacy and responsible social media usage to mitigate potential negative effects on students' well-being and academic performance.

Recommendations for future studies include exploring qualitative aspects, such as specific Instagram usage patterns and content preferences, to gain a deeper understanding of the platform's influence on students.

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