



The Impact of Social Networks on Kedge Students Well-being

An In-depth Study During and Post-Covid-19

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ABSTRACT

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The Covid-19 pandemic has had a significant and profound impact on the daily lives of students, including students enrolled in the EBP 4 program at Kedge Bordeaux. In this disruptive context, the influence of social networks has emerged as a crucial aspect. Therefore, the objective of this thesis was to conduct an in-depth study of this cohort of students, focusing on understanding the role played by social networks during the pandemic and analysing the potential impact on their mental well-being and academic performance. To achieve these goals, a comprehensive data collection process was implemented, consisting of a quantitative survey distributed to 241 students, resulting in a response rate of 103 participants. The quantitative data collected was then carefully analysed and interpreted.

In order to meet the research objectives in a meaningful way, several recommendations were made to Kedge. These key recommendations include implementing an awareness campaign among students, creating an association project dedicated to supporting Kedge students in using social networks more effectively as well as managing their time, and finally, promoting prevention. Regular communication on the school's Instagram and Facebook pages was advocated, involving the sharing of tips and tricks to students to help them better manage their time spent on social networks and minimise any negative effects that may result. Specific recommendations were also made directly to Kedge students, such as being aware of their motivation when using social networks and setting a time limit on these applications to avoid spending too much time on them.

Given the ever-changing nature of social networking, it is crucial for Kedge to stay abreast of this prevailing trend and implement the following recommendations. By doing so, the institution will be able to effectively support its students and ultimately improve their academic outcomes.

Key words: social networks, students, Covid-19, well-being, human resources

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GLOSSARY of ABBREVIATIONS AND TERMS

TAMK Tampere University of Applied Sciences

EBP European Business Program

1 INTRODUCTION

In recent years, the rise of social networks has been remarkable and they have taken a considerable place in the daily lives of many French people (Ricard, 2023). This growing presence of social networks has been influenced by the effects of globalisation and had a major turning point during the Covid-19 pandemic in March 2020, which deeply impacted the entire society, including students.

However, the use of social networks raises questions about its positive and negative impacts. It is in this context that this thesis aims to analyse the behaviour of Kedge Business School students, examining the place social networks occupy in their daily lives, both during the Covid-19 period and in the current context. The objective is to explore the impact of this use on their mental health and also on their studies. Indeed, social networks can be both beneficial and detrimental, and it is essential to understand how students integrate them into their daily lives.

This study aims to contribute to the understanding of the complex dynamics between social networks, mental health and studies of Kedge Business School students. In order to achieve this objective, an elaborate survey will be conducted among Kedge students. Through the in-depth analysis of this data, this study will provide concrete recommendations and adapted strategies to optimise the use of social networks by Kedge Business School students. The focus will be on optimising the positive impact of social networks on academics and mental health, while minimising potential negative effects.

2 THESIS PLAN

2.1 Thesis topic

The subject of this thesis is to analyse the impact of social networks on the behaviour in their studies and mental health of Kedge Business School students since the beginning of the Covid-19 pandemic.

As Kedge students and having seen the impact of the pandemic at the end of the first year of the program, this topic was chosen for further study. This radical upheaval led to major changes in the organisation of daily life with the need to isolate oneself. The main objective of this thesis is therefore to understand how other EBP 4 students at Kedge coped with the two successive lockdowns and to analyse the impact that this may have had on their academic behaviour as well as on their mental health. Through this thesis, it was directly thought to make a link with the different courses in human resources that were taken this year at TAMK.

2.2 Thesis objective, purpose, and research questions

The Covid-19 pandemic had a major impact on the lives of many people, including Kedge Business School students, giving a consequent place to social networks in their daily lives. The objective of this thesis is to understand the impact of social networks on the mental health of these students during the crisis and to analyse the current repercussions. Indeed, an event as unexpected and devastating as Covid-19 has pushed students to adapt to new norms of living and studying. Therefore, the goal is to identify the consequences that this difficult period may have had on students, focusing on the positive and negative aspects of social network use. In order to subsequently propose recommendations to Kedge that it can help future generations.

The main question of this thesis is:

“How did the combination of the effects of Covid-19 and the use of social networks impact student behaviour and well-being?”

The two sub-questions for the findings are:

“What was the role of social networks for students during the Covid-19 pandemic?”

“What are the consequences of this use on student behaviour post-pandemic?”

2.3 Concepts and theories

In this section, different concepts related to the research will be explained, such as social networks, Maslow's needs theory, social learning theory, social comparison, time management, emotional and digital well-being.

2.3.1 Social networks

In this first part, social networks will play an important role. Therefore, it is important to explain in more detail this worldwide fashion phenomenon that started in the 1990s until today (The Evolution of Social Media 2021). Social networks, often referred to as social media, are online platforms that allow individuals to interact across distances and time zones, sharing content, ideas and information. Since their inception, social networks have grown exponentially with the creation of new platforms such as Facebook, Instagram, and most recently Tiktok, which is booming among 16-24 year olds. All these platforms reach millions of active users every day, especially since the Covid-19 crisis.

Indeed, this pandemic period was an unexpected and destructive event on a global scale that forced the population to isolate themselves and change their habits, leaving even more room for the digital to maintain the connection between all. In France, social networks have been the subject of a craze since, according to Le Parisien, 55% of the French population in general would have found it difficult to live without social networks during the pandemic (Renou 2021). Moreover, it is notably the students who during this period were the most impacted because 36.6% of them are affected by mental health problems (Wikimedia projects 2023).

These figures show the considerable place that social networks have occupied during this period, becoming unavoidable. The link with the subject of the thesis is important since it is the central subject. Throughout the thesis, the aim will be to understand in greater depth and at the level of French students at Kedge how this has impacted them in terms of mental health.

2.3.2 Maslow's theory

The "pyramid of needs" is a theory developed by Abraham Maslow in 1943 to describe and prioritise the basic needs of human beings. In effect, this theory identifies the basic needs that must be satisfied before reaching levels of personal fulfilment and satisfaction conducive to growth. Maslow's research focused on mentally healthy individuals rather than those with psychological disorders (Hammond 2013).

This pyramid is composed of five large categories of needs. There are 3 big groups in which are grouped these 5 categories:

Firstly, there are the basic needs that take into account :

- **physiological needs**: such as food, water and sleep
- **security needs**: such as personal security, employment and health

Then, as the pyramid go up there are about psychological needs:

- **the needs of belonging and love**: such as friendship, family and interpersonal relationships
- **esteem needs**: such as self-esteem, recognition and respect

Finally, at the top of this pyramid is the category of the need for self-actualization:

- **self-actualization needs**, such as self-actualization and creativity.

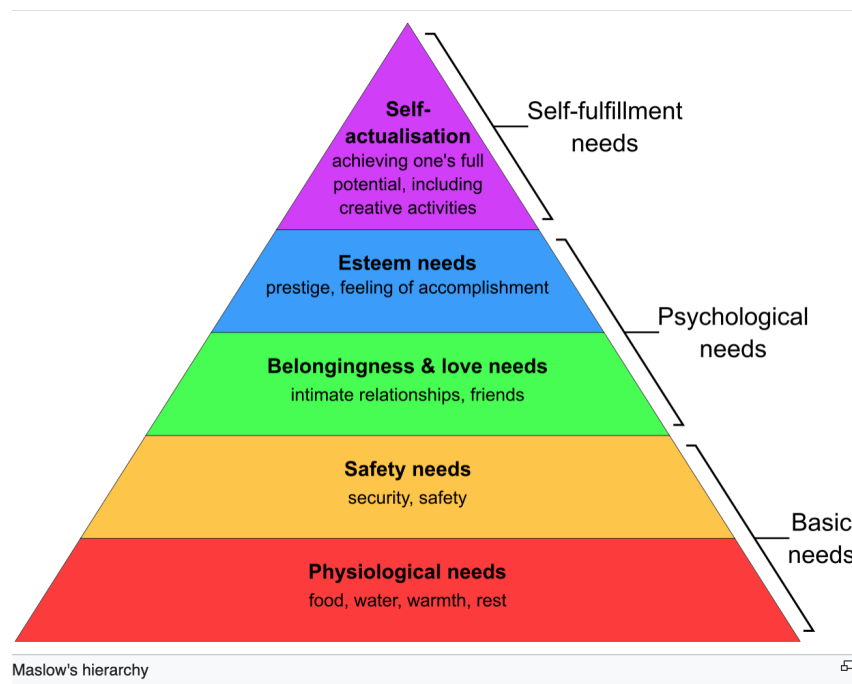


FIGURE 1: Maslow's theory (Wikimedia projects 2023).

According to Maslow, survival needs must first be satisfied that the other needs can also be satisfied in turn. However, the higher the pyramid, the more difficult it is to satisfy all the higher needs. This distance is influenced by interpersonal and environmental barriers that will slow down the process (Mcleod 2023).

This is why this theory makes it possible to establish a direct link with the fundamental needs that were affected during the pandemic, in particular the need for social belonging, whether it be family or friendship for example. Indeed, the Covid-19 pandemic, which appeared suddenly in March 2020, had a real impact on the lives of students. It can be seen that this theory also helps to understand the different motivations and needs they have to use social networks. Social networks have become an important part of students' lives and offer them a way to satisfy their needs by staying in direct contact with their friends and family despite the distance. This has been a real asset during this period of isolation. Therefore, Maslow's theory raised the question of the motivations and effects of using social networks, whether they are positive or negative for a student's mental health (Gale 2017).

2.3.3 The social learning theory

The theory of social learning was developed in 1977 by Albert Bandura, one of the first ideas of this theory, called modelling process, is based on the fact that an individual does not learn directly alone but through observation and imitation of the behaviour of others. By taking into account the consequences of these behaviours before adapting them himself. In other words, this imitation is selective in the sense that the individual chooses or not to reproduce certain behaviours depending on whether they are rewards or punishments. In Bandura's theory, rewards refer to pleasant events, while punishments refer to negative events (Bandura 1977).

Bandura's second concept, directly related to this process, is vicarious reinforcement. According to this concept, if a person observes the positive or negative consequences of other people's behaviour, he or she will be more or less likely to repeat that behaviour in the future, depending on those consequences. Furthermore, this concept illustrates how individuals can learn by observing and imitating the behaviours of others, without directly experiencing them. For information, in this theory, the person whose behaviour is imitated is referred to as a "model" and the whole process that leads to imitation is referred to as "modelling".

To sum up, according to Bandura, this social learning by others is based either on the experiences of others, or on one's own experiences in relation to others. He therefore places cognitive and social factors as determinants of behaviour (Fitzgibbons 2019). To define cognitive factors, they are all the capacities of the brain that allow one to interact with one's environment, such as concentration, acquisition of knowledge, but also perception (What Are Cognitive Abilities 2020). This is in line with Bandura's statement which says that people learn by observing and imitating others. Finally, there are the social factors that include all the elements such as family, friends, wealth, religion, etc. that can affect a person's way of life. Based on this theory, Bandura defines a person's social life as impossible if he or she only learns by himself or herself, so the observation of others is an indispensable means for him or her to obtain the knowledge and know-how necessary to perform the desired action and succeed.

In addition, two other key concepts are part of Bandura's theory. The first is self-esteem, which, according to him, is a key point in that a person with high self-esteem is more willing to take risks and persevere in difficult situations, resulting in greater resilience. Conversely, low self-esteem can trigger a fear of failure in the individual and lead to a lack of self-confidence and motivation. Secondly, there is another closely related concept, the feeling of self-efficacy. Self-efficacy is the foundation of motivation, well-being and human accomplishment. According to Bandura, if a person is not convinced of his or her abilities and of the fact that his or her actions can allow him or her to succeed, he or she will be less inclined to act and to persevere. Self-efficacy is not just about knowing what to do and being motivated. Rather, it is about being able to effectively use all intellectual, social, emotional, and behavioural skills to achieve those goals (Estime De Soi 2015).

In summary, Bandura's theory shows that people learn by observing others and by reproducing observed behaviours. These behaviours are chosen based on the rewards or punishments associated with them. It is also possible to learn by observing the rewards and punishments received by others, which is called vicarious reinforcement. The concepts of self-efficacy and self-esteem are also important in this theory, as they influence the capacity to succeed in learning and achieving goals.

A direct connection can be made between the topic of this thesis and this social learning theory, as it allows for the examination of student behaviour on networks during the covid period, while learning more about the social learning that occurs as a result. In this way, it will be possible to shed light on the potential influence of social networks on these students and whether it may have affected their self-esteem and self-efficacy.

2.3.4 Social comparison theory and the Halo effect

This theory of social comparison was originally developed in 1954 by Leon Festinger, who explains that people compare and evaluate their lives, opinions, values, and accomplishments against those of others (Festinger 1954). According to Festinger, comparing oneself to others is a way to establish a point of reference from which an individual can evaluate themselves. This means that people learn about themselves by evaluating their own attitudes, abilities, and beliefs in relation to others. In general, people tend to compare themselves to members of their peer group or to those with similar characteristics.

Moreover, it has been shown by Festinger that individuals rely on these comparisons with others to evaluate their own positions and self-esteem. There are two kinds of comparisons: (Cherry n.d.)

- **Upward comparison** means comparing oneself to a person whom one considers superior to oneself. This can motivate individuals to improve their own performance but it can also lead to feelings of frustration or inadequacy.

- **Downward comparison** refers to comparing oneself to people whom one considers inferior, which leads to an increase in self-esteem as well as a feeling of complacency or satisfaction.

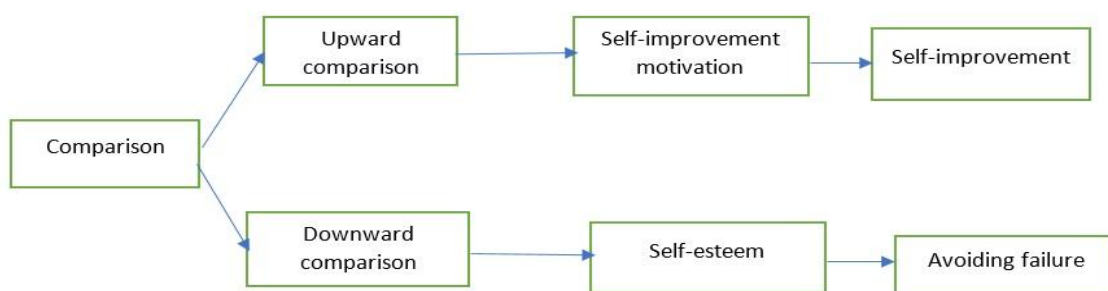


FIGURE 2: Social Comparison Theory (Social Comparison Theory - IS Theory, s. d.)

In addition, social comparison has a crucial role in the judgments that people make about themselves and about how people behave. This can have a

positive or negative impact on a person's psychological well-being because, as explained above, some comparisons tend to give a bad or good image of self-esteem and motivation in general.

Furthermore, this theory is closely related to the concept of the Halo Effect discovered by Edward L. Thorndike. Indeed, it is by definition the overall impression of a person directly influenced by a positive or negative characteristic of another person. In other words, it is a cognitive bias affecting people's perception, which is therefore selective since it is based on first impression (Omer 2015). Combining these two theories, it is possible to say that the Halo effect can also have an impact on how one compares themselves to others.

With regard to the topic of social networks and their impact on students and these two theories, the link is directly established as they allow to understand the behaviour of users. Both are very interesting because they highlight the fact that social comparison is a widespread phenomenon. Especially during unexpected events such as the Covid-19 pandemic where everyone was forced to isolate themselves for months without any physical social exchange. Forcing everyone to change their habits and ways of functioning, moreover according to a study conducted by "Social Life 2020 Harris Interactive" 40% of French Internet users declare having created an account on a social network or an instant messaging application. This shows the strong interest of the French for social networks during this period.

As for the content available, it is varied but generally put forward in a flattering way. These misrepresentations of others, as well as embellished profiles, contribute to observers making generally biased and unfavourable social comparisons that affect their well-being (Haferkamp & Krämer 2011). Furthermore, when an individual regularly "watches" the lives of others on social networks, he or she implements a cognitive bias that can lead to a distortion of his or her logical reasoning. As a result, the individual is more likely to believe that others have a better life than he or she does (Lee 2014).

2.3.5 Time management

Time management is an essential element nowadays and especially an important issue in human resources. According to its definition it is a process that intentionally structures the planning to achieve its objectives. This requires a strategic organisation with different tasks to increase productivity. It is found that time management is related to prioritising if one wants to achieve individual or corporate performance goals (Homes 2021).

Indeed, adults or students often say "I do not have time". However, this is not always true, it is sometimes more of an excuse as in reality most students are present and using social networks or "the increase in screen time is increasingly worrying scientists as explained in the article by Riboulot (2021). In the end, when the pandemic started in March 2020, it was a complex period and it allowed people to take time and focus more on their well-being and to review their priorities. It is true that in this context, the excuse "I do not have time" was not really relevant as everyone was confined to their homes and could not go outside. According to a survey by the CSA institute, more than half of French people, 55%, would have found it difficult to live through the first confinement without social networks (Renou 2021).

Therefore, it is a concept that needs to be addressed to enable students to have better time management and also to be aware of the impact of social networks in their daily lives. Time management is an important element to consider in maintaining good mental health, especially for students who tend to be very busy and often stressed.

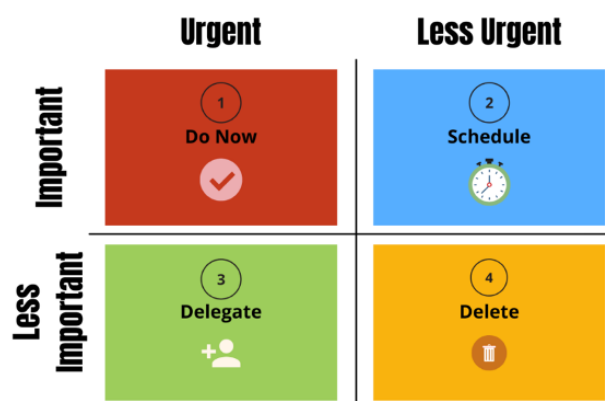
In fact, most students are looking for ways to better manage their time as 88% of the college students said they want to improve their ability to manage their time (Homes 2021). In the author's opinion the students do not have the resources and information to better manage their time and social media time. In reality, this is the same time management issue for employees in companies. You have to strategize and put the tools in place to be more efficient, prioritise and set goals.

This can be linked to the concept of the Eisenhower Matrix, which was created by Dwight D. Eisenhower, the 34th President of the United States, particularly during the Second World War, to help make decisions. Indeed, it is a management tool that allows to prioritise and organise all the tasks to be carried out according to their importance and urgency (Mahnot 2023).

This matrix is divided into four categories and distinguishes between what is important and what is urgent.

- Important and urgent tasks are those that need to be dealt with immediately and have a direct impact on short-term objectives.
- Important but non-urgent tasks are those that have more of an impact on long-term objectives and do not need to be done in the moment.
- Urgent but unimportant tasks are those that need to be dealt with fairly quickly but which will not have an impact on long-term objectives.
- Non-urgent and non-important tasks are those that are disruptive and distracting and have no impact on the short or long term objectives.

This matrix is really interesting because it allows students to prioritise and organise their tasks according to their urgency and importance. While making a distinction between the short and long term because it is indeed important to have objectives and a vision.



The Eisenhower Matrix Principle. ©theblogrelay.com

FIGURE 3 : The Eisenhower Matrix (Mahnot 2023)

2.3.6 Emotional and digital well-being

As a final concept, it was important to highlight the importance of well-being as a whole. Both emotional wellbeing and digital wellbeing are closely related to this topic. In the first instance, emotional well-being is defined as a state of satisfaction with one's life, taking into account both the cognitive aspects which include positive and negative thoughts as explained earlier in Bandura's theory. With an emotional and affective part it is then about emotions and feelings such as joy or sadness.

On the subject of digital well-being this refers to the impact of social networks on psychological, emotional and social well-being. Indeed, students can be sensitive and more vulnerable with a bad or excessive use of social networks which can lead to anxiety, stress or even isolation.

Indeed, according to a study conducted by the Kaiser family foundation, 45% of Americans feel that the coronavirus crisis is affecting their mental health (19% feel it is having a "major impact") (Coronavirus 2020).

Speaking of the concept of well-being, there is the theory of hedonism according to which well-being depends on several factors: the search for pleasure while avoiding pain. Indeed, in order to reach a state of satisfaction and pure happiness, desires are to be taken into account as they are decisive for happiness. The theory of hedonism is a philosophical theory that maintains that human well-being depends on the search for pleasure and the avoidance of pain. It focuses on maximising the satisfaction of desires and experiencing pleasant sensations to achieve a state of happiness (Houlden 2022).

This theory can influence student's decision making which can impact on their satisfaction and student well-being. In particular, with the use of social networks which can bring feelings of immediate pleasure when interacting and belonging to a community or even a 'like'. However, depending on how they are used and consumed this can also have a significant impact on student's wellbeing and relationships (Theories of Well-Being 2023).

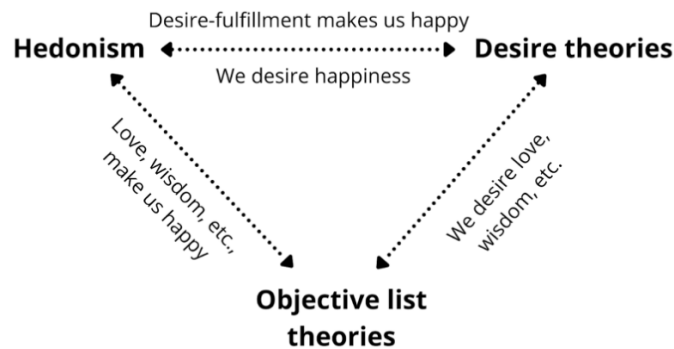


FIGURE 4: Hedonism concept (Theories of Well-Being 2023)

2.4 Working methods and data

For this thesis, the quantitative method of data collection will be used to obtain more accurate data. The quantitative approach is mainly based on the collection and analysis of data to quantify the dimensions of a problem. Therefore, statistical analysis will be performed using survey to interpret results and draw conclusions. For example, when designing a survey, there are several steps to follow with a clear and precise structure. From a rather general question to a more relevant level of personalization and identification (Anderson 2015).

Knowing the target group, namely Kedge EBP 4 students, allows for analysis, presentation and evaluation of the results. Therefore, being both directly involved in this research, it is necessary to have an objective approach as well as a more distant involvement.

A survey was designed with several aspects in mind, including targeted questions about students' different social networking habits during Covid-19 and to determine current behaviours. This allows for a better understanding of the benefits and challenges of using these social networks on their mental health today.

In summary, this method of data collection is very relevant to this research question of understanding the impact and behaviour of students with social networks. It allows for the completion of analysis and necessary action.

In addition, to obtain informed consent, a request for permission to interview Kedge students was made via email. However, Kedge responded that they were not concerned with this request and that the research could continue. Indeed, the survey will be sent through the various personal communication channels and distributed anonymously. All data will be recorded until the validation and publication of this thesis. Thereafter, the data will be directly deleted.

2.5 Thesis process

The theoretical research part has just been explored in Chapter 2 and the following chapters explain the research and analysis part of the thesis in more detail. Here is an overview of the chapters to come.

Chapter 3 introduces Kedge Business School and its students in more detail to explain the choice of this target population and to understand their behaviour.

This is followed by Chapter 4, which focuses on the collection and analysis of the quantitative data previously conducted as well as the reliability, validity of the results, and potential limitations of this research, without forgetting the ethical aspect and sampling.

Chapter 5 is mainly devoted to the discussion of all these results and the links established with the theories introduced previously.

Finally, the last chapter, Chapter 6, presents the conclusions drawn from the research as well as recommendations for Kedge in relation to the research on how the school could implement the practices in the future. This is a very important step in this research, as it will link this thesis to the others.

3 KEDGE BUSINESS SCHOOL

3.1.1 Kedge Business School in a nutshell

Kedge Business School is a French business school, formed in 2013 from the merger of two schools: BEM (Bordeaux School of Management) and Euromed Management. It is headquartered in Marseille, but also has campuses in Bordeaux, Paris, Toulon and Dakar.

Founded in 1874, BEM was originally a private business school located in Bordeaux. It merged with Euromed Management in 2013 to form Kedge Business School. Euromed Management, meanwhile, was founded in 1872 as the "Cercle des Jeunes Commerçants". In 1919, it became the École supérieure de commerce de Marseille, then in 1999, it was renamed Euromed Management.

Today, Kedge Business School is a member of the Conférence des Grandes Écoles, which includes the most prestigious schools in France. It offers management and entrepreneurship training programs for undergraduate and graduate students and professionals which are tailored to different profiles and needs.

3.1.2 Kedge Business School Values

Kedge Business School has essential and determined values that are the very soul of this school. Indeed, several words can describe this school. First of all, it is necessary to explain the word "Requirement". This word is part of Kedge's pedagogical identity, which takes into account culture and results. Therefore, the school is as demanding of its students as it is of the programs it offers. Next comes the word "Commitment", as Kedge places importance on both its employees and its students. In addition, the school demonstrates "Integrity" by setting an example for all and improving itself. The last value is "Humility" which is the ability to question oneself, to learn from one's mistakes and to always improve.

Indeed, for Kedge it is important to bring out the qualities of the students and to bring out their talents. This is why this part on values was essential here, because all the values explained above aim to highlight the qualities of these students, innovation, improvement and their well-being.

3.1.3 Kedge Business School facing Covid-19

Like many educational institutions around the world, Kedge Business School has been affected by the Covid-19 pandemic. This resulted in the temporary closure of campuses and had a significant impact on students, faculty and staff of the school.

Initially, Kedge had to quickly adapt its teaching and training methods to allow for distance learning. Technological tools were put in place to facilitate online teaching and collaborative distance work. Classes were streamed live and recorded to allow students to take the course at their own pace. This radical and sudden change pushed all Kedge students to change their habits and adapt as best they could.

3.1.4 Target population

In this regard, it is important to consider the selection of the study population. The researchers therefore chose to focus on Kedge students enrolled in the European Business Program, which is a post-baccalaureate program where students start right after high school and are approximately 17/18 years old. Here, the target group is therefore students in their 4th year (EBP 4) on the Bordeaux campus. This choice of target population is motivated by the fact that the researchers are themselves Kedge students who have been confronted with the issue at hand. The objective of this research is to understand the impact of social network use on the mental health and academic skills of this student population. The results of this study will allow for recommendations and solutions for Kedge, but also generalise the results to all students at the school and to future generations. The goal is to better understand the positive and negative effects of social networks on student mental health.

4 DATA ANALYSIS

4.1 Research objectives

The main objective of this research was to discover the views and opinions of Kedge students in the EBP 4 on their use of social networks and to determine their impact. In developing this survey, the goal was also to apply concepts and theories and to have directly targeted questions and answers. The survey questions were designed to allow each student to self-identify and give their personal opinion on the topic. Therefore, in this section, each of the questions will be explained and analysed.

4.2 Quantitative data

In this section, the results are established and the quantitative data are analysed. This research is primarily based on the results obtained from the responses to this questionnaire. Therefore, the quantitative data is crucial to provide a rigorous and accurate analysis of the results. To ensure good results through this survey, the questions were written and developed in a clear and relevant way. According to Krosnick and Presser (2010), a successful questionnaire requires, first and foremost, a thorough and detailed understanding of the topic with research on the different concepts of the topic. Therefore, 19 relevant quantitative questions were asked to the students. The purpose of these questions was to collect information that would allow for a better understanding of the responses while protecting the students through an anonymous questionnaire. All of the information collected allows them to identify their behaviours and opinions regarding the use of social networks from the time of Covid-19 to the present day. All of these questions produced hard facts and collected measurable and reliable data.

1. What is your gender?

The gender question is important in any questionnaire in order to obtain a balanced representation of the respondents. In this case, this very first question allows to highlight the results showing a predominance of females in the sample with 62%, while males represent only 38% of the 103 respondents.

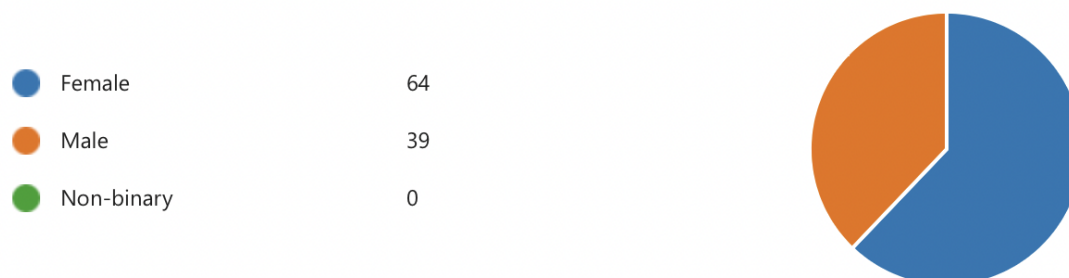


FIGURE 6. Question 1.

2. What social networks are you the most active on?

To determine the most popular social networks among students, nine options were provided, including an "other" response to provide a comprehensive choice. Participants could select only three options to further narrow their responses. The results indicate that three social networks were particularly popular. Snapchat came in third place with 57 responses, TikTok received 60 responses, while Instagram came in first with 93 responses.

This finding speaks to the significant influence Instagram holds with students, which is consistent with the trend previously seen in a 2021 study of Generation Z's use of social networks (Raffin 2021). Instagram was in first place then with 82% of the 4682 responses. Although our survey sample is smaller, the results confirm the popularity of Instagram among students.

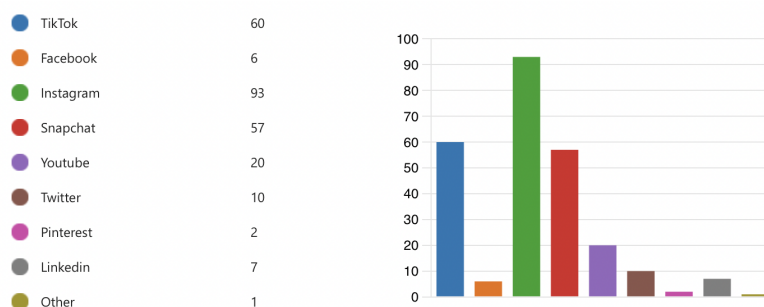


FIGURE 7. Question 2.

3. Why do you use social networks for?

The following questions allow researchers to better understand the place that social networks occupy in the lives of students. Indeed, it allows them to target the usefulness of social networks for them. In terms of results, "Social Interaction" got the most answers with 85, followed by "Entertainment" with 64 and finally "Information" 34 responses. As a result, it is interesting to see how social connections are the first concern of students, but what is even more surprising is to see how useful social networks are today in order to stay informed. These three categories are undoubtedly the most requested and underline the importance of social networks among students.

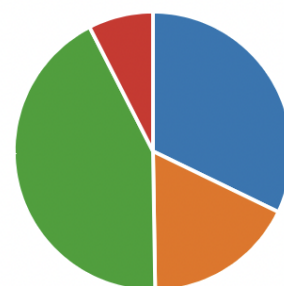
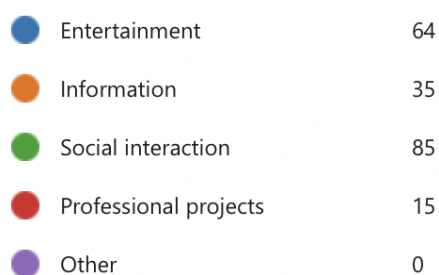


FIGURE 8. Question 3.

4. Approximately how many hours do you spend on social networks per day?

Quantifying the number of hours students use social networks is critical for researchers to understand their behaviour. To facilitate the analysis, the question was measured in days. Therefore, it is notable that out of the 103 responses obtained, the average is 4.52 hours per day, or nearly five hours per day spent on their phones exclusively to access their social networks. This data underscores the strong involvement of students in using social networks and highlights the importance of their role in their daily lives.

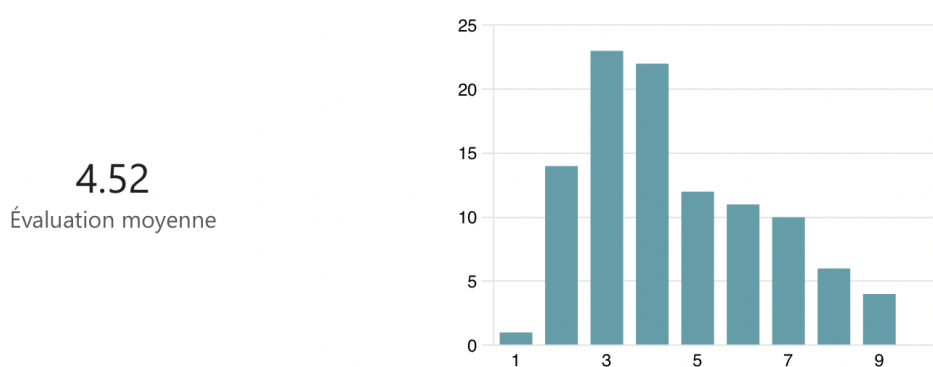


FIGURE 9. Question 4.

5. Do you think it has increased or decreased since Covid-19?

Having determined the average daily use of social networks by students, it is relevant for the researchers to compare these results with the impact of the Covid-19 period. A question was asked to assess whether respondents perceived any changes in their use of social networks since the start of the pandemic. The results revealed that 58% of participants felt that their use of social networks had increased by between one and two hours per day as 26% reported an increase of two to four hours and 5% reported an increase of more than five hours. In contrast, only 11% reported a decrease of one hour. These statistics clearly demonstrate the prevailing trend of increased social networking among respondents since the Covid-19 pandemic.

| | |
|---------------------|----|
| ● Less than 1 hour | 11 |
| ● Between 1-2 hours | 60 |
| ● Between 2-4 hours | 27 |
| ● More than 5 hours | 5 |

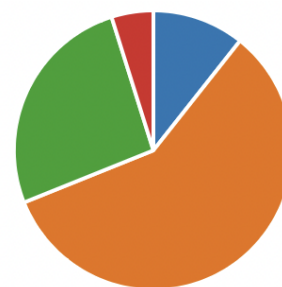


FIGURE 10. Question 5.

6. Could you have passed the lockdowns without social networks?

This question asks whether students would have made it through the lockdown periods without social networks. The results are unequivocal: 80% of the responses obtained are negative. This underscores the critical importance of social networks in students' lives, whether for entertainment, access to information, or social interaction. Social networks have played a major role in their lives during this long and difficult period.

| | |
|--------------|----|
| ● Absolutely | 21 |
| ● Not at all | 82 |

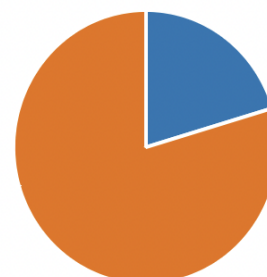


FIGURE 11. Question 6.

7. Nowadays, are you able to disconnect from social networks when you need to?

As for today, the next question allowed the researchers to find out if students are now able to disconnect from social networks when needed. The results show that for 66% of them this is possible "sometimes", followed by 18% for "usually", 12% for "not at all" and only 4% for "always". These figures reveal that students have difficulty disconnecting from social networks, in fact, the highest percentage being "sometimes", which is the closest to "not at all", shows that it

has a negative impact. This demonstrates the existence of students' dependence on social networks. Furthermore, this is not directly related to the Covid-19 period but is indeed current data.

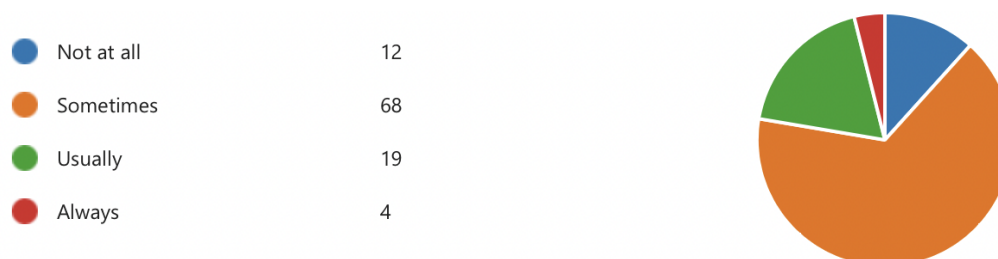


FIGURE 12. Question 7.

8. During the pandemic, what needs did you seek to meet the most through social networks?

The purpose of this question was to determine the priority needs that students sought to meet during the Covid-19 pandemic through social networks. The results show that "social connections" was the most important category with 50% of responses, followed closely by "information" with 35%. This highlights the importance of social networks to students in meeting their social and information needs during this time. The results also show that, despite the restrictions, students sought to maintain strong social ties by using social networks to stay in touch with their relatives. Seeking information of all types was also important, highlighting the crucial role of social networks in disseminating information during unexpected and devastating times such as Covid-19.

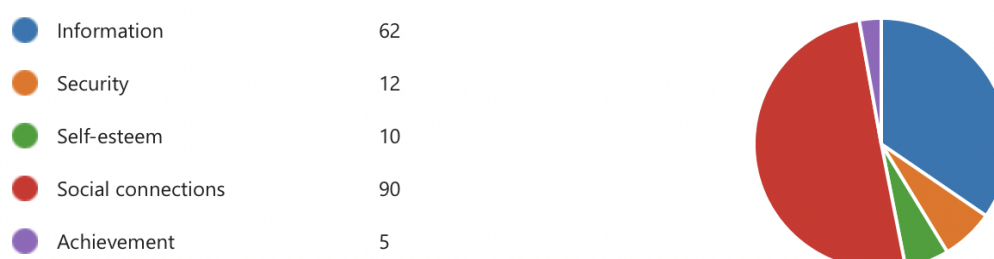


FIGURE 13. Question 8.

9. Would you say that this has changed today? If so, which one is more relevant?

According to the question posed, many answers were determined, but what stands out the most is social relations and information. As a result, an open-ended question was asked to determine whether their use today meets a different need than it did in the Covid period. Indeed, among the needs that stand out the most, it can be seen that it is about social relations. This means that social networks have become very important today among students, especially in their social interaction.

| | |
|-----------|------------------------------|
| anonymous | Yes, self esteem |
| anonymous | Social connections |
| anonymous | I think it's pretty the same |
| anonymous | Social connections, the same |
| anonymous | Social connections |
| anonymous | Social connection |
| anonymous | social connections |
| anonymous | Social |
| anonymous | Social connection |
| anonymous | Social |

FIGURE 14. Question 9.

10. In your opinion, were social networks a source of learning during the lockdowns?

This question is relevant and allows the researchers to analyse whether, according to the students, social networks were a source of learning during periods of lockdowns. According to the results of this question, there is a clear majority of people with 89 students out of 103 respondents saying "yes". This means that 86% agree that social networking was useful and a form of learning during the covid period. This is not surprising when one considers the number of hours spent on social networks and the role they play in daily life and education. However, it is interesting to note that only 14 students answered "no", which may be related to more traditional learning methods such as books

or courses, or to having access to the internet or technology. These results underline the fact that social networks have become an important part of the way students learn.



FIGURE 15. Question 10.

11. On a scale of 1 to 10, how effective do you think social networks are as a learning tool today? 1= not at all / 10 = definitely

The purpose of this question was to relate to the previous question and determine if they thought that using social networks today was a way to learn. Indeed, as this graph indicates, social networks have become a tool for learning, especially since the beginning of the Covid-19 pandemic. To assess the effectiveness of this method of learning, the following question was asked of 103 students. On a scale of 1 to 10, the results show an average of 7.10, which is relatively high. Therefore, these results highlight the importance of social networks as a relatively effective learning tool for today's students. This high score may be the result of the fact that social networks allow for easy and quick social interaction, sharing of content and this may enhance collaborative learning. It remains to analyse how they use it and the quality of it.

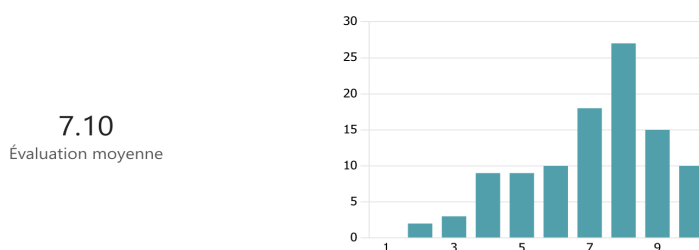


FIGURE 16. Question 11.

12. During Covid-19, to what extent do you agree or disagree with each of the following statements?

The first two statements sought to understand whether students felt motivated and inspired by social networks content or more jealous and frustrated. The results show that more than half of the respondents, 58.3%, "agree" with the statement that they are motivated and inspired, while only 11.7% do not. The two most extreme responses were 26.2% who "strongly agreed" and 3.9% who "strongly disagreed". For the statement regarding frustration and jealousy, over half of the respondents (55.6%) disagree, while 21.4% agree. The two extremes indicate that 21.4% strongly disagree, while only 1.6% strongly agree. In summary, these results suggest that while students may sometimes feel frustration or jealousy when viewing content on social networks, the majority of students are instead motivated and inspired by what they find there, which can have a positive impact on their well-being and behaviour.

The purpose of these next two statements was to determine if social networks had a positive or negative impact on students' self-esteem during Covid-19. For the positive impact, opinions were divided, with 40.8% of students "agree" and 45.6% "disagree". In contrast, for the negative impact, there was a clear predominance of "disagree" with 58.3% versus 30.1% "agree." These results suggest that the majority of students do not see social networks as having a positive impact on their self-esteem during Covid-19. Instead, they are more likely to think that social networks can have a negative effect on their self-esteem. These findings highlight the importance of awareness of the potential impact of social networks on mental health and self-esteem, especially during challenging times such as Covid-19.

The last two statements focused on whether the use of social networks during Covid-19 may have led to a sense of isolation or, on the contrary, a sense of community for students. For the first statement on isolation, opinions were again divided, with 37.9% of students disagreeing and 31.1% agreeing. In contrast, for the statement about belonging to a community, the results are clear: 48.8% of students "agree" and only 18.4% "disagree." These results suggest that during the difficult period of Covid-19, social networks may have had a positive impact

by allowing students to feel connected to a community. However, this same use of social networks may have also led to a sense of isolation and social exclusion for some individuals. It is therefore important to find the right balance in the use of social networks in order to preserve the mental health and well-being of students.

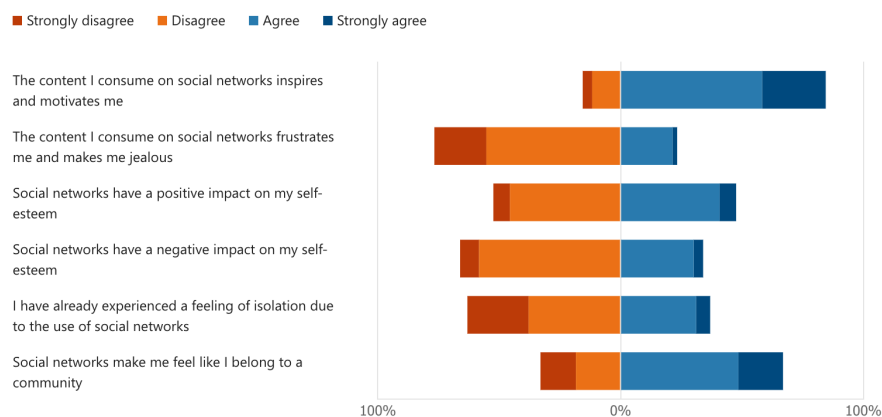


FIGURE 17. Question 12.

13. Have you noticed any changes in your behaviour today?

This question is very relevant as it follows on from the previous question and allows to determine changes in students' behaviour through their use of social networks and highlights several current trends. Particularly, with the first result showing that there is a majority of 57% who responded that they agree that it increases their stress levels on a daily basis. Indeed, these results may show that depending on the use of the networks it can have negative consequences on students' mental health.

However, the news is not all negative as 77% of students "agree" that social networks are a way to stimulate creativity and enhance personal development. What is also interesting is that 60% of the students mentioned that they did not feel insecure because of their use of social networks, which is a reassuring number. This shows that they are aware of the limits and impact of social networking on their self-esteem. Through these results, the positive and negative points and the impact on their behaviour can be determined a little more.

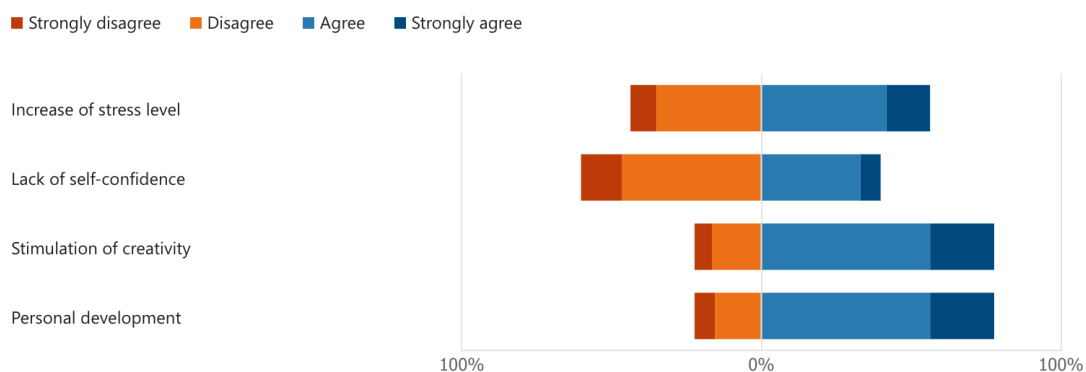


FIGURE 18. Question 13.

14. To what extent do you think the content shared on social networks is authentic to reality? 0% = not at all / 100% = definitely

The aim of this question was to find out the students' views and to what extent they consider the content shared on social networks to be authentic. The study revealed that only 13% feel fairly confident about the quality and content shared, with results estimated at between 60/80%. However, 48% are more or less sceptical and express confidence in the range of 40/60%. This shows that the vast majority of respondents do not trust 100% of what they see on social networks. Indeed, 33% of them think that social networks are genuine and are in the relatively low range of 20/40%. All of these results highlight the fact that these students are vigilant about the content and information being disseminated and always keep a certain distance.

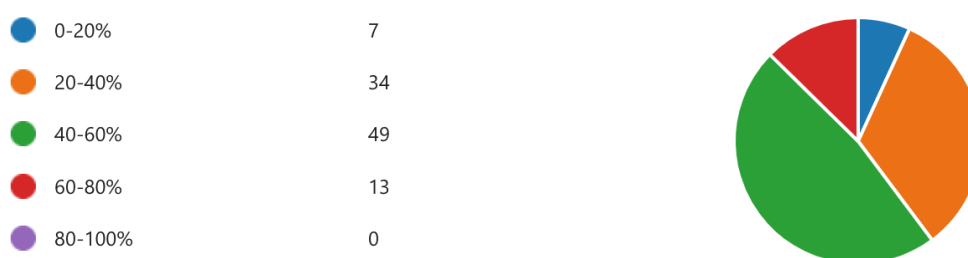


FIGURE 19. Question 14.

15. As for you, is the content you share accurate to your lifestyle?

This question asked whether students felt they were sharing content similar to their lifestyle. The results indicate that the majority of respondents, with 53 "yes" out of 103 responses, share content similar to their lifestyle. However, another 49 students responded "more or less," meaning that what they share does not always match their life or present a complete picture. On the other hand, only one person answered "no" to this question, which shows that the type of content they share has a lot of reality to it. These results indicate that there is still some reality. They do not trust 100% of what they consume on social networks and the content they post in their community.

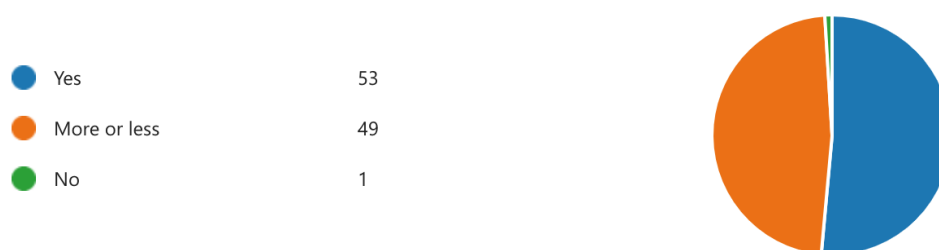


FIGURE 20. Question 15.

16. How important do you think time management is to maintaining good mental health?

This question is directly related to time management, which is a factor to be taken into account in this research. Therefore, with 103 responses collected, there were 64 responses from students who felt that time management was "extremely important" to maintaining good mental health and 35 who felt it was "important" with only 4 people who felt it was not important. This means that 95% of respondents agree that time management is an important factor for good mental health. Through this, it can be seen that students are aware of time management and how it can impact on their behaviour and mental health.

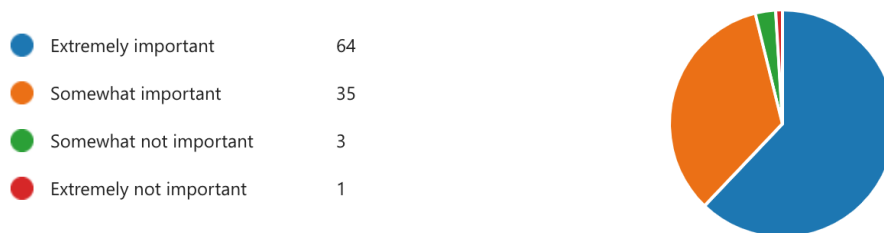


FIGURE 21. Question 16.

17. Would you say that your time management on social media affects your productivity and effectiveness in your studies?

The purpose of this question was to see if students were aware of their time management and social network use. Indeed, 90% agreed that it has an impact on their productivity, as 92 out of 103 students said that their time management on social networks affects their productivity and effectiveness in their studies. Only 11 students indicated that it had no impact on their behaviour and studies. This response highlights the importance of time management and social network use in students' lives. It is true that social networks have a place in the daily lives of students and that its impact can be considered important.

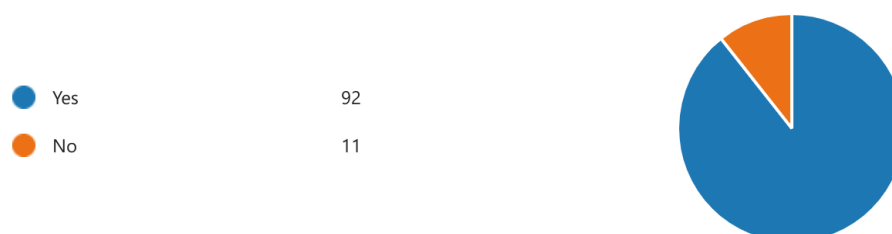


FIGURE 22. Question 17.

18. Do you think your school provides enough resources and information to help you better manage your time and social media use?

This question is relevant because it determines whether Kedge provides sufficient information content on social networks use and time management. According to the results of this questionnaire, which was conducted with 103 Kedge students in the EBP 4 program, only 10 out of 103 students feel that

Kedge provides enough resources and information to help them better manage their time and social media use. On the other hand, 90% of them think that their school does not provide them with enough information on this subject, with 93 of them answering "no". The aim of the students is therefore to acquire key skills for their professional and personal development. Resources and information are therefore essential to help them better manage their time and their use of social networks. This lack of resources can have an effect on their success and mental health.

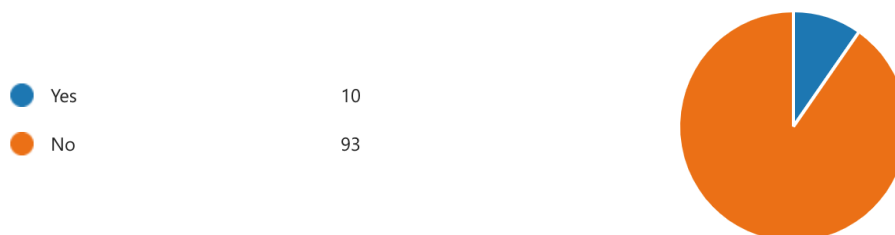


FIGURE 23. Question 18.

19. Would you be interested in recommendations on how to use social networks in an effective and relevant way?

This last question perfectly closes this survey to know if students would be interested in recommendations on how to use social networks. Indeed, the result of the questionnaire shows that the majority of students with 79 positive answers out of 103 people are interested in a solution or recommendations. However, there are 24 people who did not show much interest in these recommendations. In fact, 75% of respondents are interested. This figure is very encouraging and gives confidence to propose a solution to Kedge and all students to have a relevant and effective use of social networks. While considering the advantages and disadvantages of social networks and making them aware of the impact they can have on their daily life, their studies and their mental health. This will motivate them to use these tools in a thoughtful and responsible manner.

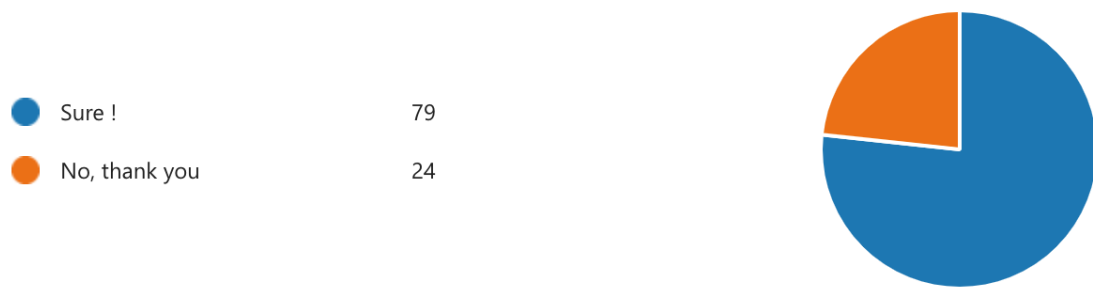


FIGURE 24. Question 19.

4.3 Validity and reliability

This part concerns the validity and reliability of this research. Indeed, in any research and during the analysis of the results it is important to ensure their validity and reliability. Afterwards, the whole analysis and the recommendations and solutions will be based on this analysis. Therefore, in order to be sure of the results, the questionnaire was designed in such a way that the people who receive it identify themselves directly with it. The target audience was established and determined at the outset to ensure the reliability of the results. The choice of a quantitative survey was made in order to collect quantitative results as well as a specific research on the different sending methods concerning the opening time, as well as the way the survey will be sent and to whom.

4.4 Limitations

Through this research it is also appropriate to address the subject of the limitations to this research. Indeed, the use of a quantitative questionnaire makes it possible to collect data from a large number of students. But this method has these limitations. Although all the questions in the survey have been designed and developed to be relevant and in-depth as possible. In fact, it is not possible to explore each question in depth at 100% compared to qualitative collection methods. This means that all the answers can be superficial and depending on the turn of the question, this can indirectly influence the participants answers and potentially bias the results of this

research. Through this research there are more than 100 students of EBP 4 in Kedge Bordeaux who responded and despite this number it is necessary to take a step back on the quality of response of these. In addition, with regard to gender, 62% of responses were from women and 38% from men. This is why it is important as researchers to recognize the various limits to these results and to also take this into account during the overall analysis and the recommendations section, even if certain trends emerge and can be interpreted.

4.5 Research ethics

When conducting research, ethics is a crucial element that should never be ignored. Researchers must be especially vigilant when working with human subjects, ensuring that their rights are respected and that their safety and well-being are guaranteed throughout the process.

In this research, which involved students at Kedge, researchers understood the importance of following ethical rules. To ensure that their work was ethically appropriate, they took care to contact the school for permission before collecting the data. The school responded favourably, indicating that the researchers were within their rights to distribute the questionnaire themselves.

In addition, the researchers took into account Tamk's ethical rules throughout the project. This approach ensured that their actions were in line with established ethical standards. By taking these preventative measures, the researchers were able to protect the rights and safety of the research subjects and avoid any potential harm.

To establish trust with participants and ensure truthful and sincere responses, the researchers wrote an introduction informing participants that the survey was for a bachelor's thesis and that all responses would be completely anonymous. This approach helped reassure participants that their responses would be kept confidential, encouraging them to provide accurate and relevant information for the study.

4.6 Sampling

The quantitative questionnaire was elaborate with the aim of collecting more than 100 responses from the 241 students enrolled in the EBP 4 program at Kedge Business School. The objective was to obtain a representative sample of the student population in order to be able to analyse the results accurately and conclusively.

To ensure the representativeness of the sample, the questionnaire was distributed through different communication channels starting with an email sent to the entire EBP 4 program, then it was published in the groups of the class of 2024 on Facebook and sent individually on messenger and instagram in order to invite the maximum number of students to answer the questionnaire.

The choice of writing the questionnaire in English was made to facilitate the understanding of the questions and because all the target audience is part of an international program. English is therefore the language most used during the courses.

The survey was conducted over a four-day period, from Monday, April 24 2023 to Thursday, April 27 2023, and during this period, 103 responses were obtained. The number of responses achieved met the original objective of the study. The response rate was approximately 42.7% of the total population of students enrolled in the EBP program in the fourth year.

The relatively large sample size compared to the total population is likely to ensure more accurate results. Therefore, taking into account both the sample size and the sampling method used, it is reasonable to consider that the results obtained from the study are representative of the study population, allowing the conclusions of the study to be generalised to the entire population.

5 DISCUSSION

The Covid-19 pandemic had a significant global impact, deeply affecting France and the rest of the world for several months. It was even described by the French President Mr Macron as the "most serious health crisis" that the country has experienced in a century (Mazuir 2020). Students, like many other groups, were hit hard by this unprecedented crisis. In this section, the first sub-question will be answered: "What was the role of social networks for students during the Covid-19 pandemic?" Indeed, during this long period, students, like the rest of the population, faced many challenges and had to adapt to the lockdown measures imposed by health restrictions. It is in this context that the question of the importance of social networks for students arises. The results of the questionnaire conducted by the researchers of this thesis are revealing: students now spend an average of 5 hours per day on social networks. This average has seen a notable increase of 1-2 hours since the start of the Covid-19 pandemic. These numbers underscore the growing importance of social networks in the daily lives of students.

Three other external studies conducted during the lockdown confirm the above findings. The first study, conducted reveals a significant trend (Cimino 2020): a remarkable 61% increase in social media engagement over typical usage levels. These data reinforce the major impact of social networks not only on the lives of students, but also on society as a whole, especially in times of social distancing when face-to-face interactions are limited. The second study shows that 63% of the participants increased their use of social networks, again highlighting the importance of their use during this period (Pieplu 2020). Finally, the last study conducted by Sortlist, shows that the use of social platforms has increased by 78% among young users, certainly to compensate for the isolation during periods of closure and social distancing (Millennials vs Boomers 2023). Many new users have also signed up. These three studies clearly highlight the growing popularity of social networks and their essential role at all levels, offering everyone the possibility to stay connected, exchange and much more. These platforms have become a lifeline, an essential way to maintain a link with the outside world.

However, was the use of social networks during this time necessary? According to the results obtained from Kedge students, social networks have become indispensable to their daily lives, to the point that it would have been difficult for them to manage the lockdown without them. This dependence is even reflected in their current behaviour, as disconnecting from social networks has become a difficult task for most of them. This shows the crucial importance that social networks occupy among Kedge students, but not only. In fact, according to a study published, 55% of French people would have found it difficult to experience lockdown without social networks and 22% would not have even considered it (Comarketing-News 2020), these figures support and show the considerable boom that social networks have had for a large part of the French population.

This explosion in social network use raises the question of why people are using them. Based on the survey conducted on Kedge students, it is clear that social networks are primarily used for three reasons: social interaction, entertainment and information. Through these platforms, students can maintain connections with their peers, whether they are close or far away geographically. They can share important moments in their lives, photos, videos and memories with their friends and family. In addition, social networks are an endless source of entertainment. Students can immerse themselves in a variety of content, such as humorous videos, memes, viral challenges and popular trends. These platforms also provide a showcase for emerging artistic talent, allowing students to discover new artists, musicians and content creators. At the same time, social networks are an important source of information for students. They can access news, articles, educational videos, and useful resources for their studies. Social networks also provide a platform for them to participate in debates, share opinions, and keep up with social, cultural, and political developments. From the responses of Kedge students, it is interesting to see that their preferences mainly turn to Instagram, TikTok and Snapchat. Instagram is valued for its emphasis on sharing photos and videos, which allows students to express their creativity and connect visually with their community. TikTok offers an entertaining experience with its short viral videos and ability to quickly discover engaging content. As for Snapchat, in addition to sharing ephemeral moments, it is also popular for its messaging and direct communication

features. These platform choices reflect Kedge students' preference for apps that promote personal expression, social interaction, and entertainment, while also meeting their constant need to stay connected and informed.

As seen above, social networks played a major role in the lives of Kedge students during the Covid-19 crisis. Beyond their use for communication and entertainment purposes, they fulfilled a deep need to reconnect and meet basic needs (Ozweb 2022). In the face of a worldwide epidemic that has caused thousands of deaths only in France, social networks offered a virtual refuge where individuals could find comfort, support and a sense of belonging to a community. This reality aligns with Maslow's theory, where the use of social networks during the Covid-19 pandemic can be analysed through the lens of basic human needs. Indeed, Maslow identified a hierarchy of needs, ranging from basic physiological needs such as food and shelter, to the needs for security, belonging, esteem, and personal fulfilment. Social networks, as a means of communication and interaction, met many of these needs for students during this difficult time.

First, from the perspective of social and belonging needs, social networks allowed students to maintain social connections even when face-to-face interactions were limited. They offered a way to stay connected with friends, family, and community, sharing moments from their lives, expressing themselves, and receiving emotional support. This has helped to alleviate the sense of isolation and loneliness often associated with confinement. In addition, social networks have also addressed the need for self-esteem and self-actualization. By posting accomplishments, projects, or moments of joy, students were able to receive likes, comments, and encouragement from their peers, boosting their self-esteem and sense of accomplishment. Similarly, using social networks to share information, knowledge, or resources allowed students to continue to grow intellectually and pursue their educational goals despite the constraints imposed by the pandemic.

Indeed the Covid-19 has caused significant upheaval in the field of education, with a significant impact on Kedge students as well as many other students around the world. Social distancing measures and restrictions forced

educational institutions to adopt distance learning methods, which required rapid adaptation on the part of students. In this context, social networks have played a crucial role as an alternative learning source. According to the results of the Kedge student questionnaire, a whopping 86% of respondents believe that social networks have been a resource for their learning during the Covid-19 period. This strong endorsement of social networks as a learning tool by students is particularly interesting in light of the social learning theory developed by Albert Bandura. According to this theory, individuals are able to learn by observing the behaviours and experiences of others and imitating them to develop their own skills. Social networks provide a virtual environment for social learning. Students can interact with their peers, exchange knowledge, share learning resources, and benefit from the experience of those who have already mastered the subjects being studied.

Social networks provide a variety of content such as tutorials, educational videos, discussion forums, and online study groups, making them an interactive and collaborative platform for learning. Many teachers also integrated social networks during the lockdown period and continue to use them even after it ends. Regular users increased their use with their students, while those who did not use them before quickly adopted them to facilitate their teaching and stay on track (Rioux 2022). According to external study on the importance of social networks in education during Covid-19, their crucial role in youth learning is confirmed (Wesam 2023). Virtual learning is now essential to keep up with rapid changes, as this study highlights. Social networks serve a decisive role for both students and teachers in fostering their participation and engagement, while providing a global platform for connectivity and mutual support among students. Therefore, putting more emphasis on social networking in education would benefit not only Kedge students, but also many students on a worldwide scale.

To sum up, the Covid-19 pandemic highlighted the critical importance of social networks in the lives of Kedge students. These platforms were essential for maintaining social connection, receiving emotional support, obtaining information, entertaining themselves, and continuing learning during periods of lockdown and social distancing. They provided students with social, self-esteem, and personal development needs, offering a virtual safe haven

where they could stay connected with their peers, share knowledge, and find support.

After discussing the role of social networks, it is now possible to answer the second sub-question: “What are the consequences of this use on student behaviour post-pandemic?”, as it is important to observe that this use has a significant impact on students. The questionnaire revealed both positive and negative aspects. First, the positive impact of social media use on students' mental health will be focused on.

It is particularly significant that social networks are used as a means to create social interactions, especially since the time of the Covid-19 pandemic. These social interactions offer students the opportunity to share ideas, perspectives, and develop relationships without geographical boundaries, which is very important in this day and age (Bahhar-Alves 2018). What social networks also bring to students is diversity and a wide range of different profiles that allow them to meet people from all over the world and make new friends. Moreover, this interaction will allow them to get closer and create a direct link with the close family. This is a real advantage today compared to the past and even more since the covid period. In addition, it helps to develop interpersonal skills that are more than necessary today, especially in the working world.

It is also significant that social networks are used to stimulate creativity among Kedge students. According to the responses to the questionnaire, 77% of students agree that social networks help to stimulate creativity. In particular, depending on the content shared or consumed, different methods can be applied to encourage this creativity. It all depends on how they are used. Since the covid, social networks have been useful for putting forward different ideas and projects, whether for personal, professional or leisure purposes. Students have carried out many school projects through social networks during their studies. The aim of this tool is to meet the needs of users and allow them to create content. In addition, it allows for positive feedback. This means that social networks can have a positive impact depending on how they are used (Serrano 2022).

An interesting point to consider, beyond social relationships, is belonging to a community. A community on social networks allows an individual to interact directly with a group of people to share ideas, passions, interests. All this is done virtually but then leads to the creation of a physical link. Obviously, communities can vary depending on activities and hobbies, but it is important for students to be part of a positive community, as 80% of students surveyed admit that social networks provide them with a sense of community (Matisi 2021).

In addition, social networks were found to be an additional source of learning for students. Following the questionnaire, 87% of the respondents consider that social network is a learning tool. On average, social networks are considered a source of learning with a score of 7 out of 10. By this, it is clearly about all the content that is consumed and distributed on social networks. Moreover, it is also an excellent way for companies to promote their activities and also about current events. Social networks allow for unlimited learning in any chosen field of activity. This is great because it allows new topics and issues to emerge in different ways (Using Social Media for Learning 2021).

To conclude on all the positive points that were raised, 90% of respondents said that the content they consume on social networks inspires and motivates them. This remains an extremely important factor in terms of mental health today. Indeed, many successful businesses, entrepreneurs and influencers share their lives on social media. It is therefore a source of inspiration for the people who follow them, provided they are connected to people with the same values, mindset and positive outlook. It is clear that following inspirational people allows one to dream and achieve great things. This means that the students who responded are already aware of the use of social networks and also know that there are benefits to using them. Depending on the content they consume, they also contribute to the development of a lot of professional and cultural knowledge and to the student's development. According to the results, 90% of them also agree that social networks have a positive impact on personal development (Positive Effects of Social Media for Students 2022).

After dealing with the positive aspects in this section, it is relevant to discuss the negative consequences of using social networks.

First of all, the issue that is important to highlight and prevent is stress. Excessive use of social networks can lead to increased stress among students. Indeed, it has been found that students spend many hours a day on social networks and that this use has increased since covid. For instance, 57% of the students who responded to the questionnaire agree that their use has raised their daily stress level. Indeed, as Robison explains, human beings need real and physical contact to be mentally healthy and therefore virtual interaction via social networks will lead to more stress and anxiety as it will have a direct impact on the student's mood (Robinson 2023).

Furthermore, as explained at the beginning of this thesis, Leon Festinger's social comparison theory has been shown to have a very important influence on the mental health of individuals, in this case on students, both emotionally and psychologically. Indeed, students consume content every day and in general this tends to present an idealised view of the lives of others. Because it is impossible to show a person's everyday life in its entirety. Therefore, it can create a feeling of personal dissatisfaction and above all it will allow students to compare themselves to other individuals. This can create some additional pressure and can impact on self-esteem and motivation. This in turn can negatively affect the student's academic performance (Verduyn 2020).

After looking at social comparison, the issue of productivity appeared. For example, according to the answers to the questionnaire, 90% of the students think that their use of social networks has a direct impact on their productivity. As explained earlier, the time spent using these interactive platforms has increased since the covid and this is not without consequences. Therefore, when students spend time behind their screens they are not available to do other activities that are good for their well-being such as sports or work.

Nowadays, it is quite common for people to be constantly on their phones, from the moment they wake up until the evening and that this is a habit that has been adopted. Studies show that the use of social networks considerably reduces the

ability to pay attention. This leads to difficulties in concentration, attention and subsequently productivity. This has a real impact on the mental health of students and can have consequences for their studies (Khorrami 2021).

Today, it is common to hear students say "I do not have time" although when studied closely, they spend more time on social networks than before Covid-19. As a result, it can be seen that the use of social networks is strongly related to time management. Indeed, 95% of the students surveyed think that their time management on social networks directly affects their productivity and efficiency in their studies as well as their mental health. The frequency, the number of hours and the quality of use of social networks will depend on each student but as explained in this article: "it is easy to spend hours scrolling through your news feed or looking at other people's profiles (Seomajid 2022). Therefore, this is how students spend time on social networks and may mismanage their usage.

Having answered the two sub-questions above, the main starting question must now be answered, namely: "How did the combination of the effects of Covid-19 and the use of social networks impact student behaviour and well-being?" Generally speaking, the Covid-19 period isolated the whole world and, as a result, social networking became more prevalent among Kedge students during this period. Since then, most of them use increasingly often and spend a lot of their time on social networks. And as seen above, this use has both positive and negative consequences on their mental health, but also on their abilities to be successful academically.

6 CONCLUSION AND RECOMMENDATIONS

In conclusion, this entire thesis, which was conducted at Kedge Business School's Bordeaux campus, was written in response to a very specific problem. The main objective was to understand the impact of the use of social networks since the Covid-19 period on the mental health of students at Kedge. In fact, it is essential to establish precise recommendations after having studied the subject in greater depth.

Firstly, it is important for each student in this year's class (EBP 4) to be aware of why they are using social networks and to understand what they are using them for. Therefore, it would be really relevant for Kedge to do an awareness and prevention campaign on this subject, taking into account the importance of their use and underlining the impact that these can have on the mental health and different behaviours that students can have, especially for the generations to come.

What would be beneficial for Kedge as well as for these students would be to set up a new association project and also to develop something with the wellness pole directly at Kedge to do prevention around the subject of social networks and how to use them in the best possible way through advertising campaigns sent by email, on their Instagram page, Facebook in order to communicate on this subject which is more than current and which affects many people nowadays. Of course, it would be advisable to explain all the positive and negative points that have been put forward previously and then to put in place different techniques and tips to use these social networks intelligently. It is important to understand why they are used, how to use them effectively to learn, inform or communicate.

In addition, it is important to have good time management concerning this use, it is possible to set up a time limit not to exceed for each social network. Also, setting the aeroplane mode when the student is working and also it is important to set it during the night as this really allows the individual to have a restful sleep.

It is important to pay attention to the content that is broadcast and consumed as it will have a direct impact on the behaviour and mental health of students, especially stress. They need to take care of their mental health and be aware of what is happening because social networks do not represent 100% of reality.

It has been seen that social networks can inspire and motivate students making it super important to learn how to use them effectively whether it is to interact with people or to dare to launch projects as they are indeed very powerful tools but have their own limitations.

Finally, all of these recommendations apply to both EBP 4 students and to the all Kedge institution, but also to all students as this is a current issue that affects most of the people in reality.

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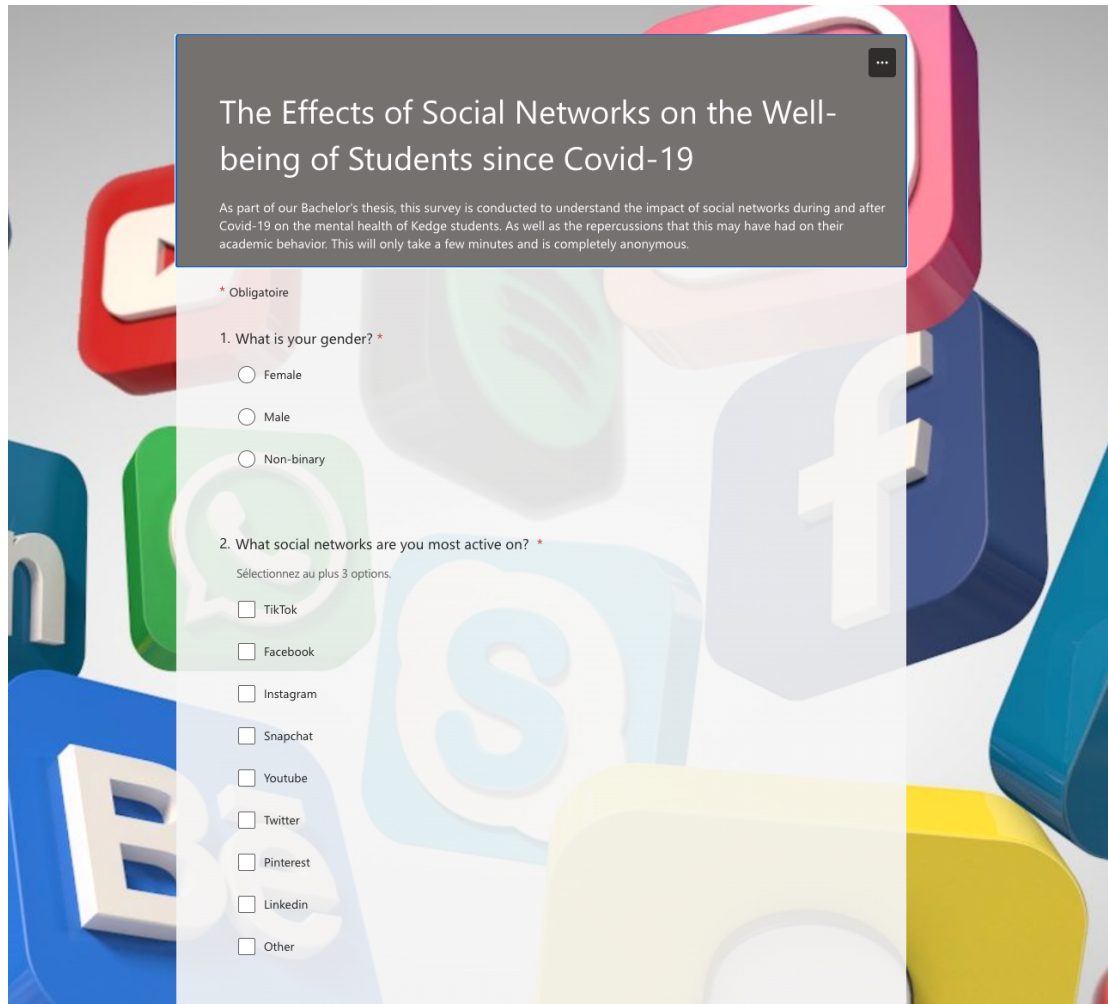
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APPENDICES

Appendix 1. Questionnaire question 1 to 2



The Effects of Social Networks on the Well-being of Students since Covid-19

As part of our Bachelor's thesis, this survey is conducted to understand the impact of social networks during and after Covid-19 on the mental health of Kedge students. As well as the repercussions that this may have had on their academic behavior. This will only take a few minutes and is completely anonymous.

* Obligatoire

1. What is your gender? *

Female

Male

Non-binary

2. What social networks are you most active on? *

Sélectionnez au plus 3 options.

TikTok

Facebook

Instagram

Snapchat

Youtube

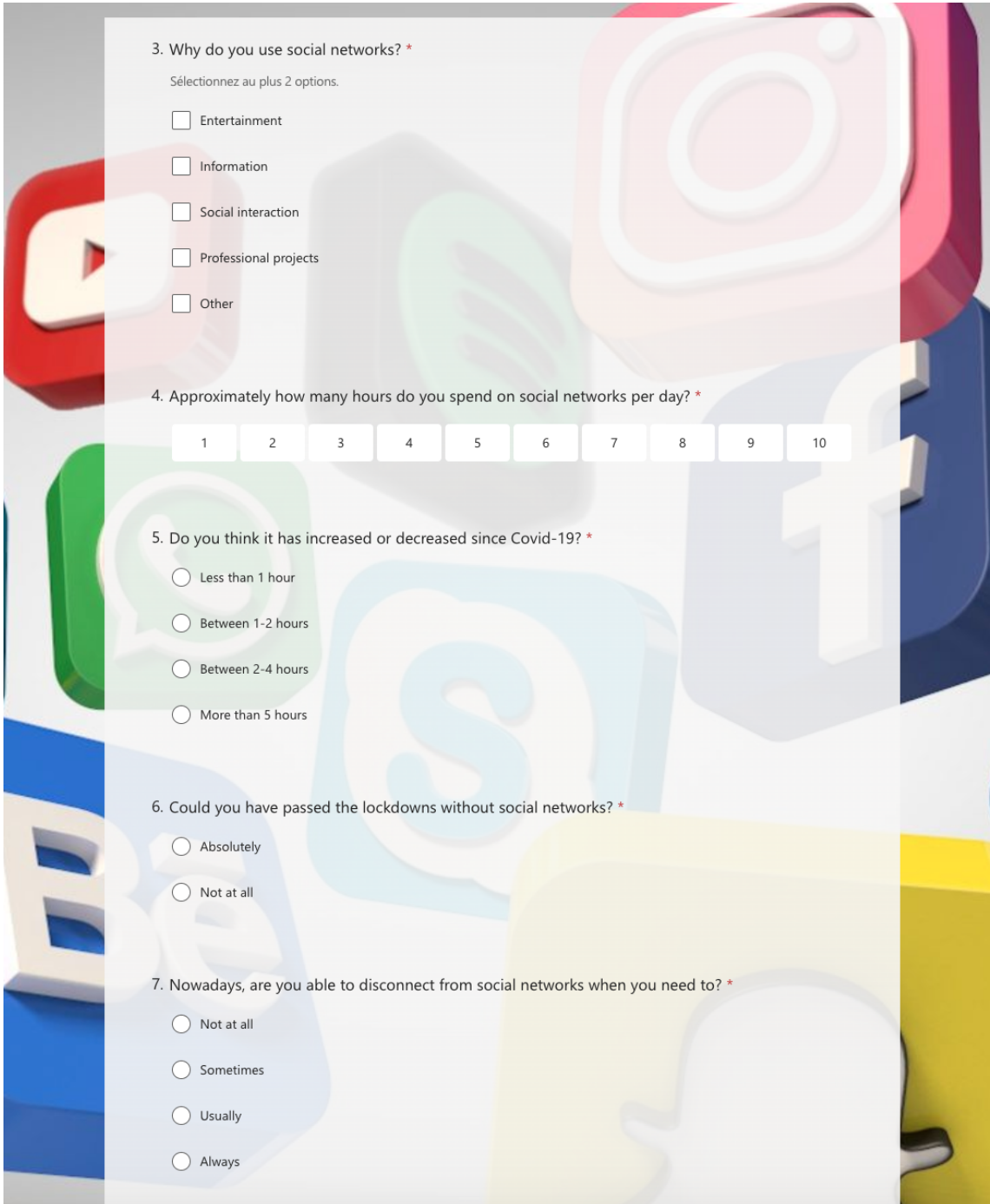
Twitter

Pinterest

LinkedIn

Other

Appendix 2. Questionnaire question 3 to 7



3. Why do you use social networks? *

Sélectionnez au plus 2 options.

- Entertainment
- Information
- Social interaction
- Professional projects
- Other

4. Approximately how many hours do you spend on social networks per day? *

1 2 3 4 5 6 7 8 9 10

5. Do you think it has increased or decreased since Covid-19? *

- Less than 1 hour
- Between 1-2 hours
- Between 2-4 hours
- More than 5 hours

6. Could you have passed the lockdowns without social networks? *

- Absolutely
- Not at all

7. Nowadays, are you able to disconnect from social networks when you need to? *

- Not at all
- Sometimes
- Usually
- Always

Appendix 3. Questionnaire question 8 to 11

8. During the pandemic, what needs did you seek to meet the most through social networks? *

Sélectionnez au plus 2 options.

Information

Security

Self-esteem

Social connections

Achievement

9. Would you say that this has changed today? If so, which one is more relevant? *

Entrez votre réponse

10. In your opinion, were social networks a source of learning during the lockdowns? *

Yes

No

11. On a scale of 1 to 10, how effective do you think social networks are as a learning tool today? *

1 = not at all / 10 = definitely

1 2 3 4 5 6 7 8 9 10

Appendix 4. Questionnaire question 12

12. During Covid-19, to what extent do you agree or disagree with each of the following statements? *

| | Strongly disagree | Disagree | Agree | Strongly agree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| The content I consume on social networks inspires and motivates me | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The content I consume on social networks frustrates me and makes me jealous | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Social networks have a positive impact on my self-esteem | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Social networks have a negative impact on my self-esteem | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have already experienced a feeling of isolation due to the use of social networks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Social networks make me feel like I belong to a community | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Appendix 5. Questionnaire question 13 to 16

13. Have you noticed any changes in your behavior today? *

| | Strongly disagree | Disagree | Agree | Strongly agree |
|---------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Increase of stress level | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Lack of self-confidence | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Stimulation of creativity | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Personal development | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

14. To what extent do you think the content shared on social networks is authentic to reality? *
0% = not at all / 100% = definitely

0-20%

20-40%

40-60%

60-80%

80-100%

15. As for you, is the content you share accurate to your lifestyle? *

Yes

More or less

No

16. How important do you think time management is to maintaining good mental health? *

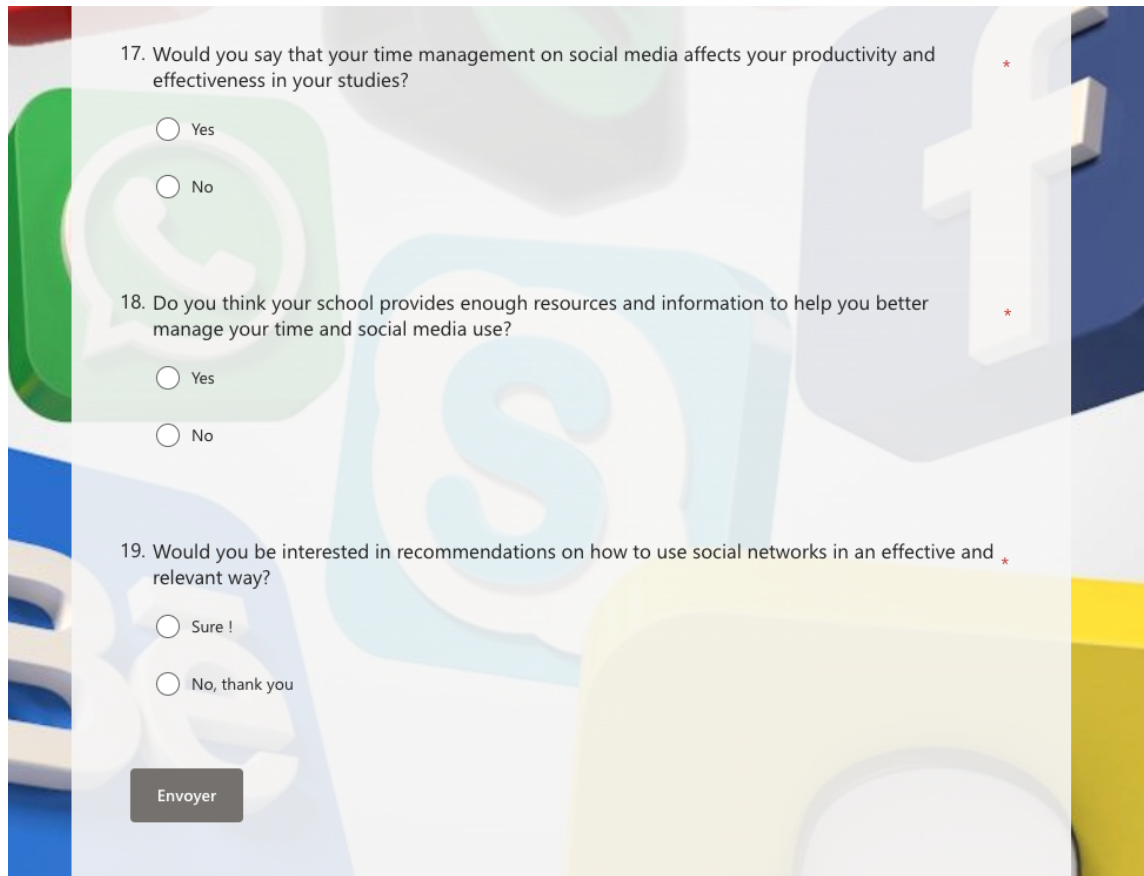
Extremely important

Somewhat important

Somewhat not important

Extremely not important

Appendix 6. Questionnaire question 17 to 19



17. Would you say that your time management on social media affects your productivity and effectiveness in your studies? *

Yes

No

18. Do you think your school provides enough resources and information to help you better manage your time and social media use? *

Yes

No

19. Would you be interested in recommendations on how to use social networks in an effective and relevant way? *

Sure !

No, thank you

Envoyer