

**AN ANALYTICAL STUDY ON SOCIAL MEDIA
AND WELL BEING OF ADOLESCENTS**

**“सोशल मीडिया और किशोरों के कल्याण पर एक
विश्लेषणात्मक अध्ययन”**

MISS KAJAL RANA

Thesis

MASTER OF SCIENCE IN HOME SCIENCE

IN

(HUMAN DEVELOPMENT AND FAMILY STUDIES)



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**DEPARTMENT OF HUMAN DEVELOPMENT AND FAMILY STUDIES
COLLEGE OF COMMUNITY AND APPLIED SCIENCES, UDAIPUR,
MAHARANA PRATAP UNIVERSITY OF AGRICULTURE AND
TECHNOLOGY, UDAIPUR (RAJASTHAN)**

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A

THESIS

SUBMITTED TO THE

MAHARANA PRATAP UNIVERSITY

OF AGRICULTURE AND TECHNOLOGY, UDAIPUR

IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR

THE DEGREE OF

Masters of Science in Home Science

(Human Development and Family Studies)

By

Ms. Kajal Rana

2021

CERTIFICATE - I

CERTIFICATE OF ORIGINALITY

The research work embodied in this thesis titled “**An Analytical Study on Social Media and Well Being of Adolescents**” submitted for the award degree of **Master of Science** to Maharana Pratap University of Agriculture and Technology, Udaipur (Rajasthan), is original and bonafide record of research work carried out by me under the supervision of **Prof. Suman Audichya**, Department of Human Development and Family Studies, CCAS, MPUAT, Udaipur. The contents of the thesis, either partially or fully, have not been submitted or will not be submitted to any other Institute or University for the award of any degree or diploma.

The work embodies in the thesis represents my idea in my own words and where others ideas or words have been included, I have adequately cited and referenced the original sources. I also declared that I have adhered to all principle of academic honesty and integrity and have not misrepresented or fabricated or falsified any idea/data/fact/source in my submission. I understand that any violation of the above will be cause for disciplinary action by the University and can also evoke penal action from the source which have thus not been properly cited or form proper permission has not been taken when needed.

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(Kajal Rana)

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MAHARANA PRATAP UNIVERSITY OF AGRICULTURE AND
TECHNOLGY, UDAIPUR**

CERTIFICATE – II

Date:

This is to certify that this thesis entitled “**An Analytical Study on Social Media and Well being of Adolescents**” submitted for the degree of **Master of Science in Home Science** in the subject of **Human Development and Family Studies** embodies bonafide research work carried out by **Ms. Kajal Rana** under my guidance and supervision and that no part of this thesis has been submitted to any other degree. The assistance and help received during the course of investigation have been fully acknowledged. The draft of the thesis was also approved by the advisory committee on

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Associate Prof. Gayatri Tiwari
Head,
Department of Human Development and
Family Studies,
College of Community
and Applied Sciences, MPUAT, Udaipur

Prof. Suman Audichya
Major Advisor

Prof. Meenu Srivastava
Dean,
College of Community and Applied Sciences,
MPUAT, Udaipur

**COLLEGE OF COMMUNITY AND APPLIED SCIENCES
MAHARANA PRATAP UNIVERSITY OF AGRICULTURE AND
TECHNOLGY, UDAIPUR**

CERTIFICATE – III

Date:

This is to certify that the thesis entitled “**An Analytical Study on Social media and Well being of Adolescents**” submitted by **Ms. Kajal Rana** to Maharana Pratap University of Agriculture and Technology, Udaipur in partial fulfillment of the requirement for the degree of Master of Science in **Home Science** in the subject of **Human Development and Family Studies** after recommendation by the external examiner was defended by the candidate before the following members of the examination committee. The performance of the candidate in the oral examination held onwas found satisfactory. We therefore, recommended that the thesis be approved.

Associate Professor Gaytri Tiwari
Head, Human Development
And Family Studies,
College of Community
and Applied Sciences, MPUAT, Udaipur

Prof. Suman Audichya
Major Advisor

Prof. Gaytri Tiwari
Member

Prof. Dhriti Solanki
Member

Prof. Meenu Srivastava
Dean, College of Community and Applied
Sciences, MPUAT, Udaipur

Asst. Prof. Rupal Babel
DRI Nominee

APPROVED

Director Resident Instructions
Maharana Pratap University of Agriculture and Technology,
Udaipur

**COLLEGE OF COMMUNITY AND APPLIED SCIENCES
MAHARANA PRATAP UNIVERSITY OF AGRICULTURE AND
TECHNOLGY, UDAIPUR**

CERTIFICATE - IV

Date:

This is to certify that Kajal Rana student of the **Department of Human Development and Family Studies**, College of Community and Applied Sciences has made all corrections/modifications in the thesis entitled “**An Analytical Study on Social Media and Well Being of Adolescents**” which were suggested by the external examiner and the advisory committee in the oral examination held on..... The final copies of the thesis duly bound and corrected were submitted onare enclosed herewith for approval.

Dr. Gaytri Tiwari
Associate Professor and Head
Department of Human Development
and Family Studies,
College of Community
and Applied Sciences,
MPUAT, Udaipur

Dr. Suman Audichya
Major Advisor

Dr. Meenu Srivastava
Dean,
College of Community and Applied Sciences,
MPUAT, Udaipur



Department of Human Development and Family Studies
College Of Community And Applied Sciences, Udaipur
Maharana Pratap University Of Agriculture
And Technology, Udaipur

CERTIFICATE – V

Date:

This is to certify that **Ms. Kajal Rana** (M.Sc. Scholar) has worked under me on
“An Analytical Study on Social Media and Well Being of Adolescents”

1. I have monitored her research work.
2. Myself and the scholar were in contact with the committee members and the research work was reviewed regularly.
3. The advisory committee members have gone through M.Sc. thesis critically and made the corrections as per requirement.

Prof. Suman Audichya
Major Advisor

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Place: Udaipur

Date:

(Kajal Rana)

Research Scholar

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INTRODUCTION

Social media can be defined as digital framework which connects people and enable them to maintain relationships, create new connections, and create new content and share. Social media makes social networks of people observable to others (Treem *et al.* 2016). Social media ‘virtually’ connect individuals of all over the world, of all age groups. Though the facilities provided by social media sites is used by people of diverse age groups. However, social media sites are mainly used by adolescents and youths; about 93 per cent of active internet users are between the age ranges of 12-17 years who have profile on these websites. According to statistics on social media use among youths, conducted in 2005; only 8 per cent of youth were having online profiles, which has quadrupled to 35 per cent in 2007 (Lenhart *et al.* 2007). The NASS COM – Akamai report projected that the number of internet subscribers in India is expected to grow to 730 million by 2020. School students generally use technology and own mobile phone these days. Access to various devices, especially mobile phones means the ability to be constantly connected with social media (Dahlstorm, 2012). India is one such country where internet is cheap because of which per capita data consumption is also high. India is currently witnessing the demographic dividend which means majority of our population is young (15-39 years) as per census, 2011. It is estimated that globally about 3.77 billion people use internet through smart phones and computers with coverage of 81% of population in the developed world and 41% population in the developing world. Around 70% of the world internet users are constituted by young people between the age of 15-24 years (ICT Facts and Figures, 2017, Digital in 2017: Global we are Social). Adolescents who spend a lot of time on social media are at higher risk for depression, low self-esteem, eating disorders and prone to feel isolated and disconnected (McGillivray, 2015).

Benefits and risks of social media use

The initial purpose of social media was to connect with the people, bring the world closer. Now social media is being used for marketing research, communication sales, development of relationships, e-commerce and many other things. With the deepening of reach of social media in every nook and corner of society, the risks associated with its impact are also coming to limelight. On the flip side it makes the people addicted to

it, spending numerous hours while scrolling the screens has turned the people apathetic towards their surroundings. It has created a generation of superficiality as people are more interested in posting everything they do in order to garner likes, shares and comments.

Social media is mainly used as a tool to socialize and communicate with each other which allow users to connect with friends and family, making new friends, sharing pictures and exchanging of ideas. By using social media as communication tools, an individual can improve his/her social skills. Social media provides a gateway of virtual world to explore the enormous information and learn new skills. Social media also aid users to keep in touch with their lives ones. Social media also provides a platform for self-expression among youths such as by posting self composed videos, links, status updates, and pictures. It also permits users to follow others' online presence by keeping track of regular updates about their friends, family members, peers, and colleagues (Smock et al., 2011). Social media sites allow users to communicate, and remain in touch with family members and old friends living faraway. These sites also provide a platform for creative self-expression through various tools like blogging, photography, sharing skills and ideas. (Dana and Paul, 2014). However, despite the fact that social media poses several threats related to privacy and addition it also provide the gateway for everyone to connect with the whole world at just one click.

Despite having so many benefits of using social media, we should also remain vigilant and careful about the darker side of social media that everyone should be aware of. Using social media becomes a risk to students more often than most adults realize. Using digital media to communicate false, embarrassing information about another person in veil of anonymity or impersonating another person is called cyber bullying. The effects of cyberbullying instill fear among users and have a potential to severely damage the psychosocial wellbeing. In recent past there are some cases where online games like blue whale encouraged the adolescents to take extreme steps like suicide. Similarly, the exposure to social media exposes the sensitive data of users and put that in public domain. All these complications further complicate when there is absence of guidance from parents and teachers at school.

Adolescents and social media use

Now a days percentage of adolescents is increasing day by day in terms of social media usage. In the present study, focus has been given on late adolescence, as this phase is characterized by deep emotional changes, psychological stress, crucial career decisions, school demands, frustrations, going far from home for academics etc. Adolescence is a significant period in which various changes like psychological, biological, social and emotional are seen which ultimately helps them to adjust to their changing needs and propels them to achieve new skills and helps them to manage responsibilities and intimate relationships. (Christie and Viner, 2005; Erickson, 1968). This period is also considered as a period of danger in personality development because attitudes, values and behaviour formed during this stage can be carried over and become a way of life. At this stage, the desire for independence reaches its maximum potential. A feeling of not properly being understood by family and friends leads to psychological isolation. According to psycho-social perspective, an individual seeks for establishing their personal identity and the desire to be accepted by peer group increases (Erickson, 1968). Late adolescence is the period when the individual has greater concern for others and are able to make decisions on their own and peer relations become important at this stage. Most of the adolescents who are not successful in terms of gaining popularity may sometime feel isolated and depressed. Hence social media is the only option left for them to gain popularity and approval from others.

There are evidences which suggest the possible factors which motivate adolescents to use social media sites. Students use social media sites in order to share information related to various topics, discuss study material, and network to complete home assignments or term projects. Social media also offers suitable ways of peer-to-peer exchange of information, knowledge and collaboration (Eid& Al-Jabri, 2016). Students actively participate in social media to experience connectedness and happiness sometimes under the influence of peers and environment (Valkenburg, Peter, & Schouten, 2006). Youths with lower levels of life satisfaction could seek to take part in social networking sites to boost their personal well-being (Ellison et al., 2007). Students also spend time on social networking sites to maintain existing relationships and to strengthen bonds with friends and peers. Online social websites allows individuals to maintain and increase their social networks (Ellison et al., 2007).

Further, Sharma & Shukla (2016) have pointed out that most of the adolescents tend to engage in social media sites because this dynamic and busy world does not permit people to physically remain in touch. Thus, social media has many purposes which depend on what the user prefers.

The research in this regard is still in infancy stage and needs further investigation and exploration so that it can help policymakers, health associations, teachers and parents.

The year 2020 was exceptional one as the global pandemic COVID-19 forced the schools, colleges and educational institutions to close down and students and teaching community around the world was forced to take their classes online. During this period the global definition of social media has changed because the teachers has no choice to teach their students other than using social media platforms like Zoom etc.

Study in UK, it was found that the real life interactions between person to person is negatively associated with the excessive usage of social media like Facebook or Twitter while the result from such behavior is that a person will experience increased loneliness and social anxiety (Lim *et al.* 2016). It was found that the addiction to Facebook has reached point where through medical research, the brain activities of a social media addict mimics, one of a drug addict (Lee-Won et al. 2015).

Gender differences in social media

Various research studies have found that females are more likely to use LinkedIn, Instagram or social networking sites in general. The gap of gender differences in social websites has become less apparent in Facebook. In addition, female members seem to use social media more to maintain existing relationships. According to a study carried out by Pew research centers observed that females were more active users of social media. Further, Muscanell and Guadagno (2012) highlighted that boys use internet media for forming new relationships whereas, girls these sites for relationship maintenance. In terms of effect of social media sites, majority of girls tend to engage in social comparison as compared to boys. Females are more prone to developing social media depression and social anxiety as compared to male counterparts (Pierce, 2009). Frequent use of online websites is the major cause of dissatisfaction among female users as they create unrealistic expectation about body image (Ferguson, 2014). Male respondents likely to use social media for the purpose of chatting, dating apps, sharing quotes and to promote their favorite brands. While

among female respondents it was found that they use social media sites to check what their friends have posted, to stay updated with latest fashion trends, and to look for jobs or career (Rousseau and Puttaraju, 2014).

Adolescent and well being

The use of social media sites has a direct impact on interactional pattern of adolescents. It is not only affecting parent-adolescent relationship, but also led to neglecting household responsibilities and reduced offline interaction with family members. Similarly, the extreme use of these sites not only poses huge impact on psychological well being of adolescents but also affecting their emotional, social and physical well being. Use of social media has led adolescents to adopt inactive lifestyle, which eventually leads to increased physical health related problems like eating disorders, insomnia, high cardiovascular activity, blood pressure and psychological problems such as loneliness, depression, self-harm, social anxiety, fear of missing out, sometimes even suicidal thoughts.

To our knowledge, few research studies have analyzed regarding the use of social networking sites with different measures of adolescents' well-being like emotional, social and physical well being with mixed results. Iannotti and colleagues (2009) have found the negative effect of social media on psychosocial health. Similarly, being emotionally connected to virtual friends can erase stress but, on the flip side chances of depression, loneliness and self-absorption also increases. Pantic *et al.* (2012) observed significant relationship between depression, FOMO (fear of missing out), social isolation and social media. Media multitasking is linked with higher level of depression, social anxiety symptoms, neuroticism and extraversion (Becker *et al.* 2013). On the contrary Seidman (2013) studies reported the positive effect of social websites on emotional well being. Likewise, the findings of Best and colleagues observed the significant positive relationship between social media usage and increased self-esteem.

Various researches conducted in this field has showed that increased use of social media have negative impact on an individual's well being. Similarly, excessive use of social media is not only affecting their physical, social and emotional well being but is also contributing to addictive behaviors, psychological problems and various mental health issues. A number of studies have found that excessive use of social

media in adolescence period is associated with irregular sleeping and waking pattern, anxiety, unhealthy eating disorders, sedentary lifestyle, rapid mood swings, deterioration of body image and self esteem are the common problems which further leads to depression, loneliness, frustration and aggressive attitude towards others.

Thus, there is a need to carry out the research in this area so that the necessary guidelines and intervention programs can be developed to address the issue. The present study is planned with a purpose to unravel the use of social media among adolescents enrolled in schools and its impact on their well being. There are several Indian and Western researches have been conducted on the social media but there are very few Indian researches done on the impact of social media and well being. Various researches done on the social media have focused only on few aspects of it like its positive and negative impact, effect on lifestyle, eating pattern, sleep pattern, academic performance, self esteem, gender differences and on its usage pattern and less attention has paid upon the physical, social and emotional aspect of well being.

Hence the present study is undertaken in order to gain an understanding of social media and its impact on the well being of adolescents.

OBJECTIVES OF THE STUDY

1. To assess and compare the usage of social media among adolescent boys and girls.
2. To assess and compare the emotional, social and physical well being of adolescent boys and girls.
3. To delineate the factors affecting the well being of the adolescents.

OPERATIONAL DEFINITIONS

1. **Social media:-** In the present study social media depicts using wide range of e-websites in order to communicate with others.
2. **Well being:-** Well being refers to a state of being happy and satisfied in three dimensions i.e., social, emotional and physical.
 - **Social well being :-** refers to have a meaningful relations with friends, peers, family members and having a good support system.

- **Emotional well being** :- refers to a state of being good control over emotions, happiness, positive feeling and experiences.
- **Physical well being** :- refers to a state or degree of enjoyment by taking healthy diet, regular exercise, adequate sleep and leisure time.

DELIMITATIONS OF THE STUDY

The study was delimited to adolescents:-

1. Regular students of co-educational private school and between the age group of 16-18 years.
2. Residing with their biological parents and free from any kind of disability.
3. Those who are using social media sites for more than a year.

REVIEWS OF LITERATURE

Literature review gives useful suggestions for the research work. A literature review is a comprehensive summary of a particular topic based on previous research work. A well-structured literature review is comprised of logical flow of ideas, existing and relevant references with consistent, suitable referencing style; appropriate use of terminology as well as impartial and comprehensive analysis of the earlier researches on the topic.

The literature guiding the present research study is mainly based on experiential researches associated with the impact of social media on the well being of adolescents.

The review of literature has been classified under the following three broad segments based on dependent and independent variables.

2.1. Use of online social media among adolescents.

2.2. Online social networking sites and its effect on well being.

2.3. Gender differences in online social networking pattern

2.1. USE OF ONLINE SOCIAL MEDIA AMONG ADOLESCENTS

Reviews of various researches regarding the usage pattern of online social networking sites and its effect on various aspects of life.

Coyle and Vaghn (2008) conducted a survey on the engagement of college going students in social networking sites. In their study they found that use of social networking sites are mainly done to maintain healthy relationship with their friends.

Agarwal and Mital (2009) explored the usage pattern, purpose of social media networks among respondents studying in Indian Universities. The study highlights that students' usage of social media network is not limited to leisure and personal socialization. The social media platforms are also used by adolescents for more meaningful and serious deliberations.

Lee *et al.* (2010) conducted a cross sectional study which revealed that communication through social networking sites cannot decide the quality of life whereas face-to-face communication with family members and friends can. As well as

with the help of various social networking sites it has become easier for parents to communicate with their children via video chat.

Haneefa (2011) conducted a research on the students of Calicut University, Kerala. In their study they found that students use these sites for chatting with older friends. Among these sites Orkut was found to be the most commonly used website.

Mirani(2011) conducted a research study which explored that people use social media to maintain existing relationships, to find old friends and for time pass.

Barczyk and Duncan (2012) in their study attempted to know the perception of students towards the classroom usage of Facebook. The findings point out that students perceived that Facebook usage has enhanced the sense of social learning and connectedness which is stronger among older students.

Mastrodicasa and Metellus (2013) suggested that the problem does not exist in the social media itself but the way we are using these sites and the purpose behind using these sites which makes the significant difference.

Celik *et al.* (2014) findings revealed that social media is distracting students from studies and also making students incapable in writing skills like use of improper spelling and grammar which makes it difficult for others to understand the actual context while communicating.

Harrasi and Badi (2014) also found that more than 70 per cent of students use social media to communicate with their friends and spend more time on social media while interacting with their friends than anybody else.

Malhotra and Mahaskud (2014) research study conducted on 100 undergraduate students from Delhi University who were active social media users. In their findings they found that students spend about 3-6 hours daily on Facebook and other social networking sites under the age of 14-16 years and their main purpose on being active on Facebook is commonly to chat with online friends from abroad.

Reid *et al.* (2014) conducted a descriptive study on European youths regarding the impact of social networking sites. Findings revealed that social networking sites pose a positive effect on youth rather than negative which largely depends on the way of using these sites. These sites not only provide valuable support but also allow users living faraway in terms of communication.

Alwagait *et al.* (2015) Findings revealed that there was no significant relationship between social networking sites use and academic performance. Instead time management, was found to be an important factor which affects student's academic performance negatively.

Nesi and Prinstein (2015) stated the use of Facebook as a commonly used social networking site among school going students. However, negative impact of social networking sites was also associated with stress related symptoms.

Müller *et al.* (2016) revealed that excessive online activity leads to social media addiction, in addition to this social media addicted people also experience withdrawal symptoms as well as frustrating attitude towards parents.

Gok (2015) conducted a study on 220 students enrolled in higher education and assessed about the students' opinions about digital technologies and social media. The results demonstrated that social networking sites negatively affect the academics as well as habits in general. The study also reveals that majority of students spend more time on social media when compared to time devoted to academics.

Gerson *et al.* (2016) explores in their study how access and use of information and communication technologies in secondary schools are related to the subjective well being of respondents in their adolescence period. The study found the positive and significant relationship exists between school digital development and higher subjective well being scores of students.

Orehek and Human (2016) conducted a longitudinal research on effect of social media on self-expression and subjective well-being. Findings revealed that individuals who use social networking sites are more real in their self-expression. In addition to this individuals who use social media frequently have maximum score in Life Satisfaction which eventually leads to higher self-esteem.

Yu *et al.* (2016) conducted a study on 395 college going students of China between the age group of 18-26 years to analyze social media addiction. Results showed that social media addiction was directly linked with low self-esteem and loneliness.

Arendt *et al.* (2019) conducted an exploratory research study and found that the exposure to self-harm depictions in social media promotes the suicidal tendency among adolescents. The results concluded that exposure to self-harm on social media is associated with suicidal ideation, emotional disturbance.

Britton *et al.* (2019) stated that with the increased use of social media students are doing multi-task like checking various social media sites simultaneously while studying which leads to poor or low academic performance.

From the above findings, it can be concluded that majority of the respondents use social networking sites for the purpose of finding old friends, maintaining existing relationship, and very few of them were using these sites for academic purposes only.

2.2. ONLINE SOCIAL NETWORKING SITES AND ITS EFFECT ON WELL BEING

Well being is a state of being happy and satisfied. Online social networking sites are the major cause of affecting person's overall well being especially in three major aspects social, emotional and physical. Various researchers have been done on the social, emotional and physical well being which is as follows:

Iannotti *et al.* (2009) studies revealed that excessive use of social media can have a huge impact on psychosocial health. Being emotionally connected to virtual friends can erase stress but, on the flip side chances of depression, loneliness and self-absorption also increases.

Shochat *et al.* (2010) conducted a cross-sectional survey on 470 Israeli high school students. It was observed that there are cultural differences as when the findings were compared to similar number of respondents in America and china. The study highlights that majority of students had easy access of electronic media which leads toward the increased duration of using social networking sites. In terms of well being the use of social networking sites affects sleep pattern, later bed-time which leads towards low academic performance and psychological well being.

Zazik and Park(2010) revealed that parental supervision must be there to avoid adolescents from any risk taking behavior or to indulge in any mental illness or negative form of behavior regarding social media. Unmonitored social media usage can expose adolescents to cyber bullying, undesirable revelation to pornography and disclosing personal information to venereal predators.

Ahn (2011) stated that the use of social networking sites does not pose any impact on student's academic performance instead it helps to facilitate the learning process.

Pantic et al. (2012) study investigated the relationship between social networking sites and depression. The study was conducted on 160 higher secondary students. The finding showcases that significant correlation exist between depression, FOMO (fear of missing out), social isolation and social media.

Becker *et al.* (2013) conducted a survey on media multitasking. Studies showed that media multitasking is linked with higher level of depression and social anxiety symptoms, neuroticism and extraversion.

Ferguson (2014) revealed the negative effect of social media on body image. Time spent and comparing oneself with others on social media were found to be directly associated with negative body image and unhealthy eating pattern. Similarly, Photoshop and filters available on these sites were found to be major cause of dissatisfaction among active users of social media as they create unrealistic expectation about body image.

Koc and Gulyagci (2013) explored the addiction of using Facebook among college going students and its effect on behavioral and psychological health problems in which it was found that using these sites in excess can lead to insomnia and increased sedentary behavior.

Seidman (2013) studies revealed that using social networking sites has proved to be useful for adolescents with social anxiety as these sites provides an outlet for self-expression and emotional support.

Best *et al.* (2014) findings revealed the benefits and harmful effects by excessive exposure to social media. Benefits regarding social media were related to increased self esteem, increased opportunity for self revelation and strengthening social capital whereas harmful effect were related to social isolation, cyber bullying, anxiety and depression.

Mier and Gray (2014) explored that use of Facebook was negatively associated with desire for thinness, weight and body image dissatisfaction and self-objectification.

Whittaker and Kowalski (2015) findings revealed that active users of social networking sites especially Facebook and Instagram, were more prone to offensive comments and abuse as compared to other sites. Similarly, subjects were also reported to have behavioral and emotional problems like lacking concentration, insomnia, and social anxiety.

Levenson *et al.* (2016) concluded that excessive use of social media has negative impact on sleep related patterns like deteriorated sleep quality and difficulty in sleeping.

Valkenburg (2016) conducted a study on Dutch adolescents between the age ranges of 10-14 years to examine the effect of social media on empathy. Findings revealed the positive relationship between social media usage, and affective as well as cognitive empathy among adolescents.

Woods and Scott (2016) explored how social media usage affect sleep quality, self-esteem, anxiety and depression. The study was conducted on 746 Scottish adolescents and the social media usage night specific time, emotional investment in social media, quality of sleep, self-esteem and levels of anxiety and depression were assessed. It was found that adolescent who uses social media during night hours experience deteriorated sleep quality. Use of these sites was negatively associated with poor self esteem. Findings also highlighted the importance of parental education about the positive and negative effect of social networking sites on quality of sleep and self-esteem.

Jan *et al.* (2017) study proved that there is a strong connection between social media and self esteem. The higher the use of social media the lower will be the self esteem. One hour spent on any social networking site daily causes 5.574 decrease in self esteem score.

McCain (2017) carried out a research study on graduate and undergraduate students regarding the social media usage, healthy lifestyle, habits and satisfaction with daily routine. The findings pointed out that social media usage is substantially related to healthy lifestyle and habits.

Wang *et al.* (2017) study found that posting pictures and videos related to food on social media leads to excess hunger among its users which consequently leads to unhealthy habits and weight gain.

Zuniga *et al.* (2017) conducted a cross cultural study and the relationship between people's personality and social media usage. The findings suggest that extroversion, agreeableness and conscientiousness aspects are positive predictors of different types of social media use and emotional stability and openness were negatively related to the use of social media among respondents.

O'Reily *et al.* (2018) carried out a research study on 54 adolescents between the age range of 11-18 years selected from different schools and colleges on impact of social media on mental health and emotional well being in which it was found that the adolescent perception of social media as a threat to mental well being is diverse in nature. Findings also highlights that some adolescents view social media as a cause of anxiety disorders and some of them view social media as a platform for cyber bullying and a kind of addiction.

Dhir *et al.* (2018) conducted across sectional study on adolescents to examine the effect of social networking sites on social and psychological wellbeing. Study highlights that adolescents who use social networking sites frequently experienced the symptoms of fatigue and moodiness. Fatigue caused by excessive use of these sites was also connected with depression, anxiety and (FOMO) fear of missing out.

Heffer *et al.* (2019) conducted a longitudinal study on adolescents in order to examine the relation between the symptoms of depression and use of social media. Results highlighted that frequent use of social media leads to depression.

Bekalu *et al.* (2019) conducted study on nationally representative sample of 1027 American adolescents and founded that daily use of social media is associated with positive health outcomes however, emotional connection to social media use results in negative health outcomes. The research concluded that the link between social media use and health may not be explained in just cause and effect approach rather it requires a sophisticated conceptualization and social media usage behavior.

Masthi *et al.* (2018) conducted a comparative study on use of social networking sites and health status among government and private colleges. The research findings suggest that prevalence of social media addiction was more than 30% in both type of colleges.

Brunborg and Andreas (2019) conducted a cross-sectional study on 763 Norwegian high school students. In order to study the relationship between time spent on social networking sites, depression and conduct problems among high school students FD-models were used. Findings of the study also revealed the strong association between social networking sites usage and increased symptoms of depression and conduct problems.

Throuvala *et al.*(2019) highlighted the adverse effect caused by excessive use of social media. Frequent users of these sites 3-4 times a day leads to poor mental health and well being.

Annisty and Agustina (2020) carried out the research study on undergraduate students of Jakarta, Indonesia regarding effect of social media use on emotional stability, with the age group of 18-22 years. The analysis of results shows that there is no difference in emotional stability of students in terms of duration of social media use.

Gao *et al.* (2020) conducted a cross-sectional study on the adolescents of Wuhan, China on prevalence of emotional and mental health problems and its association with social media. Results highlighted that social media use was negatively associated with emotional and mental health problems like depression, moodiness, anxiety and high stress level.

Marino *et al.* (2020) conducted a cross-sectional study on Italian senior secondary students. Findings revealed that use of social media were directly linked with poor self-esteem.

Overall, it can be concluded that excessive use of social media can aggravate poor self-esteem, sleep disturbances, increased chances of cyber bullying, body dissatisfaction and various mental health problems such as depression and anxiety. While, some research reviews give mixed evidences related to the impact of social media on well being among adolescent boys and girls. Some of the researchers recommend that use of social media improves self-esteem and enhances self-expression whereas most of the research reviews shows that use of social media leads to poor self-esteem.

2.3. GENDER DIFFERENCES IN ONLINE SOCIAL NETWORKING PATTERN

Various Indian and Western research studies regarding gender differences in social media have been conducted whose reviews are as follows:-

Pierce (2009) observed the use of social media and its impact on social anxiety among adolescent boys and girls. It was found that female respondents tend to use cell phones, text messages and online social networking sites more than male

counterparts. The data pertaining to social anxiety and social media depression reveals that there is a significant difference in levels of social anxiety among boys and girls. The results reveal that females are more prone to social anxiety as compared to boys.

Correa *et al.* (2010) findings revealed that extroversion were positively linked to social media use whereas; emotional consistency was the negative predictor. The results varied by gender and age. While extrovert boys and girls were both likely to be more regular users of social media tools, only the boys with greater degrees of emotional instability were more frequent users of social media.

Pea *et al.* (2012) conducted a online survey of 3,563 North American boys and girls between the age group of 8–12 on gender differences in social media. Girls who were social media multitasker experience more difficulty tuning out distractions as compared to boys. Similarly, doing various things at once damages cognitive ability.

Manjunatha (2013) research study explored that about 48% of students use social media for maintaining existing relations and to make new friends. Along with this a comparative study regarding gender differences has also showed that the use of social networking sites were more in female members than males.

Rousseau and Puttaraju (2014) explored about the pattern of social media sites usage variability as per gender. The study reveals that there exists a gender differences in usage pattern of social media among the respondents. It was found that male respondents like to use social media for chatting, dating apps, sharing quotes and to promote their favorite brands. While among female respondents it was found that they use social media sites to check what their friends have posted and to update about their whereabouts, to look for jobs or seek career orientation, etc.

Nesi and Prinstein (2015) study highlights that females were more likely to be affected by social networking sites. The data reflects that females were found with low self-esteem who was excessively active on social networking sites as compared to males.

Andreassen (2016) explored that among female users addiction to social networking sites were found while, in males addiction to video games were found. Also, age were found to be significant factor affecting the use of social media.

Bhatt and Dhakar (2016) performed a survey on gender differences in social networking sites pattern. Findings revealed no significant relationship among boys and girls regarding usage of online social networking.

Brunette *et al.* (2017) conducted a survey on early adolescents regarding social media use and its effect on body image. Findings revealed that majority of girls use unhealthy behaviors in relation to weight control like skipping meals, excessive fasting and unhealthy eating behaviors.

Krasnova *et al.* (2017) conducted a research study on gender differences in social media concluded that girls tend to engage more in social networking sites as compared to boys which eventually leads to distorted and unsatisfying relations with family members.

Kelly *et al.* (2018) conducted a cohort study on adolescents of UK. Findings of the study revealed that females were reported to use social networking sites more as compared to males. As compared to male members females were more likely to be indulged in cyber-bullying as a victim. Majority of the females were more likely to have low self confidence (12.8% versus 8.9%) and 78.2% have body dissatisfaction.

Spilkova *et al.* (2017) conducted a cross-sectional study on European senior secondary school students. Results highlighted that as compared to males, female users of social media were using these sites for entertainment and for making new friends whereas among male users playing online games were found. Similarly, a connection between online gaming and binge eating was found among males users.

Tang and Koh (2017) conducted a online survey among college going students of Singapore. Studies revealed that overuse of social networking sites leads to unhealthy eating habits, impaired vision and poor memory. In terms of gender differences females were found to be active and addictive users of these sites as compared to male counterparts.

Alanjadt and Hasswan (2019) conducted a cross sectional study on 328 Medical students in which it was found that males (61%) were the active users on any social networking site than females who were found to be in 39%.

La *et al.* (2020) research findings revealed that females were more prone to develop sleep related problems as compared to male counterparts caused by the use of social networking sites whereas in males low income was found to be significant factor for insomnia or sleep related problems.

Thus, from the above findings it can be concluded that use of social media is more prevalent in female members as compared to male counterparts. In terms of effect of social media sites, majority of girls tend to engage in social comparison as compared to boys. Similarly, girls were more affected by the negative effect of social media such as low self-esteem, poor academic performance and use of unhealthy behaviors in relation to weight control like skipping meals, excessive fasting and unhealthy eating behaviors.

METHODOLOGY

The following chapter provides the methodological details of the present research. The specificity of procedure and in-depth observation of the research design is very crucial for any investigation. The various methodological aspects followed in the present research work have been explained below:-

3.1. Locale of the study

3.2. Sample and its selection

3.3. Tools and their description

3.4. Procedure of data collection

3.5. Processing and analysis of data

3.1. LOCALE OF THE STUDY

The present research work was planned to be carried out on the senior students of private co-educational schools of Bikaner city. Since, the schools were not open due to the prevalent pandemic. Hence, coaching institutes were selected in order to collect the samples.

3.2. SAMPLE AND ITS SELECTION

3.2.1. Nature of the sample – Total samples size for the present research work consisted of 120 adolescents (60 boys and 60 girls) between the age group of 16-18 years enrolled in private co-educational schools of Bikaner city. Figure 3.1 indicates the sample selection of the present study:

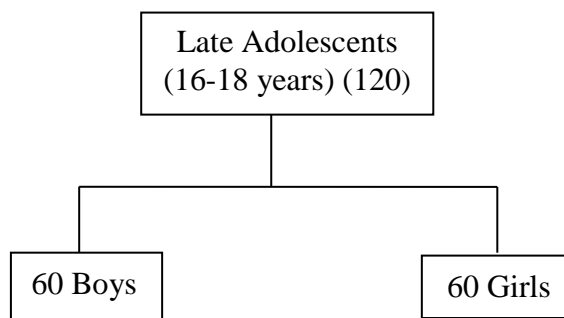


Figure 3.1: Sample selection of the study:

3.2.2. Selection of sample – The sample for the present study was selected after contacting the administrators of coaching centres in Bikaner city. Snow-ball sampling method was employed to meet out the total sample of 120 adolescents. During the

phase of unlock 5.0 many coaching centres in Bikaner city were opened for doubt clearing sessions and for offline study. The management of coaching centres and students were informed about the data collection and the purpose of study. After then, the lists of contact details of students (between the age ranges of 16-18 years) were procured from the coaching institutes. The students were approached by telephonic calls, emails, WhatsApp along with offline meetings. Total four coaching centres were purposively chosen for the selection of sample. By identifying the samples from these centres, samples were selected through direct or indirect contact with the children who were attending these coaching centres. The students selected for the present study were asked to provide the list of their friends and classmates of similar age group. After contacting these students, the preliminary proforma was distributed and students were asked to fill it. Based on the data obtained from preliminary proforma, only those students were selected who were meeting the criteria as per delimitations of the present study.

The similar procedure was followed in total four coaching centres, thereby making the total sample of 120 adolescents comprising of 60 boys and 60 girls.

3.3. TOOLS AND THEIR DESCRIPTION

3.3.1. Preliminary Survey Proforma

3.3.2. Background Information Proforma

3.3.3. Inventory on Online Social Networking

3.3.4. Well being Scale

3.3.1. Preliminary Survey Performa- This proforma was prepared which consist of information regarding respondent such as name, age, school name, class and stream, residential area, health status, whether the students are using social networking sites or not, residing with their biological parents, whether suffering from any disability or not.

3.3.2. Background Information Performa- This proforma was developed to procure the required details of selected sample regarding their name, age, class, sex, ordinal position, number of sibling as well as familial background information such as number of family members, family type, educational level of parents, occupation of parents, and family monthly income.

3.3.3. Inventory on Social Networking Usage: - This inventory was prepared by Bhatt and Dhakar (2016) which was utilized for the purpose of present study to evaluate the usage of social networking sites. This inventory covers three major attributes that are as follows:-

1. Usage patterns of online social networking:

It was classified into total six categories. The participants had to choose only one correct option whichever was applicable to them. For reference, this scale is attached in Appendix **111**.

2. Purpose of online social networking:

It was also classified into total five categories. This scale is attached in Appendix **IV** for reference.

3. Effect of online social networking on lifestyle:

The classification of categories was also done in this scale. The scale is attached in Appendix **V** for further reference.

The categorization of number of positive and negative statements is given in Table 3.1. The effect of online social networking scale is attached in Appendix **VI** for reference.

Table 3.1: Information regarding categorization of effect of online social networking on lifestyle

S. No.	Total number of dimensions	Number of positive statements	Number of negative statements	Total number of statements
1.	Daily routine activities	1	4	5
2.	Study pattern and academic aspects	2	7	9
3.	Hobbies	3	-	3
4.	Physical and mental activity	3	-	3
5.	Personality	3	2	5
6.	Social interaction	3	4	7
	Total	15	17	32

3.3.4. Well being scale: -Several researches have been conducted to understand the concept of well being in terms of social media. Due to lack of accessibility of adequate scale associated to the “impact of social media on well being”, and to record the responses as per the objectives of present research, a scale was developed.

The well being of the adolescents was assessed in three dimensions i.e. social, emotional and physical for the present study. The subjects had to choose only one option in terms of always, most of the time, sometime, very rarely and never. Well being scale was exposed to decisive evaluation for its content coverage, language, format and clarity by a panel of experts and advisory committee members. All the suggestions which were given by the experts as well as the advisory committee members were incorporated and the test was finalized. Pilot testing was done on 6-7 adolescents within the age group of 16-18 years. No issues were detected during pilot testing results. After undergoing through various checks and assessment the scale was finalized.

The categorization of number of positive and negative statements is given in Table 3.2. The well being scale is attached in Appendix VII for reference.

Table 3.2: Information regarding categorization of Wellbeing scale

S. No.	Total number of dimensions	Number of positive statements	Number of negative statements	Total number of statements
1.	Emotional wellbeing	6	3	9
2.	Social wellbeing	7	6	13
3.	Physical wellbeing	6	7	13
	Total	19	16	35

3.3. PROCEDURE OF DATA COLLECTION

As per preliminary survey proforma qualified samples were given social, economic and parental variable proforma in order to gather necessary details. The data was collected by using mixed approach such as telephonic calls, emails, and messages along with offline meetings. In coaching centers, only those students studying in private co-educational schools were selected as sample for study. Then, social media usage inventory and well being scale was given to participants on the basis of delimitations of the study after providing necessary instructions.

PROCESSING OF DATA

Data which was collected on selected samples were put under statistical measures for background information proforma, inventory on social networking usage and well being scale in accordance with the objectives and to draw the meaningful inferences for the present study.

3.4.1. Background Information:

The collected data was classified, tabulated and analysed in accordance with the standards of carrying out the research study. The SPSS (Statistical package for Social Sciences) was used to analyse the results in accordance with the objectives of study to draw the appropriate inferences. Keeping in view the objectives of study statistical tools applied were as follows:-

a) Frequency and percentage: Frequency and percentages were calculated for preparing personal and socio-personal profile, social media usage pattern, and well being of respondents.

b) Independent sample t-test: It was used to test the differences between means of two groups of same variable like in calculating the mean comparison of physical, social and emotional well being of adolescents based on personal, social and other variables.

c) Pearson's coefficient of correlation- It was used to test the relationship between dependent and independent variables. The relationship between social media usage pattern and physical, social and emotional well being was calculated using coefficient of correlation. Also, the relationship between well being and personal, social variables of adolescents was also calculated using correlation analysis.

Table 3.3: Categorization of the Background Variables

S. No.	Background Variables	Categories
1.	Age	16-17 17-18
2.	Class	11 th 12 th
3.	Ordinal position	First born Second born Third born
4.	Number of siblings	1-2 2-3 More than 3
5.	Number of family members	4 and less 5-6 7 and above
6.	Type of family	Joint family Extended family Nuclear family
7.	Educational level of parents	
i.	Education level of father	Below secondary Secondary Senior secondary Graduate Postgraduate
ii.	Education level of mother	Below secondary Secondary Senior secondary Graduate Postgraduate

8.	Occupation of parents	
i.	Occupation of father	Government-service Private service Business
ii.	Occupation of mother	Professional Private job Homemaker
9.	Family monthly income	< 20000 20000-40000 40000-60000 60000-80000 80000 and above

Assessment of online social networking pattern among adolescent boys and girls:

The first objective of the research was to evaluate the online social networking pattern among adolescent boys and girls between the age group of 16-18 years. The online social networking pattern was examined from three angles: firstly, usage pattern of online social networking secondly, purpose of online social networking pattern and effect of online social networking on lifestyle.

3.4.2. Assessment of usage pattern of online social networking:

In order to analyse the data for information related to adolescent boys and girls, percentage distribution was used for the assessment of usage pattern of online social networking in relation to source of information about social networking sites, types of social networking site used, time spent, preferred time of online social networking, place of using these sites and device utilised for using social networking sites.

3.4.3. Assessment of purpose of online social networking:

In order to evaluate the proposed assessment of respondents on 33 items under four options mentioned below, the response options were assigned weighted score.

Responses options	Weighted scores
Mostly	4
Sometimes	3
Rarely	2
Never	1

Table-3.4: Dimension wise and overall interpretation of scores of purpose of online social networking scale

S. No.	Dimensions	Total Statements	Minimum Scores	Maximum Scores	Scoring Range		
					Low	Moderate	High
1.	Social interaction	7	7	28	7-13	14-21	22-28
2.	Entertainment	5	5	20	5-9	10-15	16-20
3.	Keep oneself updated with	9	9	36	9-17	18-27	28-36
4.	Academic enrichment	6	6	24	6-11	12-18	19-24
5.	Strengthening one's personality	6	6	24	6-11	12-18	19-24
6.	Overall purpose of online social networking	33	33	132	33-36	67-100	101-132

The Table 3.6 shows the interpretation of scores regarding dimensions and categories of purpose of online social networking. The range of six categories and overall purpose of online social networking was calculated by subtracting the highest score from lowest score

Thus, dividing by 3 which was then separated into 3 equidistant categories i.e. low, moderate and high. Highest score given was 4 whereas, lowest was 1. The total scores acquired in each dimensions for the purpose of social media sites were calculated. The mean scores of the subject were also calculated.

The purpose of online social networking scale is attached in Annexure **III** for reference.

3.4.4. Assessment of effect of online social networking on lifestyle:

In order to analyze the impact of online social networking on the lifestyle of adolescents the responses on 32 items were obtained on five options i.e. Mostly, Sometimes, Rarely and Never which were assigned weighted scores.

Responses options	Weighted scores	
	Positive items	Negative items
Mostly	4	1
Sometimes	3	2
Rarely	2	3
Never	1	4

Table-3.5: Dimension wise and overall interpretation of scores of effect of online social networking on lifestyle scale

S. No.	Dimensions	Total Statements	Minimum Scores	Maximum Scores	Scoring Range		
					Low	Moderate	High
1.	Daily routine activities	5	5	20	5-9	10-15	16-20
2.	Study pattern and academic aspects	9	9	36	9-17	18-27	28-36
3.	Hobbies	3	3	12	3-5	6-9	10-12
4.	Physical and mental activity	3	3	12	3-5	6-9	10-12
5.	Personality	5	5	20	5-9	10-15	16-20
6.	Social interaction	7	7	28	7-13	14-21	22-28
7.	Overall categories	32	32	128	32-64	65-96	97-128

The Table 3.5 shows the interpretation of scores regarding dimensions and categories of effect of online social networking on lifestyle and overall effect of online social networking on lifestyle, which was calculated by subtracting the minimum scores

from the maximum scores and thus, dividing by 3 which was then separated into 3 equidistant categories i.e. low, moderate and high. Highest score given was 4 whereas lowest was 1.

The total scores acquired in each dimensions for the effect of social media sites on lifestyle were calculated. The mean scores of the subject were also calculated.

3.4.5. Assessment of impact of social media on well being among adolescent boys and girls:

To analyse the impact of social media on the well being of adolescent boys and girls the responses on 35 items were obtained on five options i.e. Always, Most of the time, Sometimes, Very rarely and Never which were assigned weighted scores.

Responses options	Weighted scores	
	Positive items	Negative items
Always	5	1
Most of the time	4	2
Sometimes	3	3
Very rarely	2	4
Never	1	5

The description regarding the categorisation of well being scale is given in Table 3.6.

Table 3.6: Dimension wise and overall interpretation of scores of well being scale

S. No.	Dimensions	Total Statements	Minimum Scores	Maximum Scores	Scoring Range		
					Low	Moderate	High
1.	Emotional well being	9	9	45	9-21	22-34	35-45
2.	Social well being	13	13	65	13-30	31-47	48-65
3.	Physical well being	13	13	65	13-30	31-47	48-65
4.	Overall well being	35	35	175	35-82	83-117	118-175

The minimum and maximum score for emotional well being assigned was 9 and 45 respectively. In social and physical well being minimum and maximum score given was 13 and 65. Similarly, in overall well being the minimum and maximum score assigned was 35 and 175 respectively. The range of emotional, social, physical and overall well being was calculated by subtracting the minimum scores from the maximum scores and dividing by 3 which was then separated into 3 equidistant categories i.e. low, moderate and high.

The total scores acquired in each dimensions for well being scale were calculated. The mean scores of the subject were also calculated.

3.5. ANALYSIS OF DATA

3.5.1. Comparison of purpose of online social networking pattern:

SPSS software was used for the purpose of statistical analysis in which independent sample t-test, standard deviation, Pearson's coefficient of correlation as well as mean score and frequency were used.

t-test was applied to determine whether there is a significant differences between well being scores of adolescent boys and girls.

$$t \text{ Test} = (\bar{x} - \mu) / (\sigma / \sqrt{n})$$

- Here,
- \bar{x} = Mean of Sample
- μ = Mean of Population
- σ = Standard Deviation of Population
- n = Number of Observation

Pearson's coefficient of correlation was used to test the relationship between personal variables with the dimensions of well being, purpose and effect of social media usage on well being. The numerical expression of correlation coefficient is as follows:

$$r = \frac{\sum(X-\bar{X})(Y-\bar{Y})}{\sqrt{\sum(X-\bar{X})^2} \sqrt{\sum(Y-\bar{Y})^2}}$$

Where, \bar{X} = mean of X variable
 \bar{Y} = mean of Y variable

3.5.2. Comparison of effect of online social networking on lifestyle:

t-test, Pearson's coefficient of correlation, mean and frequency was applied for the comparison of effect of online social networking on gender.

3.5.3. Comparison of effect of social media on well being:

t-test, Pearson's coefficient of correlation, mean and frequency was applied for the comparison of social media on the well being of adolescents.

RESULTS AND DISCUSSION

Present chapter deals with the results of the study that come out of analysis and interpretation of data for the present investigation. The data pertaining to various aspects were collected, classified and tabulated under different domains and presented under following sub-headings.

4.1. Background information of respondents

4.1.1 Personal variables of respondents

4.2. Social Media usage pattern and its sub aspects

4.2.1. Assessment of usage pattern of social media among adolescents

4.3. Overall purpose of online social networking among adolescents

4.3.1. Assessment of purpose of online social networking among adolescents

4.3.2. Comparison of purpose of online social networking as per gender

4.4. Overall effects of online social networking on lifestyle

4.4.1. Assessment of effects of online social networking on lifestyle

4.4.2. Comparison of effects of online social networking on lifestyle as per gender

4.5. Overall well-being and its sub aspects among adolescents

4.5.1. Overall percentage distribution of adolescent as per levels of well being

4.5.2. Assessment of emotional, social and physical well-being among adolescents

4.5.3. Comparison of emotional, social and physical well-being as per gender

4.6. Relationship of personal, social and parental variables with well being

4.6.1 Influence of personal, social and parental variables on emotional, social and physical well-being of adolescents

4.6.2 Relationship of social media usage pattern on well being of adolescents

4.1. Background information of respondents

4.1.1 Personal, social and parental variables of respondents

It is essential to know about the personal, social and economic variables of the subjects in sample. In order to explore these variables data was collected, tabulated and presented as depicted in Table 4.1.

Table 4.1: Percentage distribution of respondents by background variables

n=120

S. No.	Background variables	Girls (n=60)	Boys (n=60)	Total (n=120)
1.	Age			
	16-17	39 (65.0)	36 (60.0)	75 (62.5)
	17-18	21 (35.0)	24 (40.0)	45 (37.5)
2.	Class			
	11th	42 (70.0)	40 (66.6)	82 (68.33)
	12th	18 (30.0)	20 (33.33)	38 (31.66)
3.	Ordinal position			
	Eldest	26 (43.33)	13 (21.66)	39 (32.5)
	Middle	21 (35.0)	32 (53.33)	53 (44.16)
	Youngest	13 (21.66)	15 (25.0)	28 (23.3)
4.	Number of siblings			
	1-2	22 (36.66)	30 (50.0)	52 (43.33)
	2-3	29 (48.33)	27 (45.0)	56 (46.66)
	More than 3	9 (15.0)	3 (5.0)	12 (10.0)

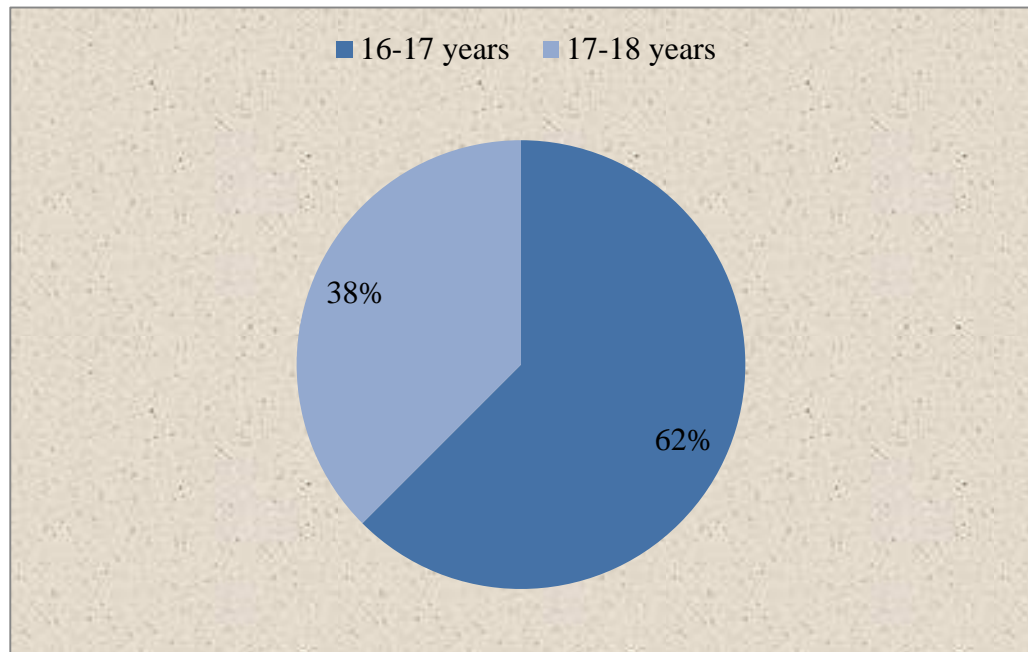
5.	Number of family members			
	4 and less	14 (22.9)	22 (36.6)	36 (30.0)
	5-6	36 (60.0)	25 (41.66)	61 (50.83)
	7 and above	10 (16.66)	13 (21.66)	23 (19.16)
6.	Type of family			
	Joint	27 (45.0)	23 (38.3)	50 (41.66)
	Extended	1 (1.6)	3 (5.0)	4 (3.33)
	Nuclear	32 (53.3)	34 (56.6)	66 (55.0)
7.	Educational level of Parents			
a.	Father			
	Below Secondary	2 (3.3)	3 (5)	5 (4.16)
	Secondary	7 (11.6)	6 (10)	13 (10.83)
	Senior Secondary	14 (23.3)	16 (26.6)	30 (25.0)
	Graduate	21 (35)	20 (33.3)	41 (34.16)
	Post-graduate	16 (26.6)	15 (25)	31 (25.83)
b.	Mother			
	Below Secondary	9 (15.0)	8 (13.3)	17 (14.16)
	Secondary	11 (18.3)	14 (23.3)	25 (20.83)
	Senior Secondary	26 (43.3)	23 (38.3)	49 (40.83)
	Graduate	10 (16.6)	10 (16.6)	20 (16.6)
	Post-graduate	4 (6.6)	5 (8.33)	9 (7.5)

8.	Occupation of parents			
a.	Father			
	Government service	27 (45)	26 (43.3)	53 (44.16)
	Private	18 (30.0)	18 (30.0)	36 (30.0)
	Business	15 (25.0)	16 (26.6)	31 (25.83)
b.	Mother			
	Professional	4 (6.66)	-	4 (3.33)
	Private job	27 (45.0)	27 (45.0)	54 (45.0)
	Home maker	29 (48.33)	33 (55.0)	62 (51.66)
9.	Family monthly income			
	< 20000	7 (11.66)	9 (15.0)	16 (13.33)
	20000-40000	30 (50.0)	33 (55.0)	63 (52.5)
	40000-60000	20 (33.33)	13 (21.66)	33 (27.5)
	60000-80000	2 (3.33)	5 (8.33)	7 (5.83)
	80000 and above	1 (1.66)	-	1 (0.83)

**figures in parenthesis indicate percentage*

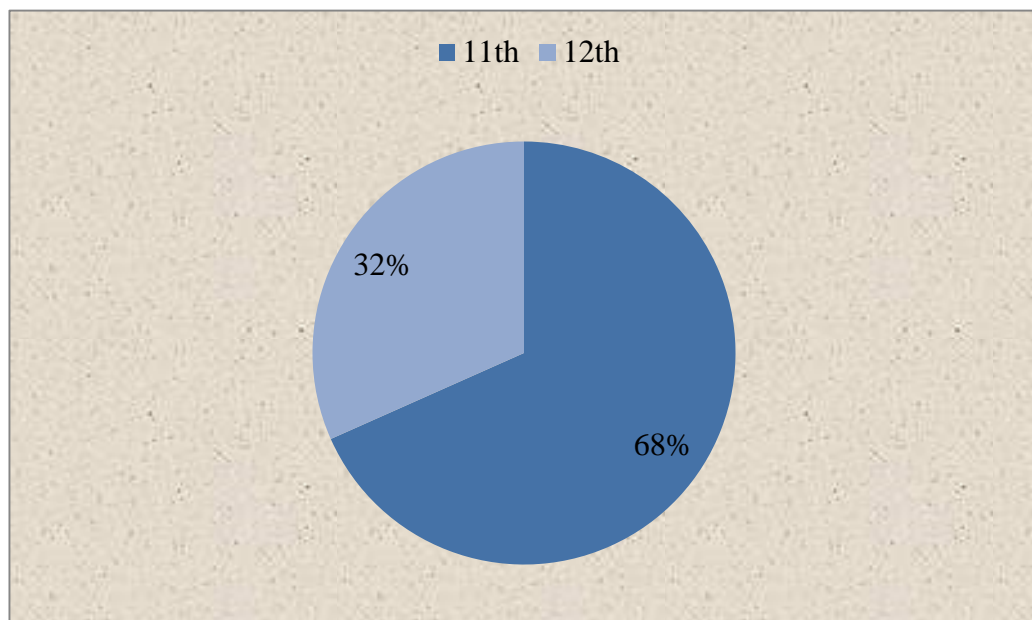
Fig.1: Illustrations representing personal profile

1.) Age



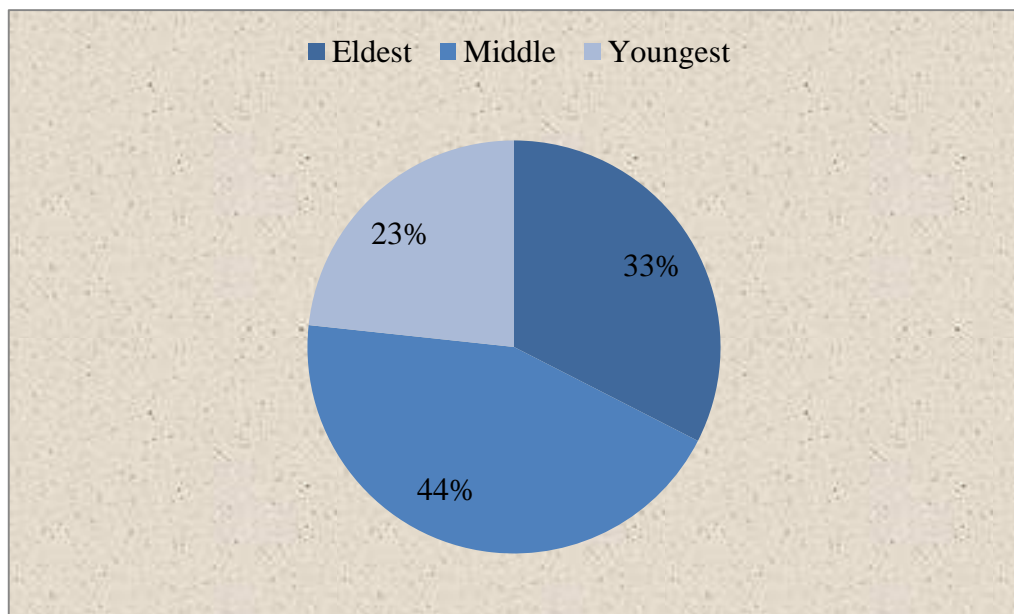
The data showcases that more than half of the respondents i.e. 62.5 per cent were aged 16-17 years while 37.5 per cent were between the ages of 17-18 years.

2.) Class



Most of the adolescents (68.33%) were studying in class 11th consisting of 70 per cent girls and 66.6 per cent boys. While 31.66 per cent were enrolled in class 12th (30 per cent girls and 33.33 per cent boys).

3.) Ordinal position



Data pertaining to ordinal position reveals that 44.16 per cent of respondents were middle born which were followed by eldest among siblings which were 32.5 per cent of total sample.

4.) Number of siblings

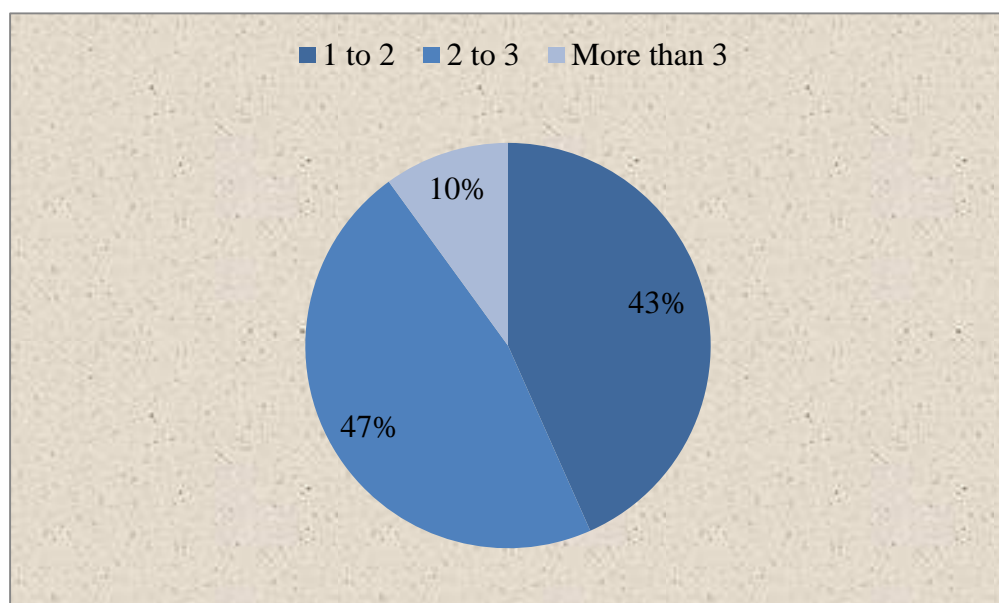
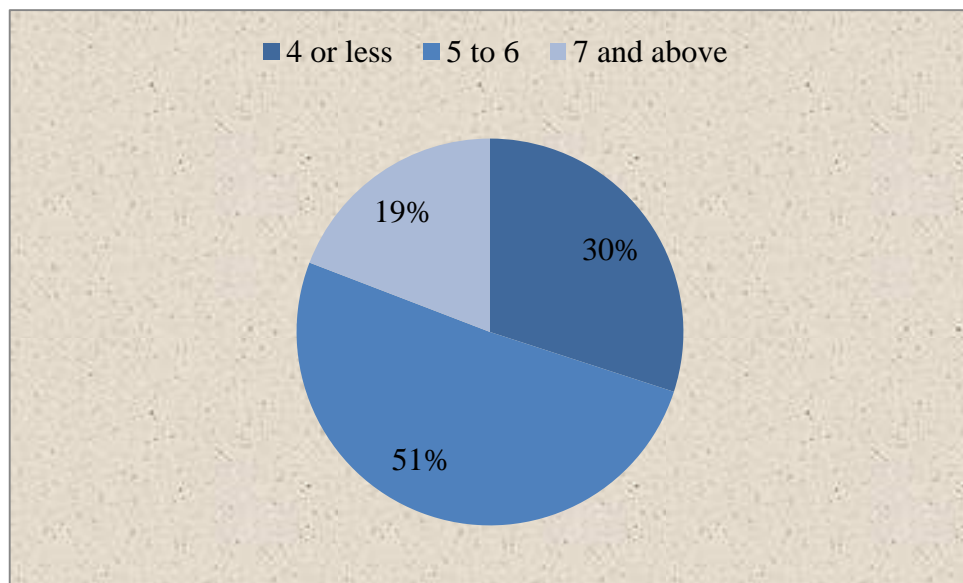


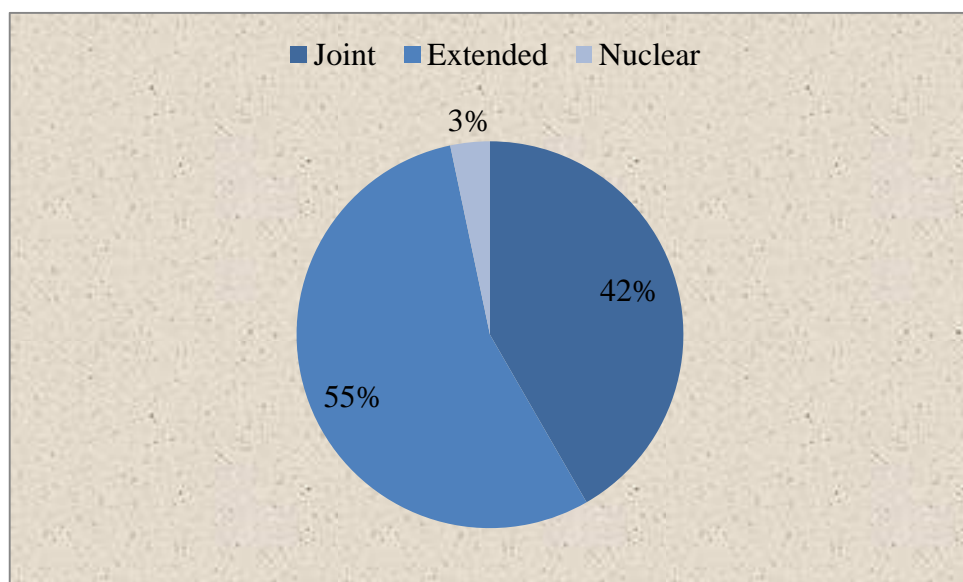
Table further reveals that 46.66 per cent of adolescents were having 2 to 3 siblings and 43.33 per cent had 1 or 2 siblings.

5.) Number of family members:



More than half of the respondents i.e. 50.83 per cent had medium sized families having members ranging from 5 to 6 followed by small size families having 4 or less members (30%).

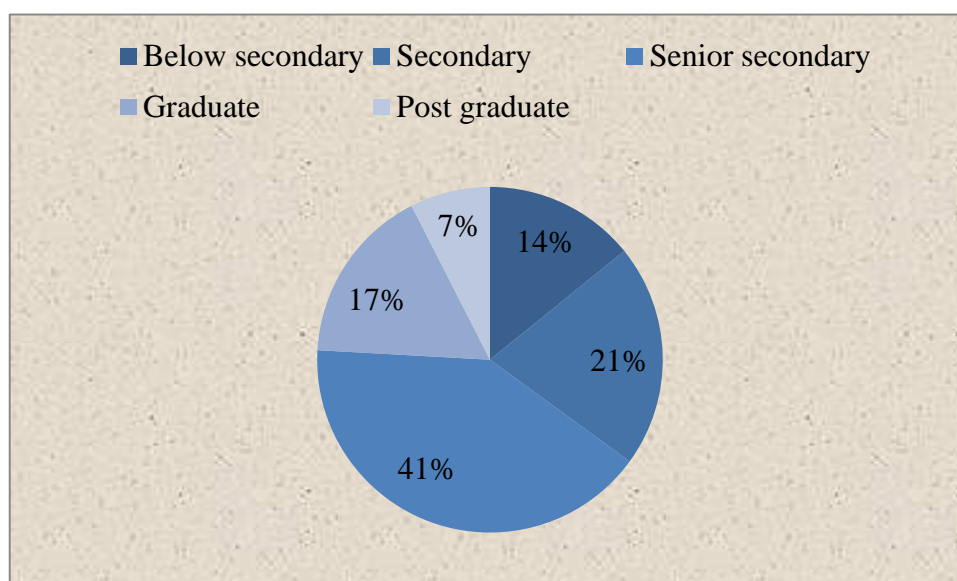
6.) Family type



Coming towards type of family, it can be inferred that more than half i.e. 55 per cent of respondents belonged to nuclear families while 41.66 per cent were living in joint family settings.

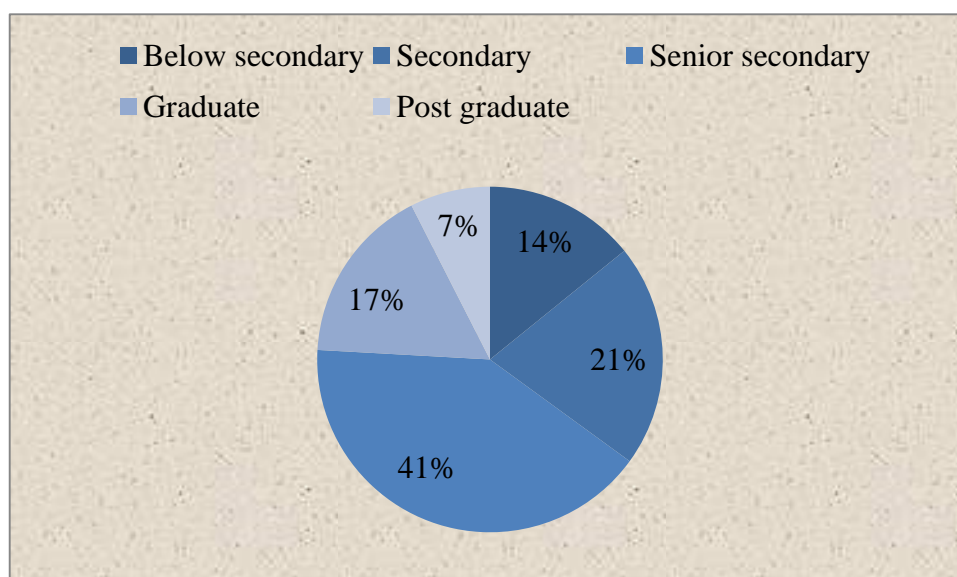
7.) Educational level of parents

a.) Father's education



Further, the data pertaining to educational level of parents reveals that 34.16 per cent of respondent's father was studied up to graduation level, 25.83 per cent were post graduates.

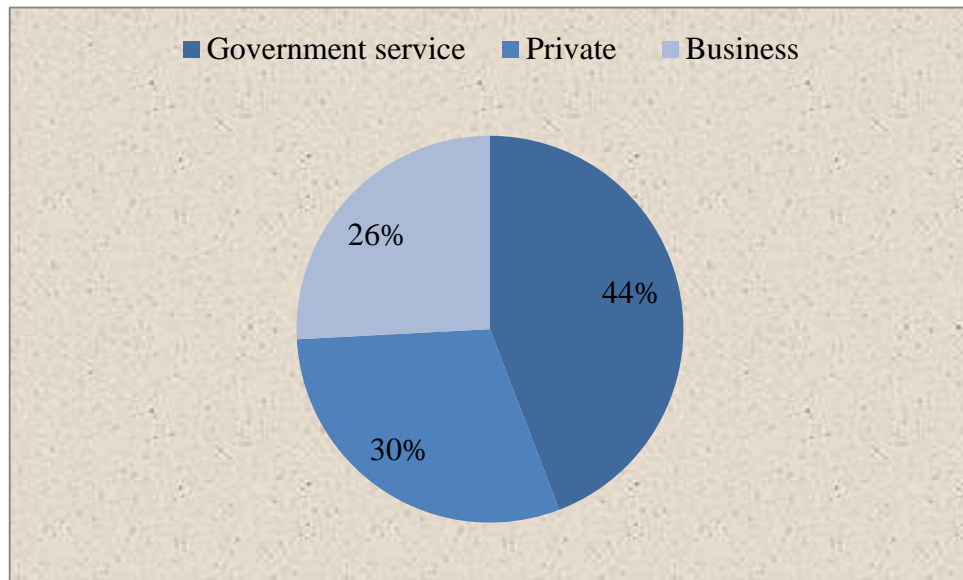
b.) Mother's education



The data related to educational level of adolescent's mother elucidates that more than half per cent i.e. 40.83 per cent studied up to senior secondary which was followed by 20.83 per cent who were educated up to secondary.

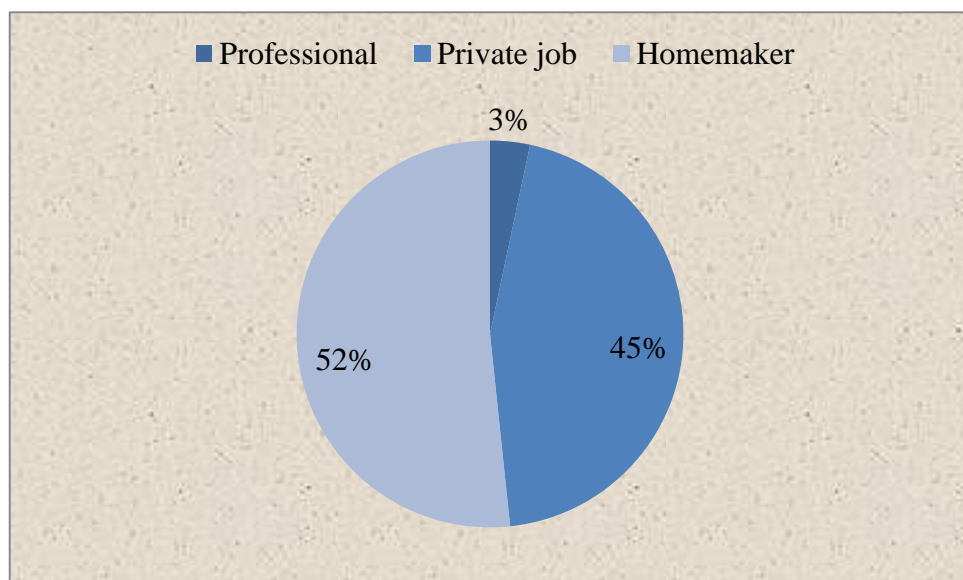
8.) Occupation of parents

a.) Father's occupation



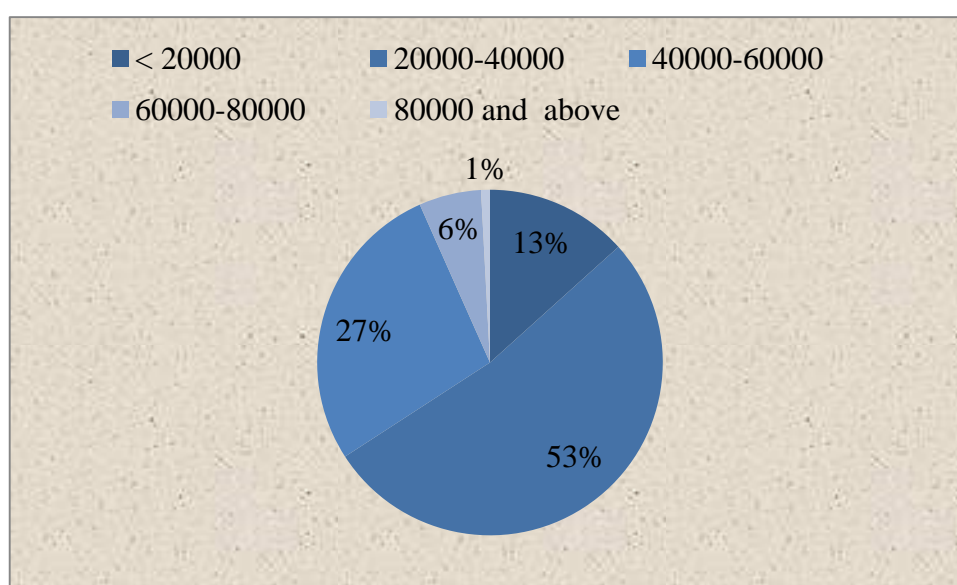
About half of the fathers were employed in government sector (44.16%), 30 per cent and 25 per cent were involved in private jobs and business respectively for occupation.

a.) Mother's occupation



Regarding mother's occupation it was found that more than half of the mothers i.e. 51.66 per cent were home makers and 45 per cent of mothers were involved in private jobs.

9.) Family monthly income



Coming towards data related to family monthly income it was found that 52.5 per cent of families were lying in the income bracket of Rs. 20,000 to 40,000 per month. There were 27.5 families having income between 40,000 to 60, 000 followed by 13.33 per cent having monthly family income of Rs. 20,000 or less.

4.2. SOCIAL MEDIA USAGE PATTERN AND ASPECTS

4.2.1. Assessment of usage pattern of social media among adolescents:

The data in Table 4.2 illustrates the usage pattern of social media among adolescent girls and boys.

Table 4.2: Percentage distribution of respondents as per usage pattern of online social networking **n=120**

S. No.	Items	Categories	Girls (n=60)	Boys (n=60)	Total (n=120)
1.	Types of social networking sites used.	Facebook	20 (33.33)	23 (38.33)	43 (35.83)
		Twitter	-	-	-
		Yahoo	1 (1.66)	-	1 (0.83)
		Chat Messengers	4 (6.66)	3 (5)	7 (5.83)
		Skype	3 (5.0)	2 (3.33)	5 (4.16)

		Any other	32 (53.33)	32 (53.33)	64 (53.33)
2.	Source of information about social networking sites.	Peer group	39 (65.0)	33 (27.5)	72 (60.0)
		Relatives	17 (28.33)	6 (10.0)	23 (19.1)
		Parents	3 (5)	1 (1.66)	4 (3.33)
		Mass media	1 (1.66)	20 (16.6)	21 (17.5)
3.	Approximate time spent per day on social networking sites	less than 1 hour	35 (58.33)	41 (68.33)	76 (63.3)
		1-2 hours	18 (30)	17 (28.33)	35 (29.16)
		2-3 hours	1 (1.66)	2 (3.33)	3 (2.5)
		more than 3 hours	6 (10)	-	6 (5.0)
4.	Preferred time of online social networking	Late night	2 (3.33)	9 (15)	11 (9.16)
		Entire day	5 (8.33)	3 (5)	8 (6.66)
		Day time	24 40	25 (41.6)	49 (40.83)
		Any other	29 (48.33)	23 (38.33)	52 (43.33)
5.	Place of using social networking sites.	Home	25 (41.66)	11 (18.33)	36 (30.0)
		School library	4 (6.66)	-	4 (3.33)
		Cyber cafe	20 (33.33)	36 (60)	56 (46.6)
		Hostel	11 (18.33)	13 (21.6)	24 (20)
		Any other	-	-	-
6.	Device utilized for online social networking	Mobile	44 (73.33)	41 (68.33)	85 (70.83)
		Laptop	13 (21.66)	13 (21.66)	26 (21.66)
		Computer	3 (5.00)	6 (10)	9 (7.5)
		Any other	-	-	-

**Figures in parenthesis indicates percentage*

Types of social networking sites used

It was found that 53.33 per cent of girls as well as boys used other sites such as WhatsApp, Instagram as a social networking site. Nearly, (33.33%) of girls and (38.3%) boys were using facebook.

Findings from data reveal that Instagram and WhatsApp were popular sites among adolescent boys and girls. However, contrary findings were noted in the research conducted by Bhatt and Dhakar (2016) which revealed that Facebook is the leading and common used site among adolescent boys and girls. This can be explained by the growing popularity of Instagram among adolescents in the recent times. Also, Instagram is owned by facebook itself.

Source of information about social networking sites

Coming towards the source of information of social networking sites it was found that most of the respondents (60.0%) came to know about the social networking sites through the peer group. It was observed that 65 per cent of girls and 27.5 per cent of boys were informed by their peers. Mass media and relatives were source of information about the social networking sites in 17.5 per cent and 19.1 per cent of cases. The fact that major source of information about the social networking sites is peer group explains that in order to gain acceptance among the peer group, the adolescents install and use social media networking sites. This also explains that younger generation is more aware of the social networking sites as compared to others.

Approximate time spent per day on social networking sites

Further data reveals about the time spent per day on social networking sites which highlights that 58.33 per cent of girls and 68.33 per cent of boys spent less than 1 hour. It was followed by adolescents spending 1-2 hours daily i.e. 30 per cent girls and 28.33 per cent respectively. Only 6 per cent of girls were spending more than 3 hours a day using social media and no such cases were reportedly found among boys. Covid-19 has caused the schools to shut down and all the teaching learning activities are carried on social media sites like WhatsApp which could be the major reason to spend time on social media sites apart from connecting with peers and entertainment.

Preferred time of online social networking

In relation to preferred time of using social networking sites data showcases that 48.33 per cent of girls prefer other time while, 41.6 per cent boys prefer daytime.

Place of using social networking sites

Regarding place of using social networking sites it was found that among girls 41.66 per cent were using social media when were staying at their homes while in case of boys majority i.e. 60 per cent were using social media at cyber café.

Device utilized for online social networking

Mobile phone was found to be the main medium of using social networking sites. Among girls 73.33 per cent and 68.33 per cent of boys were using mobile phones to access their social media accounts. It was followed by total 21.66 per cent of adolescents who were using laptops to have an access to social media.

Similar results reported by Lenhart (2015) which highlights the easy accessibility and convenience of mobile phones for using social networking sites.

4.3. Overall purpose of online social networking among adolescents

The data in Table 4.3 depicts the overall percentage distribution of adolescents as per categories of purpose of online social networking. Data showcases that very low per cent (1.66%) of respondents had scored low in terms of purpose of online social networking. Further, it was found that 93.3 per cent of adolescents reportedly had medium scores.

Table 4.3: Overall percentage distribution of adolescents as per levels of purpose of online social networking **n=120**

S. No	Categories	Girls (n=60)	Boys (n=60)	Total (n=120)
1.	Low	1 (1.6)	1 (1.6)	2 (1.66)
2.	Medium	59 (98.3)	53 (88.3)	112 (93.3)
3.	High	-	6 (10.0)	6 (5.0)

**Figures in parenthesis indicate percentage. Low (33-36), Medium (67-100), High (101-132)*

4.3.1. Assessment of purpose of online social networking among adolescents

This section involves the assessment of dimensions of purpose of online social networking which is divided into five categories that include aspects like (a. social interaction (b. entertainment (c. Keep oneself updated with various trends, updates and events (d. academic enrichment and (e. strengthening one's personality.

Table 4.4: Percentage distribution of adolescents on purpose of online social networking for Social interaction n=120

S. No.	Dimension of purpose of online social networking	Girls (n=60)	Boys (n=60)	Total (n=120)
1.	Social interaction			
	Low	-	3 (5)	3 (2.5)
	Medium	50 (83.3)	43 (71.66)	93 (77.5)
	High	10 (16.6)	14 (23.3)	24 (20.0)

**figures in parenthesis indicate percentage. Low (7-13) Medium (14-21) High (22-28)*

Results from Table 4.4 shows that 83.3 per cent of girls as well as 71.66 per cent of boys scored medium while 16.66 per cent of girls and 23.3 per cent of boys were having high score users in terms of making new friends, finding people of similar interests, and maintaining existing relationships.

Table 4.5: Percentage distribution of adolescents on purpose of online social networking for Entertainment: n=120

S. No.	Dimensions of purpose of online social networking	Girls (n=60)	Boys (n=60)	Total (n=120)
2.	Entertainment			
	Low	3 (5)	-	3 (2.5)
	Medium	47 (78.3)	43 (71.66)	90 (75.0)
	High	10 (16.66)	17 (28.33)	27 (22.5)

**figures in parenthesis indicate percentage. Low (5-9) Medium (10-15) High (16-20)*

Use of social networking sites was found to be a significant source of entertainment among adolescent boys and girls. Data presented in Table 4.5 reveals that 78.3 per cent of girls and 71.66 per cent of boys were having medium scores while 16.66 per cent girls and 28.33 per cent of boys scored high in entertainment aspect of online social networking sites. Overall entertainment through online social networking was done maximum by girls i.e. 78.3 per cent as compared to 71.66 per cent of boys.

Table 4.6: Percentage distribution of adolescents on purpose of online social networking for Keep oneself updated with: n=120

S. No.	Dimensions of purpose of online social networking	Girls (n=60)	Boys (n=60)	Total (n=120)
3.	Keep oneself updated with			
	Low	4 (6.66)	2 (3.33)	6 (5)
	Medium	49 (81.66)	47 (78.3)	96 (80.0)
	High	7 (11.6)	11 (11.6)	18 (15.0)

**figures in parenthesis indicate percentage. Low (9-17) Medium (18-27) High (28-36)*

Data shown in Table 4.6 indicates that nearly 81.66 per cent of girls and 78.3 per cent of boys were having medium users. Only 11.6 per cent girls and boys scored high in terms of keeping oneself updated with latest news, products, fashion trends, and only little percentage of girls and boys were having low scores.

Table 4.7: Percentage distribution of adolescents on purpose of online social networking for Academic enrichment: n=120

S. No.	Dimensions of purpose of online social networking	Girls (n=60)	Boys (n=60)	Total (n=120)
4.	Academic enrichment			
	Low	41 (68.3)	19 (31.6)	60 (50.0)
	Medium	13 (21.6)	33 (55.0)	46 (38.3)
	High	6 (10)	8 (13.3)	14 (11.6)

**figures in parenthesis indicate percentage. Low (6-11) Medium (12-18) High (19-24)*

Results from the Table 4.7 portrays that 68.3 per cent of girls and 31.6 per cent of

boys were having low scores whereas maximum number of adolescents scored medium in terms of gaining knowledge regarding various academic aspects, to clarify doubts, and to use it as a source of information for various assignments.

Table 4.8: Percentage distribution of adolescents on purpose of online social networking for Strengthening ones personality: n=120

S. No.	Dimensions of purpose of online social networking	Girls (n=60)	Boys (n=60)	Total (n=120)
5.	Strengthening one's personality			
	Low	29 (48.3)	9 (15)	38 (31.66)
	Medium	27 (45)	39 (65)	66 (55.0)
	High	4 (6.66)	12 (20)	16 (13.3)

**figures in parenthesis indicate percentage. Low (6-11) Medium (12-18) High (19-24)*

In the Table 4.8 it was observed that 6.66 per cent girls and 20 per cent of boys scored high while majority of respondents were having moderate scores.

Hence, it can be concluded from the above research findings that the main purpose of using social networking sites was rated highest to strengthening one's personality among girls and lowest to academic enrichment. Gender differences were also seen in terms of purpose of using social networking sites i.e. maximum number of girls use these sites mainly for the purpose of entertainment, for strengthening personality, to keep oneself updated, and for academic enrichment similarly, in case of boys strengthening one's personality was the main purpose behind using social networking sites. The present times are exceptional one because of the pandemic induced changes in our system of imparting education. The usage of social media is increased among adolescents nowadays. These platforms are used for attending lectures, webinars and submission of assignments. This could be the reason for increased usage of social media and networking sites among the respondents. Results of the present study are contrary to the research work conducted by Bhatt and Dhakar (2016) which concluded that maximum number of adolescents used social networking sites to keep oneself updated and keeping in touch with the relatives.

4.3.3. Comparison of purpose of online social networking as per gender

Present section deals with exploring the gender wise mean differences regarding purpose of online social networking. The data in table 4.9 represents that significant t values were observed in academic achievement ($t=3.33$), strengthening one's personality ($t=4.29$) as well as overall purpose of online social networking ($t=3.14$). The mean differences highlights that girls had high mean score ($M=14.52$) in academic enrichment, strengthening one's personality ($M=15.98$) and overall purpose of online social networking ($M=86.78$) as compared to boys.

Table 4.9: Mean comparison of overall purpose of online social networking and its dimensions as per gender **n=120**

S. No.	Sub aspects of purpose of online social networking	Girls (n=60)	Boys (n=60)	t value
		Mean \pm SD	Mean \pm SD	
1.	Social interaction	19.27 \pm 3.64	19.60 \pm 2.93	0.55 N.S
2.	Entertainment	13.87 \pm 2.16	13.28 \pm 2.19	1.46 N.S
3.	Keep oneself updated	23.25 \pm 3.91	24.10 \pm 3.35	1.27 N.S
4.	Academic enrichment	14.52 \pm 4.56	11.80 \pm 4.32	3.33**
5.	Strengthening one's personality	15.98 \pm 3.39	13.35 \pm 3.32	4.29**
6.	Overall purpose of online social networking	86.78 \pm 9.13	82.12 \pm 6.99	3.14**

**significant at 0.01 level of significance

4.4. Overall effects of online social networking on lifestyle

The following section describes the consolidated picture of categories and dimensions of effects of online social networking on lifestyle.

4.4.1. Assessment of effects of online social networking on lifestyle

Data in table 4.10 indicates the overall percentage distribution of adolescents as per effect of online social networking sites on the lifestyle. Data shows that majority of adolescents i.e. 65 per cent boys and 81.66 per cent girls were having medium scores. While, 10.83 per cent reported the high usage of social media.

Table 4.10: Overall percentage distribution of adolescents as per levels of effect of online social networking on lifestyle **n=120**

S. No	Categories	Girls (n=60)	Boys (n=60)	Total (n=120)
1.	Low	6 (10)	13 (21.6)	19 (15.83)
2.	Medium	49 (81.66)	39 (65)	88 (73.33)
3.	High	5 (8.33)	8 (13.33)	13 (10.83)

**figures in parenthesis indicate percentage. Low (32-64) Medium (65-96) High (97-128)*

4.4.2. Assessment of effect of online social networking on lifestyle among adolescent boys and girls

The following section illustrates the effect of social networking sites on lifestyle in present study. The data in the following tables show the percentage distribution of adolescents as per the effect of these sites on adolescent boys and girls.

Table 4.11: Percentage distribution of adolescents as per daily routine activities aspect **n=120**

S. No.	Dimension of effect of online social networking	Girls (n=60)	Boys (n=60)	Total (n=120)
1.	Daily routine activities:			
	Low	26 (43.3)	28 (46.6)	54 (45)
	Medium	25 (43.3)	23 (38.3)	48 (40)
	High	9 (15)	9 (15)	18 (15.0)

**figures in parenthesis indicate percentage. Low (5-9) Medium (10-15) High (16-20)*

Data presented in Table 4.11 depicts that 43.3 per cent of girls and 46.6 per cent of boys had both low scores. Further, 43.3 per cent of girls and 38.3 per cent of boys had medium scores in daily routine aspect of online social networking sites in relation to sleeping pattern, meal pattern, bathing schedule and overlook of household responsibilities. Nearly, 15 per cent girls and boys scored high.

Table 4.12: Percentage distribution of adolescents as per study pattern and academic aspects **n=120**

S. No.	Dimension of effect of online social networking	Girls (n=60)	Boys (n=60)	Total (n=120)
2.	Study pattern and academic aspects			
	Low	3 (5.0)	5 (8.33)	8 (6.66)
	Medium	38 (63.3)	36 (60.0)	74 (61.66)
	High	19 (31.6)	19 (31.6)	38 (31.66)

**figures in parenthesis indicate percentage. Low (9-17) Medium (18-27) High (28-36)*

Data in Table 4.12 shows that most of the girls i.e. 63.3 per cent as well as boys 60.0 per cent scored medium while equal per cent of boys and girls i.e. 31.6 per cent scored high.

Table 4.13: Percentage distribution of adolescents as per effect of online social networking on hobbies **n=120**

S. No.	Dimension of effect of online social networking	Girls (n=60)	Boys (n=60)	Total (n=120)
3.	Hobbies			
	Low	-	6 (10.0)	6 (5)
	Medium	48 (80.0)	45 (75.0)	93 (77.5)
	High	12 (20.0)	9 (15.0)	21 (17.5)

**figures in parenthesis indicate percentage. Low (3-5) Medium (6-9) High (10-12)*

According to the data showcased in Table 4.13 highlights that 80 per cent of girls and 75 per cent of boys were having medium scores while, only 10 per cent of boys had low scores. Overall, it can be concluded that 77.5 per cent of respondents were having medium scores.

Table 4.14: Percentage distribution of adolescents as per dimension of physical and mental activity **n=120**

S. No.	Dimension of effect of online social networking	Girls (n=60)	Boys (n=60)	Total (n=120)
4	Physical and mental activity			
	Low	6 (10.0)	1 (1.6)	7 (5.83)
	Medium	43 (71.66)	38 (63.33)	81 (67.5)
	High	11 (18.3)	21 (35.0)	32 (26.6)

**figures in parenthesis indicate percentage. Low (3-5) Medium (6-9) High (10-12)*

Data shown in Table 4.14 indicates that 71.66 per cent girls and 63.33 per cent boys were having medium scores. Only 18.3 per cent girls and 35 per cent boys scored high in relation to the feeling of anxiety, moodiness, depression, sedentary lifestyle and nervousness in the absence of social networking sites. Overall, it was found that majority of respondents' comes under moderate category.

Table 4.15: Percentage distribution of adolescents on lifestyle as per personality aspect **n=120**

S. No.	Dimension of effect of online social networking	Girls (n=60)	Boys (n=60)	Total (n=120)
5.	Personality			
	Low	5 (8.33)	4 (6.66)	9 (7.5)
	Medium	49 (81.66)	45 (75.0)	94 (78.3)
	High	6 (10.0)	11 (18.3)	17 (14.1)

**figures in parenthesis indicate percentage. Low (5-9) Medium (10-15) High (16-20)*

Results from the Table 4.15 shows that 81.66 per cent of girls and 75 per cent of boys were having medium scores. On the contrary, 10 per cent girls and 18.3 per cent boys scored high. Overall, it was found that maximum number of participants had medium scores i.e. 78.3 per cent.

Table 4.16: Percentage distribution of adolescents on lifestyle for social interaction aspect **n=120**

S. No.	Dimension of effect of online social networking	Girls (n=60)	Boys (n=60)	Total (n=120)
6.	Social interaction			
	Low (7-13)	1 (1.6)	3 (5.0)	4 (3.3)
	Medium (14-21)	49 (81.66)	47 (78.3)	96 (80.0)
	High (22-28)	10 (16.66)	10 (16.66)	20 (16.6)

**figures in parenthesis indicate percentage. Low (7-13) Medium (14-21) High (22-28)*

Social interaction:

Data presented in Table 4.16 represents that 81.66 per cent girls and 78.3 per cent boys were having medium scores whereas 1.6 per cent girls and 5 per cent boys scored low in relation to reduced face-to-face interaction with friends, disobeying parents, frustrating and aggressive attitude towards parents and distanced real life connections. Overall, maximum numbers of adolescents are falling in moderate category.

Thus, it can be concluded that in relation to the effect of online social networking on lifestyle both genders were moderately affected excluding daily routine activities aspect. Research studies conducted by Bhatt and Dhakar (2016) and Bagora and Dhakar (2019) contradicts the findings of the present study where hobbies, effect on study pattern and social interaction aspect were shown majorly affected aspect of lifestyle.

4.4.2. Comparison of effects of online social networking on lifestyle as per gender

The mean comparison data in table 4.17 reveals that significant mean differences existed in average scores of boys (M=7.83) which is less than the scores of girls (M=8.60). Non –significant differences were observed in rest of all aspects of effect of online social networking on lifestyle.

The significant mean differences of boys and girls i.e. (M=2.59) point out towards the psychological health problems and eating and weight related issues that eventually leads to body dissatisfaction which is also at its peak during adolescence period. The

body image expectations differ gender wise as girls are expected to have thin and slim body, soft voice, tenderness whereas the gender role expectations for boys like broad shoulders, low pitch voice which make them more acceptable among opposite gender groups as well as among their peers. The usage of social media has further negatively promoted such gender stereotypes that consequently lead to depression, anxiety self-harm and sometimes even suicidal thoughts. Several studies like Meir and Gray (2014), Prieler and Choi (2014) also confirmed that there is a relationship between body image concerns and usage of social media. In Table 4.17 it can be observed that girls have higher mean values ($M=8.60$) in physical and mental activity aspect as compared to boys.

Table 4.17: Mean comparison of overall effect of online social networking on lifestyle and its dimensions as per gender n=120

S. No.	Sub aspects of purpose of online social networking	Girls (n=60)	Boys (n=60)	t value
		Mean±SD	Mean±SD	
1.	Daily routine activities	11.52±3.65	11.35±3.67	0.24 N.S
2.	Study pattern and academic aspects	24.68±4.00	26.07±4.63	1.75 N.S
3.	Hobbies	8.07±1.53	8.35±1.44	1.03 N.S
4.	Physical and mental activity	8.60±1.65	7.83±1.57	2.59*
5.	Personality	12.72±2.61	12.37±2.10	0.80 N.S
6.	Social interaction	18.32±2.98	18.55±2.70	0.44 N.S
7.	Overall effect of online social networking on lifestyle	83.90±10.06	83.20±10.40	0.35 N.S

*significant at 0.05 level of significance

4.5. Overall well-being among adolescents

The second objective of the present study was assessment of emotional, social and physical well being of adolescents. Following tables presents the results of this objective which are as follows:-

4.5.1: Overall percentage distribution of adolescent as per categories of well being

The dimensions of well being include (a. emotional well being (b. social well being (c. physical well being. Data in table 4.18 illustrates the overall gender wise percentage distribution of adolescents as per categories of well being. Data highlights

that 21.6 per cent of girls reported high scores on categories of well being while, 78.3 per cent had medium scores. In case of boys 85 per cent were having medium scores and 15 per cent had high scores on categories of well being.

Table 4.18: Overall percentage distribution of adolescents as per levels of well being **n=120**

S. No.	Categories	Girls (n=60)	Boys (n=60)	Total (n=120)
1.	Low	-	-	-
2.	Medium	47 (78.3)	51 (85.0)	98 (81.66)
3.	High	13 (21.6)	9 (15.0)	22 (18.33)

**figures in parenthesis indicate percentage. Low (35-82) Medium (83-117) High (118-175)*

4.5.2: Assessment of emotional, social and physical well being among adolescents

This section involves the assessment of dimensions of well being which is divided into three categories i.e. emotional, social and physical well being. The Table 4.19 depicts the percentage distribution of adolescents on emotional well being.

Table 4.19: Percentage distribution of adolescents as per effect of online social networking on Emotional well being **n=120**

S. No.	Effect of online social networking	Girls (n=60)	Boys (n=60)	Total (n=120)
1.	Emotional well being			
	Low	-	-	-
	Medium	52 (86.6)	54 (90)	106 (88.3)
	High	8 (13.3)	6 (10)	14 (11.6)

**figures in parenthesis indicate percentage. Low (9-21) Medium (22-34) High (35-45)*

The data in Table 4.19 depicts the percentage distribution of respondents as per emotional well being. Data showcases that low per cent (11.6%) of respondents had scored higher whereas maximum number of girls i.e. 86.6 per cent and 90 per cent of boys fall under moderate category in relation to increased ability of self expression without fear of being judged, having feeling of emotional connectedness with parents,

and releasing negative emotions. Overall, it was found that majority of adolescents reportedly had medium scores.

Table 4.20: Percentage distribution of adolescents as per effect of online social networking on Social well being **n=120**

S. No.	Effect of online social networking	Girls (n=60)	Boys (n=60)	Total (n=120)
2.	Social well being			
	Low	-	-	-
	Medium	52 (86.6)	53 (88.3)	105 (87.5)
	High	8 (13.3)	7 (11.6)	15 (12.5)

**figures in parenthesis indicate percentage. Low (13-30) Medium (31-47) High (48-65)*

Data shown in Table 4.20 indicates that nearly 86.6 per cent of girls and 88.3 per cent of boys were moderately affected by social networking sites in terms of improved relationship with friends both online and offline, feeling of social connectedness with parents, improved self-esteem. Overall, only little percentage of girls and boys were having high scores in social well being aspect.

Table 4.21: Percentage distribution of adolescents as per effect of online social networking on Physical well being **n=120**

S. No.	Effect of online social networking	Girls (n=60)	Boys (n=60)	Total (n=120)
3.	Physical well being			
	Low	-	-	-
	Medium	58 (96.6)	59 (98.3)	117 (97.5)
	High	2 (3.3)	1 (1.6)	3 (2.5)

**figures in parenthesis indicate percentage. Low (13-30) Medium (31-47) High (48-65)*

Data presented in Table 4.21 shows that majority of the girls i.e. 96.6 per cent and boys 98.3 per cent were having medium scores while only little percentage of adolescents scored high in relation to having a healthy routine in terms of meal and sleep pattern, taking good care of health, maintaining personal hygiene and having enough time for leisure time activities.

Thus, it can be concluded from above findings that there is moderate effect of social media on emotional, social and physical well being of adolescents. This can be explained because of the extraordinary circumstances posed by COVID-19, the use of social media is helpful as it can be called as impeding factor in achieving well being among adolescents.

4.5.2. Comparison of emotional, social and physical well being as per gender

Table 4.22 depicts the mean differences of well being among adolescent boys and girls. The following table shows that there exist non-significant mean differences between boys and girls in emotional, social, physical as well as overall well being. The table also depicts that the boys have higher emotional ($M=30.98$) and social well being ($M=42.85$) but in case of physical well being the mean scores of girls are higher ($M=38.78$). Similarly, in case of overall well being the mean scores of boys are relatively higher as compared to girls ($M=112.75$).

Table 4.22: Mean comparison of Overall well being and its dimensions as per gender
n=120

S. No.	Sub aspects of well being	Girls (n=60)	Boys (n=60)	t value
		Mean±SD	Mean±SD	
1.	Emotional	30.37±3.31	30.98±2.96	1.07 N.S
2.	Social	41.37±4.90	42.85±4.42	1.74 N.S
3.	Physical	38.78±4.45	38.57±3.95	0.28 N.S
4.	Overall well-being	110.52±8.32	112.75±7.92	1.50 N.S

4.6. Relationship of personal, social and parental variables with well being

4.6.1 Influence of personal, social and parental variables on emotional, social and physical well being of adolescents.

The correlation analysis sheds light upon inter-relationship of well being and other personal, socio-economic variables. Non-significant and positive relationship was found between gender and dimensions of well being. However, negative and non significant correlation was observed between gender and physical well being. Further, significant and positive correlation was observed between age and social well being. This signifies that with increase in age, social well being also improves. This can be explained by the fact that with increase in age our social sphere also gets enlarged

which in turns leads towards greater social connections, diversity of thought, ideas and beliefs. Similar results were also seen in the findings of El-Zoghby *et al.* (2020) and Cigna COVID-19 Global Impact Study whose results are in direct consonance with the findings of the present study in which significant positive correlation was found between the use of social networking sites, increased social support, and feeling of caring and empathy towards family members living faraway, despite lockdown. Similarly, there exists a significant and positive correlation between ordinal position of respondents and emotional as well as overall well being. This implies that a younger born child in a home has greater opportunities of emotional catharsis i.e. with increase in the ordinal position of child the emotional well being also improves as he or she have more elder siblings to share and he/she perceives more emotionally secure.

Table 4.23: Relationship of personal variables with the dimensions of well being

n=120

S. No.	Personal, social and parental variables	Emotional well being	Social well being	Physical well being	Overall well being
1.	Gender	0.098	0.15	-0.26	0.137
2.	Age	-0.17	0.221*	-0.063	0.035
3.	Ordinal Position	0.22*	0.145	0.037	0.194*
4.	No. of Siblings	-0.07	0.069	-0.05	0.044
5.	Family size	0.12	-0.148	0.01	-0.128
6.	Type of Family	0.041	0.134	0.100	0.040
7.	Father education	0.04	-0.04	0.116	0.101
8.	Mother education	0.004	0.101	0.121	0.015
9.	Father occupation	0.04	0.149	0.132	0.005
10.	Mother occupation	-0.11	0.044	0.012	0.022
11.	Family income	0.133	-0.022	0.021	0.056

*Significant at 0.05 level of significance

4.6.2 Relationship of social media usage pattern on well being of adolescents:

There is non-significant correlation between overall purpose as well as overall effect of social media usage on lifestyle and well being of adolescents. These findings implies that there is no relationship between overall purpose of social networking sites, overall effect of social networking sites on lifestyle with emotional, social, physical and overall well being. Although none of the findings are significant but the data highlights that emotional and social well being are negatively correlated with overall purpose of social networking sites as well as overall effect of social media usage and lifestyle. This point out the usage of social media impacts the emotional and social well being negatively (though the correlations are non-significant).

O'Reily *et al.* (2018) also found that the adolescent perception of social media as a threat to mental well being is diverse in nature. The research study which was carried on 54 adolescents aged 11-18 years selected from different schools and colleges highlights that some adolescents view social media as a cause of anxiety disorders and some of them view social media as a platform for cyber-bullying and a kind of addiction. Similarly, Beyens *et al.* (2020) in their study found that the effect of social media on well being of adolescents differs from person to person. In this study the adolescents' experiences about effects of social media on their momentary affective well being were analyzed six times per day for one week to see the differences in their susceptibility. The real time assessment showcased that the association between social media usage and well being differs strongly across adolescents. The individual differences and perception cannot be ignored in researches. So, it can be concluded that social media can be a boon or bane depending upon the perspective, context and sociological background of user.

Table 4.24: Correlation of effect and purpose of social media usage on well being of adolescents **n=120**

S. No.	Variables	Emotional well being	Social well being	Physical well being	Overall well being
1.	Overall purpose of social networking sites	-0.62	-0.12	0.116	0.015
2.	Overall effect of social media usage on lifestyle	-0.043	-0.045	0.174	0.049

SUMMARY

Social media can be defined as digital framework which connects people and enable them to maintain relationships, create new connections, content and share. The initial purpose of social media was to connect with the people, and bring the world closer. Now social media is being used for marketing research, communication sales, development of relationships, e-commerce and many other things.

India is one such country where internet is cheap because of which per capita data consumption is also high. It is estimated that globally about 3.77 billion people use internet through smart phones and computers with coverage of 81% of population in the developed world and 41% population in the developing world. Around 70% of the world internet users are constituted by young people between the age of 15-24 years (ICT Facts and Figures, 2017, Digital in 2017: Global we are Social).

Now a days percentage of adolescents is increasing day by day in terms of social media usage. Adolescence is a significant period in which various changes like psychological, biological, social and emotional are seen (Christie and Viner, 2005; Erickson, 1968). This period is also considered as a period of danger in personality as the desire for independence reaches its maximum potential. A feeling of not properly being understood by family and friends leads to psychological isolation. Most of the adolescents who are not successful in terms of gaining popularity may sometime feel isolated and depressed which lead them to choose social media as the only option to gain popularity and approval from others.

The present study was planned with a purpose to unravel the use of social media among adolescents enrolled in private co-educational schools and its impact on their well being. Various researches done on the social media have focused on aspects of it like its positive and negative impact, effect on lifestyle, eating pattern, sleep pattern, academic performance, self-esteem, gender differences and on its usage pattern.

Thus, the present study was undertaken in order to gain an understanding of social media and its impact on the well being of adolescents.

OBJECTIVES OF THE STUDY

- To assess and compare the usage of social media among adolescent boys and girls.
- To assess and compare the social, emotional and physical well being of adolescent boys and girls.
- To delineate the factors affecting the well being of the adolescents.

METHODOLOGY

The present research work was planned to be carried out on the subjects of high school of co-educational private schools of Bikaner. Since, schools were not open due to the prevalent pandemic. Hence, coaching institutes were contacted in order to collect the samples.

Since the schools were closed due to COVID-19 outbreak so the sample for the study was selected after contacting the tuition centre owners where, students from senior classes were enrolled. Snow-ball sampling method was employed to meet out the total sample of 120 adolescents. Data was collected by using mixed approach such as telephonic calls, emails, and messages along with offline meetings. Preliminary proforma was distributed to select the eligible students as per delimitations of the study. Background information proforma was employed to procure the required details of selected sample and with regard to their family background. Bhatt and Dhakar (2016) social media inventory utilised for the assessment of usage pattern among respondents. Scale on “impact of social media on well being” was developed, finalized and pilot tested in order to find the suitability of scale. The collected data was scored, coded, categorised and put under statistical measures. Percentage, mean scores, correlation and t-test method was used for comparison of scores.

MAJOR FINDINGS

- 1.) Assessment of social networking sites pattern of adolescent boys and girls in relation to:**
 - 1.1. Usage pattern of online social networking:**
 - Majority of adolescent 53.3 per cent girls as well as boys were using other sites such as Instagram and Whats app as a major social networking site.

- Regarding major source of information about social networking sites it was observed that most of the respondents (60.0%) came to know about the social networking sites through the peer group.
- In relation to time spent per day on social networking sites. It was found that 58.33 per cent of girls and 68.33 per cent of boys spent less than 1 hour followed by 30 per cent girls and 28.33 per cent boys spending 1-2 hours daily.
- In terms of preferred time of using social networking sites 48.33 per cent of adolescent girls prefer other time while, 41.6 per cent boys prefer daytime .
- Regarding place of using social networking sites it was found that among girls 41.66 per cent were using social media when were staying at their homes while in case of boys majority i.e. 60 per cent were using social media at cyber café.
- Mobile phone was found to be main device for using social networking sites. Among girls 73.33 per cent and 68.33 per cent of boys were using mobile phones to access their social media accounts.

1.2. Purpose of online social networking:

- In social interaction aspect 83.3 per cent of girls as well as 71.66 per cent of boys were having medium scores.
- Majority of girls 78.3 per cent and 71.66 per cent boys were having moderate scores in entertainment aspect of social networking site.
- 81.66 per cent of girls and 78.3 per cent of boys were medium users in keeping oneself updated with various fashion trends, health information, latest music, cinema updates, movies and their reviews, and latest news and general knowledge.
- 68.3 per cent of girls and 31.6 per cent of boys were having low scores in academic enrichment whereas maximum number of adolescents scored medium in terms of gaining knowledge regarding various academic aspects, to clarify doubts, and to use it as a source of information for various assignments.

- 6.66 per cent girls and 20 per cent boys scored high while majority of respondents were having moderate scores in strengthening ones personality aspect.
- 2.) Assessment of the impact of social networking sites on lifestyle among adolescent boys and girls:**
- 2.1. Daily routine activities:**
- 43.3 per cent of girls and 46.6 per cent of boys had both low scores in daily routine aspect of online social networking sites in relation to sleeping pattern, meal pattern, bathing schedule and overlook of household responsibilities.
- 2.2. Study pattern and academic aspects:**
- Most of the girls (63.3%) as well as boys (60.0%) scored medium while equal per cent of boys and girls i.e. 31.6 per cent scored high in terms of negative effect on reading and writing skills, declined grades, reduced consultation of reference books and distraction from studies.
- 2.3. Hobbies:**
- 80 per cent of girls and 75 per cent of boys were having medium scores while, only 10 per cent boys had low scores in relation to performing extra co-curricular activities related to their interest such as refinement in artistic ability, playing outdoor games, stories, reading novels, magazines, help to work well in group activities.
- 2.4. Physical and mental activity:**
- 71.66 per cent girls and 63.33 per cent boys were having medium scores. Only 18.3 per cent girls and 35 per cent boys scored high in terms of keeping oneself updated with latest news, products, fashion trends, sports, health information, and cultural events.
- 2.5. Personality:**
- 81.66 per cent girls and 75 per cent boys were having medium scores. On the contrary 10 per cent girls and 18.3 per cent boys scored high in terms of development of positive attitude, self confidence, and aspiring to achieve future goals.

2.6. Social interaction:

- 81.66 per cent girls and 78.3 per cent boys were having medium scores whereas 1.6 per cent girls and 5 per cent boys scored low in relation to reduced face-to-face interaction with friends, disobeying parents, frustrating and aggressive attitude towards parents and distanced real life.

3.) Assessment of emotional, social and physical well-being among adolescents

3.1 Emotional well being

- Majority of the girls and boys had medium scores i.e. 86.6 per cent and 90 per cent respectively whereas lower percent of respondents had scored higher in relation to increased ability of self expression without fear of being judged, feeling of emotional connectedness with parents, releasing negative emotions and helped to find meaning of life.

3.2. Social well being

- 86.66 per cent of girls and 88.3 per cent of boys were moderately affected by these sites in terms of improved relationship with friends both online and offline, feeling of social connectedness with parents, and improved self-esteem.

3.3. Physical well being

- 3.3 per cent girls and 1.6 per cent boys had high scores while majority of adolescents were lying in medium category in relation to having a healthy routine in terms of meal and sleep pattern, taking good care of health, maintaining personal hygiene and having enough time for leisure time activities.

4.) Comparison of purpose of online social networking as per gender

- Significant t values were observed in academic achievement ($t=3.33$), strengthening one's personality ($t=4.29$) as well as overall purpose of online social networking ($t=3.14$). It was also observed that girls had high mean score ($M=14.52$) in academic enrichment, strengthening one's personality aspect i.e.

(M=15.98) and overall purpose of online social networking (M=86.78) as compared to boys.

5.) Comparison of effects of online social networking on lifestyle as per gender

- Significant mean differences existed in average scores of boys (M=7.83) which is less than the girls (M=8.60). Non –significant differences were observed in rest of all aspects of effect of online social networking on lifestyle. Further, girls have higher mean values (M=8.60) in physical and mental activity aspect as compared to boys.

6.) Comparison of emotional, social and physical well-being as per gender

- Non-significant mean differences were found between boys and girls in emotional, social, physical as well as overall well being. The results also shows that the boys have higher emotional (M=30.98) and social well being (M=42.85) but in case of physical well being the mean scores of girls are higher (M=38.78). Similarly, in case of overall well being the mean scores of boys are relatively higher as compared to girls (M=112.75).

7.) Relationship of personal, social and parental variables with well being

- Non-significant and positive relationship was found between gender and dimensions of well being. Further, significant and positive correlation was observed between age and social well being. Similarly, there exists a significant and positive correlation between ordinal position of respondents and emotional as well as overall well being.

8.) Relationship of personal variables with the dimensions of well being

- Non-significant correlation between overall purposes, overall effect of social media usage on lifestyle and well being of adolescents was found. Similarly, emotional and social well being is negatively correlated with overall purpose of social networking sites as well as overall effect of social media usage and lifestyle.

Conclusion

Now-a-days social media has become a major part of our lives especially among adolescent boys and girls. Adolescents use social media for making new friends, meeting new people, to have fun and for self-expression. After perusing this research it has become clear that social media plays a crucial role in adolescents' lives. It was assumed that there is either positive or negative impact of social media on the well being of adolescents but the results concludes that there is a moderate effect of social media sites. Positive influence of personal, social and economic variables on social well being of adolescents was found. Similarly, positive effect of social media sites was observed in respect of academics and daily routine activities and in rest of the aspects it was seen as moderate. Further, boys had better emotional, social and overall well being whereas; girls had better physical well being.

Thus, it can be concluded from the above findings that moderate effects caused by the use of social media is relatively higher than positive or negative effects.

IMPLICATIONS

- Findings of the present study will be useful for the researcher itself, in order to understand the impact of social media sites on the well being of adolescents.
- Results of the respective field will also be helpful for the researchers and the investigator himself to upgrade the knowledge regarding recent online social networking usage pattern, purpose and its impact on well being.

RECOMMENDATIONS

- The present research study on impact of social media on well being of adolescents was restricted to 120 respondents, which is not adequate for making any generalization. For the purpose of future research, it is suggested to explore the research study to a large sample group or size.
- The present study can be performed on other age group especially young or middle age group from various income groups, exceptional children and with more varied sociological and cultural settings.
- A panel or qualitative study on adolescents can also be undertaken to explore the long term effect of online social networking on all aspects of well being.

- Thorough study of the effect of social networking sites such as Instagram, Whatsapp, Facebook on adolescents well being can also be undertaken for the further researches as it come out to be a significant social networking site used by adolescents.
- Initiatives on Parent education programmes regarding proper use of social networking sites should be made which must accentuate proper monitoring of children's online activity by parents in order to avoid negative impact caused by social networking sites.
- The present study can also be done on impact of social networking sites on sexual behavior of adolescents in relation to social media use.

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**MAHARANA PRATAP UNIVERSITY OF AGRICULTURE
AND TECHNOLOGY, UDAIPUR (Raj.)
COLLEGE OF COMMUNITY AND APPLIED SCIENCES
Department of Human Development and Family Studies
Master of Science (Home Science) -2021**

Topic: An Analytical Study on Social Media and Well Being of Adolescents

Abstract

The present study investigates the impact of social media usage pattern on emotional, social, and physical well being of adolescents. Total sample for the present study comprised of 120 adolescents i.e. 60 girls and 60 boys enrolled in private co-educational schools of Bikaner city, as schools were closed due to COVID-19 imposed lockdown, the coaching centers were approached and snowball sampling method was adopted for sample selection. Social media usage pattern was assessed by inventory developed by Bhatt and Dhakar (2016) while, emotional, social and physical well being was measured using self developed schedule. Percentage, mean scores, correlation and t-test method was used for comparison of scores. The findings of the study revealed that majority of the adolescent girls and boys were using Instagram and WhatsApp as a major social networking site. In relation to the purpose of social media platforms most of the adolescents were moderately using these sites. Positive effect of social media sites on lifestyle was observed in respect of daily routine activities and in rest of the aspects it was seen as moderate. Findings also points out that male respondent possess higher emotional, social and overall well being when compared to female counterparts while, girls had better physical well being. The study also underlines the positive relationship of age, ordinal position with well being. The implications of the present study are likely to be of immense importance for parents, teachers, scholars and adolescent themselves. In order to generalize the findings on larger population, diverse social base is required.

(Suman Audichya)

Major Advisor

(Miss Kajal Rana)

Research Scholar

**महाराणा प्रताप कृषि एवं प्रौद्योगिकी महाविद्यालय
सामुदायिक एवं व्यावहारिक विज्ञान महाविद्यालय
मानव विकास एवं पारिवारिक संबंधी विभाग
स्नातकोत्तर उपाधि-2021**

विषय- सोशल मीडिया और किशोरों के कल्याण पर एक विश्लेषणात्मक अध्ययन

अनूपेक्षण

वर्तमान अध्ययन, किशोरों के भावनात्मक, सामाजिक और शारीरिक कल्याण पर सोशल मीडिया के उपयोग पैटर्न को जांच करता है। वर्तमान अध्ययन में कुल नमूने 120 किशोर शामिल हैं, यानी 60 लड़कियां एवं साथ लड़की जो कि बीकानेर शहर के निजी सह-शैक्षिक विद्यालयों में अध्ययनरत हैं, चुमकी COVID-19 के लोक डाउन के कारण विद्यालय बंद थे, इसलिए कोचिंग सेंटरों के प्रशासकों से संपर्क किया गया, और नमूना चयन के लिए स्नोबॉल सैंपलिंग तकनीक का तरीका अपनाया गया। भट्ट एवं धाकड़ (२०१५) द्वारा विकसित इन्वेंटरी सोशल मीडिया के उपयोग पैटर्न का आंकलन किया गया जबकि, भावनात्मक, सामाजिक और शारीरिक क्षेम का स्व-विकसित अनुसूची का उपयोग करके मापा गया। प्रतिशत, औसत स्कोर, सहसंबंध और टी टेस्ट पद्धति का उपयोग स्कोर की तुलना हेतु किया गया। अध्ययन के निष्कर्षों से पता चला कि अधिकांश किशोर लड़कियां और लड़के इंस्टाग्राम व व्हाट्सएप का एक प्रमुख सोशल मीडिया साइट के रूप में उपयोग कर रहे थे। सोशल मीडिया प्लेटफॉर्म के उद्देश्य के संबंध में अधिकांश किशोर इन साइटों का मध्यम रूप से उपयोग कर रहे थे। जीवन शैली पर सोशल मीडिया साइटों का सकारात्मक प्रभाव दैनिक दिनचर्या की गतिविधियों के संबंध में देखा गया और बागी पहलुओं में इसका मध्यम प्रभाव देखा गया। दूसरी तरफ निष्कर्ष यह भी बताते हैं की लड़कियों की तुलना अनुसार लड़कों में उच्च भावनात्मक, सामाजिक और समग्र क्षेम प्रबल है, जबकि लड़कियों में बेहतर शारीरिक क्षेम प्रबल है। अध्ययन उम्र की सकारात्मक संबंधों, को अच्छी तरह से होने के साथ क्रमिक स्थिति को भी रेखांकित करते हैं। वर्तमान अध्ययन की निहितार्थ माता- पिता, शिक्षक, विद्वान और स्वयं किशोरों के लिए महत्व रखता है। बड़ी आबादी पर निष्कर्षों को सामान्य बनाने के लिए, विविध सामाजिक आधार की आवश्यकता होती है।

डॉ सुमन आँडिचया
मुख्य सहायक

काजल राणा
शोधकर्ता

APPENDIX- I

List of private co-educational schools procured from Administrators of coaching centers, Bikaner

- a. Basic English Sr. Sec. School.
- b. Jai Balaji High School
- c. Jalendra Kumar Public School
- d. Krishna Vidya High School
- e. Lord Shiva High School
- f. Maharaja Agarsain High School
- g. Narvana High School
- h. Delhi Public School
- i. Dayanand Public School
- j. Neck Chand High School
- k. Sesomu School
- l. Seth Tolaram Bafna Academy
- m. RSV Senior Secondary High School
- n. Jesus and Mary Secondary School
- o. The Mansa Ram Senior Secondary School
- p. The Kanta High School
- q. Pink Model Senior Secondary School

APPENDIX- II

List of private co-educational schools selected for the sample from administrators of coaching centers

- i. RSV Senior Secondary High School
- ii. Dayanand Public School
- iii. Delhi public school

APPENDIX- III
PRELIMINARY SURVEY PROFORMA

- 1. Name of the student :-**
- 2. Age :-**
- 3. Name of School :-**
- 4. Class and Stream :-**
- 5. Residential area:-**
- 6. Whether the active user of social media :- Yes/ No**
- 7. How frequently you are using social media: - Less than one year/ More than one year.**
- 8. Residing with biological parents :- Yes/ No**
- 9. Whether suffering from any disability:- Yes/ No**
- 10. Living background :- Rural/Urban**

APPENDIX- IV

BACKGROUND INFORMATION PROFORMA

1. Name of the student :-
2. Age :-
3. Class :-
4. Ordinal position :- Eldest/ Middle/ Youngest
5. Number of siblings :- 1-2/ 2-3/ More than 3
6. Type of family :- Joint/ Extended/Nuclear
7. Number of family members :- 4 and less/ 5-6/ 7 and above
8. Type of family :- Joint/ Extended/ Nuclear
9. Educational level of father:- Below secondary
Secondary
Senior secondary
Graduate
Post graduate
10. Educational level of mother:- Below secondary
Secondary
Senior secondary
Graduate
Post graduate
11. Occupation of father :- Govt. Service
Private service
Business
12. Occupation of mother :- Professional
Private job
Home maker

13. Family monthly income:- < 20000

20000-40000

40000-60000

60000-80000

80000 and above

APPENDIX- V
INVENTORY ON ONLINE SOCIAL NETWORKING

SECTION-1:

USAGE PATTERN OF ONLINE SOCIAL NETWORKING

- 1. Types of social networking sites used:**
 - a. Facebook
 - b. Twitter
 - c. Yahoo
 - d. Chat Messengers
 - e. Skype
 - f. Any other
- 2. Source of information about social networking sites:**
 - a. Peer group
 - b. Relatives
 - c. Parents
 - d. Mass media
- 3. Approximate time spent per day on social networking sites:**
 - a. less than one hour
 - b. 1-2 hours
 - c. 2-3 hours
 - d. More than 3 hours
- 4. Preferred time of online social networking:**
 - a. Late night
 - b. Entire day
 - c. Day time
 - d. Any other(specify)
- 5. Place of using social networking sites:**
 - a. Home
 - b. School Library
 - c. Cyber cafe
 - d. Hostel
 - e. Any other(specify)
- 6. Device utilised for online social networking:**
 - a. Mobile
 - b. Laptop
 - c. Computer
 - d. Any other (specify)

APPENDIX- VI

SECTION 2:

PURPOSE OF ONLINE SOCIAL NETWORKING

S. No.	Statements	Mostly	Sometimes	Rarely	Never
a.	Social Interaction				
1.	To make new friends and communicate with them.				
2.	To maintain existing relationship.				
3.	To find people who have similar interests.				
4.	To keep in touch with relatives.				
5.	To share joys and sorrows.				
6.	To share achievements.				
7.	Emotional catharsis.				
b.	Entertainment				
8.	Chatting with friends.				
9.	Playing online games.				
10.	Downloading and sharing pictures/videos/music with friends.				
11.	Uploading, liking and commenting on photographs.				
12.	Uploading self-composed videos for publicity.				
c.	Keep oneself updated with				
13.	Latest news/General knowledge.				
14.	Fashion trends.				

15.	Movies and their reviews.				
16.	Cinema updates.				
17.	Latest music.				
18.	Cultural events.				
19.	Sports.				
20.	Latest products.				
21.	Health information.				
d.	Academic enrichment				
22.	To gain and share knowledge related to various academic aspects.				
23.	To use it as a source of information for various assignments and projects.				
24.	To clarify doubts/queries and get expert advice.				
25.	To add on to the existing pool of knowledge.				
26.	Online learning by solving quizzes and question papers.				
27.	Gaining information through various lectures regarding competitive exams.				
c.	Strengthening one's personality				
28.	Achieving emotional balance.				
29.	Enhancing creativity.				
30.	Developing leadership skills.				
31.	Inculcating good moral values.				
32.	Building optimism.				
33.	Enhancing spiritually.				

SECTION 3:

EFFECT OF ONLINE SOCIAL NETWORKING ON LIFESTYLE:

S No.	Statements	Mostly	Sometimes	Rarely	Never
a.	Daily routine activities				
1.	It has motivated me towards regular yoga and meditation to keep myself fit and healthy.				
2.	It has affected my bathing schedule- I skip taking bath everyday.				
3.	It has disturbed sleeping schedule causing late night sleeps and waking up too late in the morning.				
4.	It has resulted in changes in meal pattern and skipping of meals.				
5.	It has led me to overlook household responsibilities.				
b.	Study pattern and academic aspects				
6.	It distracts me from my studies.				
7.	It affects my study schedule.				
8.	I solely rely on online social networking for assignments and projects.				
9.	It has reduced my consultation of reference books for academic assignments and projects.				
10.	Many a times I get misjudged/confused in view of contradictory information available on social networking sites.				

11.	Engaging in academic forums/expert advice on social networking sites improves my understanding ability.				
12.	It provides a wider spectrum of knowledge in addition to classroom teaching.				
13.	It has negatively affected my reading and writing skills.				
14.	My academic grades or position in class has declined.				
c.	Hobbies				
15.	Online social networking helps me to work well in group co-curricular activities.				
16.	It has resulted in refinement of my artistic ability.				
17.	It has screened me from performing other activities of my interest specifically- playing outdoor activities/ writing poems and stories/ reading novels/ magazines and story book/ any other(specify).				
d.	Physical and mental activity				
18.	It has restricted my mobility and has made life sedentary and lethargic.				
19.	It has resulted in health problems.				
20.	I feel depressed, moody or nervous in absence of online social networking.				

e.	Personality				
21.	It has helped me to share personal experiences without any hesitation and thus boosted my self confidence.				
22.	Cyber-bullying and online harassment has affected my self-esteem.				
23.	It has led me to develop positive attitude towards everything.				
24.	It is a cause of decline in moral values.				
25.	It aspires me to achieve my future goals in a well planned manner.				
f.	Social interaction				
26.	It has helped me to connect with people with shared interests.				
27.	It has helped me to learn about people with varied backgrounds.				
28.	It has helped me to reduce my boredom through interaction with friends.				
29.	Excessive online activity has resulted in frustrating and aggressive attitude towards my parents.				
30.	I disobey my parents' advice which has created distance between me and my parents.				
31.	It has reduced face-to-face peer interaction.				
32.	It has created illusion and has distanced real life relationships.				

APPENDIX- VII

Well-Being Scale

This scale is intended to collect information regarding different dimensions of well being. Read the statements carefully and select the most resonating option.

After using social media:

Emotional well being

S No	Statements	Always	Most of the time	Sometime	Very rarely	Never
1.	It has helped me to release negative emotions.(P)					
2.	It has made my life more stressed and less contented. (N)					
3.	It has increased my ability of self-expression without fear of being judged.(P)					
4.	I do not have control over my emotions.(N)					
5.	I feel less bothered about what others are thinking about me.(P)					
6.	I feel more emotionally stable.(P)					
7.	It has created a life of illusion in front of me and I feel myself trapped in it.(N)					
8.	It has helped me to find meaning of life.(P)					
9.	I feel emotional connectedness with my parents and friends.(P)					

Social well being

S No.	Statements	Always	Most of the time	Sometimes	Very rarely	Never
1.	It has changed my interaction pattern with friends.(P)					
2.	It has improved my relationship with friends both online and offline.(P)					
3.	I don't care whether I have friends or not in real life.(P)					
4.	I feel socially connected with my friends.(P)					
5.	It has led me to neglect household work and responsibilities.(N)					
6.	Even when I am surrounded with my parents and family members still I feel lonely.(N)					
7.	It has distanced real life connections with my family members.(N)					
8.	It has reduces the face to face interaction with family members and friends.(N)					

9.	It has reduces the daily routine activities outside home (like going to gym, yoga, play and sports).(N)					
10.	It has improved my self-esteem.(P)					
11.	It has reduces the chances of attending social functions and parties.(N)					
12.	It has helped me to develop a firm sense of identity.(P)					
13.	I feel socially connected with my family members and friends.(P)					

Physical well being

S No.	Statements	Always	Most of the time	Sometimes	Very rarely	Never
1.	I have a very healthy routine when it comes to food, sleep and exercise.(P)					
2.	It has disturbed my eating habits.(N)					
3.	I take good care of my health.(P)					
4.	It has increased my craving to food.(N)					

5.	It has made my life sedentary and less energetic. (N)					
6.	I feel strain in my eyes and neck. (N)					
7.	It has helped me to feel relax and comfortable with my family and friends. (P)					
8.	I feel tired most of the time. (N)					
9.	It has disturbed my sleeping schedule. (N)					
10.	I often awake from sleep with head ache. (N)					
11.	I maintain my personal hygiene (brushing, bathing etc.) on regular basis. (P)					
12.	I have enough time for my hobbies like (dancing, drawing, painting, cooking etc.). (P)					
13.	I have enough time to spend leisure time activities. (P)					