

**SOCIAL MEDIA INFLUENCE ON LIVING STYLES
OF RURAL AND URBAN ADOLESCENTS: A
COMPARATIVE STUDY**

BY

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B.Sc. (Hons) Home Science

**THESIS SUBMITTED TO THE
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DECLARATION

I, **B.CHANDANA**, hereby declare that the thesis entitled “**SOCIAL MEDIA INFLUENCE ON LIVING STYLES OF RURAL AND URBAN ADOLESCENTS: A COMPARATIVE STUDY**” submitted to the Acharya N.G. Ranga Agricultural University for the degree of Master of Science in Home Science is the result of original research work done by me. I also declare that no material contained in the thesis has been published earlier in any manner.

Place:

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CERTIFICATE

Ms. **B.CHANDANA** has satisfactorily prosecuted the course of research and that thesis entitled “**SOCIAL MEDIA INFLUENCE ON LIVING STYLES OF RURAL AND URBAN ADOLESCENTS: A COMPARATIVE STUDY**” submitted is the result of original research work and is of sufficiently high standard to warrant its presentation to the examination. I also certify that neither nor has its part therefore been previously submitted by her for a degree of any University.

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CERTIFICATE

This is to certify that the thesis entitled “**SOCIAL MEDIA INFLUENCE ON LIVING STYLES OF RURAL AND URBAN ADOLESCENTS: A COMPARATIVE STUDY**” submitted in partial fulfillment of the requirements for the degree of ‘**Master of Science in Home Science**’ of the Acharya N.G. Ranga Agricultural University, Lam, Guntur is a record of the bonafide original research work carried out by **Ms. B.CHANDANA** under our guidance and supervision.

No part of the thesis has been submitted by the student for any other degree or diploma. The published part and all assistance received during the course of the investigations have been duly acknowledged by the author of the thesis.

Thesis approved by the Student Advisory Committee

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ABSTRACT

Adolescence is a period where the adolescents are in probe of social identify and feel enthusiastic in creating their own brand image among their peer group or community. In this progress social media stood as a tool or weapon for them in showcasing all the skills, abilities, interest and sharing owns ideas and also providing an opportunity to become an icon of the youth. Now-days social media with advanced features and with fastest network is attracting every age group specially adolescents, and reaching out every corner of the world no matter rural or urban. When we got to recall the past days the only means to exhibit one's talents was giving performance in which they are fascinated but today with advanced technology and modernization, social media is providing scope to enhance their way of living as a benchmark.

The current research is about social media influence on living styles of adolescents of rural and urban adolescents- a comparative study which is carried out in Visakhapatnam district of Andhra Pradesh. Current research was planned based on Ex-post facto research design. Systematic random sampling method, used to select 240 samples of boys and girls of age group 13-19 years. Out of which 120 were from rural and 120 from urban areas. The independent variable of the study were age, gender, class of study, type of family,

socio-economic status, academic performance and social media usage. Dependent variable of the study was life style of the adolescents. The personal information of the selected sample was collected through general information schedule. The data related to life style of adolescents was collected through a standardized scale developed by S.K.Bawa and Sumanpreet Kaur which consists of six dimensions i.e. health, academic, career, trend, social and family oriented life style. The social media usage was assessed by using a questionnaire developed by Savita Gupta and Liqaqat Bashir which comprised of 19 items in statement form.

The data on general profile of the respondents revealed that majority of them were of age group 17-19 years. Most of them were from nuclear families and more than half of them belonged to upper lower and less than half of them were from lower middle class of socio-economic status. The academic performance of the adolescents who secured I and II class were less than half of the participants and very few were ranked distinction. It was found that the usage of social media in both rural and urban adolescents was said to have above average level and average level of usage while very few were in high level and low level social media usage.

The present study focused on understanding the association between social media usage and life style of rural and urban adolescents. The outcome of the present study showed that, among the all dimensions trend is most influential dimension and highly significantly positively related with social media usage by rural participants, whereas in urban scenario health is significantly positively related with social media usage. The study also revealed the difference between usage of social media among boys and girls in rural locality but not in urban locality. Boys were found to be involved more in using of social media than girls. With regard to the life style status of adolescents significant difference based on gender was found in urban scenario, girls were having better life style status as compared to boys but the variation was not found in rural adolescents.

With regard to locality, non significant difference was observed in social media usage as well as life style status. The advanced technologies in digital media are influencing youngsters more than other age groups. The study could be a reference for parents and adolescents to known the life changing facet of social media and to know how to balance the practice of media usage for a better life. Awareness programs for youth,

parents and teachers can be helpful to monitor over addiction of social media and electronic gadgets.

CHAPTER I

INTRODUCTION

“Social media is about people! Not about business. Provide for the people and people will provide for you”- MATT GOULART

Social media are e-channels that provide opportunity for mankind to socialize, to know, to explore, to find and to self-present with enormous audiences who draw value from online believes (Carr and Hayes, 2015). In other words social media can be mentioned as media platform or online world.

According to Alfred Adler (1929) living styles is also referred as lifestyle which is explained as the interests, opinions, behaviors and behavioral orientations of a person, group or culture. Consciously or unconsciously media platform is changing the living styles of adolescents from minor to major areas of their life in both affirmative and pessimistic penchant.

Under the globe of advance technology social media became a stage for every age group in their day to day lives. It became a part and parcel of daily routines, tremendous advancement of Face book, Instagram and other social media application engaged every age group specially adolescents to be an active part of handling social media.

In prehistoric era before the invention of mobiles and advancement of social media the child might had spent his time watching a television, listening to a radio, reading a newspaper and participating in outdoor activities , but as of today a child or teenager spends most of their time in online world and became a toil for social media and lost one’s innovative thoughts and abilities, and this became a panic situation for parents to differentiate social media is a good or bad source of adolescents’ development. Since most of the parenting styles of today’s generation is providing personal space for their teenagers, the usage of media platform is being abundant and the wisdom of being independent is also a primary incentive that is captivating adolescents towards online media online peer influence, adolescents are seem to very sensitive to the feeling of belonging to their peer in sharing, co-viewing and discussing the media content became a common practice for adolescents.

Being in 21st century of digitized world, everyone is active in using media platform. Irrespective of the age group right from childhood to old age are active user of online media. For instance age group of 3-4 years children are much used in watching cartoons and stories and it became a routine for them in having food and even before going to sleep. Most commonly adolescents are said to be active users of online world till late nights in chatting with friends and engaging in unwanted activities like spamming, hacking, malicious links. This is the most targeted age group being weighty by online world.

It can be claimed that evolution of media had completely changed the thought process of youngster in and out like fashion, diet, health, mental conditions of the individual. Teenagers are more credible to have junk foods which are ready to eat in contrast to conservative foods which are rich in its nutritive value and are subjected to few disorders like IBD (Inflammatory Bowel Disease) and social media with vast information aids to change their thought process of adolescents with updated trends, maintaining physical fitness is also become a common point for adolescents just to resemble their icons of hosts running in social media out of their passion.

Hall (1904) defined adolescence as a period of inevitable turmoil that takes place during transition from childhood to adulthood. Online world being forceful by all age groups specially youth , it has a effect on the adolescent in both bodily and psychological aspects however more subjected to psychological disturbances such as anxiety, depression, phobias, loneliness, low self-esteem and well-being. Valkenburg *et.al* (2006) has investigated the impact of 'social and well-being and the study stated that more the frequency of using sites having more negative impact on adolescents' self-esteem and well-being.

A study by Rouis *et.al* (2011) stated that using Face book has strong negative impact on academic achievement of the students with extrovert personalities such as social setting, being optimistic and self-motivated. Social media only influences the physical health but also behavioral and cognitive development of adolescents in various ways. Structurally, white matter connections increase, allowing for more successful

communication between different areas of the brain.(Achterberg, M.,Peper^{et.al}, 2016). The behavioral control is related to connections of these mutations.

As said by Marshall McLuhan, a philosopher of communication theory, “The new electronic independence re-creates the world in image of global village”, states that 14-17 years old who used social networks seven hours per day were more often spotted with depression, treated by a mental health professional, or taken medication for psychological or behavioral issues. On the other hand Gameinflowire (2008) indicates that there are frequent online expression of offline behavior such as bullying, clique forming and sexual experimentation that have introduced problems such as cyber bullying, privacy issues and sexting.

Though online world has its negative outcomes it also have positive outgrowth such as gathering information, connecting with people, sharing ideas and opinions, e-governance facilities etc. It also helps in sharing thoughts in the sphere of online business for the adolescent who wants to do online marketing. Social media teaches students skills they’ll need to survive in this commercial world. Being able to create and maintain connections to several people in many industries is an integral part of developing a business (*International Journal of Innovation Research in Sciences, Engineering and Technology, 2017*) Now-a-days it act as a therapeutic function to people in making friends with others and help in combating depression and feeling of loneliness.

Social media is coming up with numbers of applications to provide a platform for adolescents to exhibit the talents of the folks in various forms; this became a trending point for teenagers to spend their time being in social network for hours together and similarly its developing confidence and independence, viewing world in real skillful way and creating their interconnectivity and identity and finally enhancing their creativity to refine various skills by thinking out of the box.

Social media is a place that empowers teenagers positively and negatively as well. Social media is a powerful tool to maintain healthy connections and to obtain information and its boon if one uses it in an equitable way and a bane if one uses in a immoral sense and relatively social websites are dangerous and goes unnoticed if the teen is not responsive of his/her privacy life. Weiser (2001) conducted studies to explain why adolescents and

different people's motives for using internet; and came with a conclusion that people interaction online shaped their offline mode of living. People need to revolutionize the pattern of use of social media before it oaths to demolish us, and the information suppose to be valuable to the society. Hence many research studies concentrated on use of social media on academic performance of the adolescents but not focused social media impact on living styles of adolescents. The intention of the study was to find out social media influence on living styles of adolescents in Andhra Pradesh state to be precise in Visakhapatnam district with the following objectives

Objectives of the investigation:

1. To study the usage pattern of social media by adolescents
2. To study the relationship between social media usage and living styles of adolescents
3. To study the difference if any between boys and girls in the usage of social media.

Limitations of the study:

- The study sample was confined to 240 students
- The age group of the students 13-19 years
- The study was restricted to Visakhapatnam district.

CHAPTER II

REVIEW OF LITERATURE

A comprehensive review of literature is essential in any research endeavor. An in depth review facilitates in making the investigator up to date with the research in the field of investigation. It also helps to determine the amount of empirical work that has already been done in the same area. It not only helps the investigator to define the frontier of the field but also helps in avoiding unintentional replication of the previous work done.

In this chapter, relevant literature having direct or indirect bearing on the present research has been reviewed and the literature is presented under the following sections.

2.1 THEORETICAL PERSPECTIVES

2.2 ACADEMIC PERFORMANCE OF ADOLESCENTS

2.3 PATTERN OF SOCIAL MEDIA USAGE BY ADOLESCENTS

2.4 RELATIONSHIP BETWEEN SOCIAL MEDIA USAGE AND LIFESTYLE OF ADOLESCENTS

2.5 GENDER BASED DIFFERENCE IN USAGE OF SOCIAL MEDIA.

2.6 SOCIAL MEDIA AND PERSONALITY

2.1 THEORETICAL PERSPECTIVES

There are various theoretical conceptions regarding social media which includes Maslow's theory of needs, Uses and Gratification Theory, Unified theory of acceptance and use of technology, Attachment theory, Innovation Diffusion Theory and Signaling Theory.

Maslow's theory of needs

Maslow's hierarchy of needs is a theory by Abraham Maslow, which puts forward that people are motivated by five basic categories of needs

- Physiological
- Safety
- Love
- Self esteem
- Self-actualization

In this theory, higher needs in the hierarchy begin to emerge when people feel they have sufficiently satisfied the previous need (Maslow, 1958). This theory can be applied to the individual's attachment to their phones. After the basic needs are met, individuals desire for the next hierarchical needs. Smartphone through its applications especially social media can be a source of gratification of love and belonging needs. Smartphone even sometimes serve as medium of satisfying safety and security needs with the advanced features and individuals feel secure while their smart phone is with them.

Uses and Gratification Theory

Uses and Gratification Theory developed by Katz and Gurevitch (1974) explains an approach to understanding why and how people actively seek out specific media to satisfy specific need. It postulates that media is a highly available product and the audiences are the consumers of the same product. The theory holds good for not only the traditional media like newspaper, television, and books but also to the new developed media like internet, satellite communication, electronic mails. Katz et.al. grouped the goals of any media use into five areas i.e

- Be informed or educated
- Identify with characters of the situations in the media environment
- Simple entertainment
- Enhance social interaction
- Escape from the stresses of daily life

Smartphone which is the new age media meets all the above mentioned goals of users needs. Educational, social and entertainment functions of the smart phone can be grouped into the user part of theory (instrumental purpose) while identifying with the characters in the media environment and escape from daily stresses of life can fulfill the gratification of

the users (ritualistic purpose). As per this theory smart phones are not manipulating the users but the users are actively seeking out the smart phone to gratify their various needs.

Unified theory of acceptance and use of technology

The unified theory of acceptance and use of technology (UTAUT) is a technology acceptance model formulated by Venkatesh et.al. (2003) in “User acceptance of information technology”. The UTAUT aims to explain user intentions to use an information system and subsequent usage behavior. The theory holds that there are four key constructs:

- Performance expectancy
- Effort expectancy
- Social influence
- Facilitating conditions

Though the theory was postulated to explain the adoption of information in organizational settings, it was tested in various non organizational settings and various other technology models and on the adoption of technology among different age groups. The high adoption rate and excessive use of smart phones by the college students can be well explained by UTAUT model. A study by Nikolopoulo (2020) stated that the important predictor for the usage of a phone was behavioral intention and the most important predictor for behavioral intention was habit, performance expectancy and hedonic motivation. Smartphone are highly adopted by the college students due to the ease of usage, high performance and also social influence it provides for the user.

Attachment theory

Attachment theory was proposed by Bowlby where he defined attachment as lasting psychological connectedness between human beings (1958). Basically this theory was developed to study the attachment of children with the primary care taker but later formed a basis for studying the attachment of human beings with the objects. Anisworth (1985) states four important features of an attachment object like proximity, attachment object used as a haven of safety, perceived as an object providing security and individuals showing separation anxiety when detached from the object. This theory explains the attachment to social media. It has become a common phenomenon globally and the

research also supports that about two thirds of people reported distress when they are separated from their smart phones (King et.al, 2013) and the tendency is even high among young adults (Sharma &Wavare, 2015). This indicates that there is a growing emotional attachment of users with their social media.

Innovation Diffusion Theory

Diffusion of innovation is a theory that seeks to explain how, why and what rate new ideas and technology spread. This theory was originally introduced by Rogers in 1962 and revised in 1995. This theory points out that the user do not change as per the technology but the technology is reinvented and updated to fit into the changing needs and demands of the users. This theory is applicable to the rate of adoption and excessive use of social media. Rellinger (2014) has studied the diffusion of social media among the students of higher education and found that relative advantage, trial ability and influence are the significant factors determining the adoption of social media among students.

Signaling Theory

Signaling theory is one framework used to understand how individuals disclose information on their SNS profiles. Donath (1998) observes that, “Whether face-to-face or online, much of what people want to know is not directly observable”. She contends that much of human interaction consists of signals that communicate the status and characteristics of an individual. Signaling theory examines how one’s self-presentation in SNS develops identity and trust with others. Adolescents use SNS in a variety of ways. They disclose personal information about their identities and tests on their profiles (Livingstone, 2008). Teenagers must also add or reject friend requests from their peers, navigating the complicated web of friendship practices (Ito *et al.*, 2009). Finally, the interactions and feedback that one’s network provides in SNS - through wall posts and comments - show how complex social identity and peer influence processes occur in these online communities. Social network sites provide a platform for teenagers to develop personal and social identities.

The above theoretical perspectives throw light on how smart phone plays a significant role in accepting the new evolution and updated versions of social media in shaping the life styles of adolescents. So the investigator reviewed the literature to find out

what the other researchers have discovered about the role of social media on the life style of adolescents.

2.2 ACADEMIC PERFORMANCE OF ADOLESCENTS

The following studies deal with the impact of social media on academic performance of the adolescents:

Sarminah Samad, Mehrbakhsh Nilashi, Dr. Othman Ibrahim(2019)studied on impact of social networking sites on student's social wellbeing and academic performance at University Technology Malaysia on 366 students by using decision making trial and evaluation laboratory and results revealed that there is positive relationship between social presence, student's social wellbeing and their academic performance.

On the basis of impact of social media on academic performance Rafi Alnjadat et.al (2019) studied on gender variation in social media usage and academic performance among the students of University of Sharjab on 328 medical UoS students across all years of study using self-administrated questionnaire (SMAAPOS) and results revealed that female's academic performance was more highly influenced by usage of social media than that of males, although males were more addicted to social media networks.

Gannbe Khalif Hashi, Bile Shidane Ahmed Wasuge, Abdiaziz Ahmend Ibrahim(2018) investigated on impact of social networks on students performance in University of Somalia in Mogadishu, on 77 respondents using a questionnaire, and data was analyzed by SPSS version 2.0. The study found that face book usage had weak negative relation with student's academic performance.

Mahmoud M.Maqableh *et.al* (2015) have studied on impact of Social Media Networks websites Usage on 366 undergraduate students Academic Performance at University of Jordon, by using drop and collect survey and the results revealed that there was a significant impact of SNS on the student's academic performance.

Jeffrey Mingle and Murah Adams (2015) studied on social media network participation on academic performance in senior high schools in Ghana by using cross-sectional survey and employed the questionnaire on 5249 and results showed that majority of the respondents experienced negative effects such as poor grammar and spelling, late

submission of assignments, less study time and poor academic performance due to heavy participation of social media networks.

Negussie and ketema (2014) conducted a cross sectional survey at Jimma University Ethiopia during 2012 to 2013 to find out the adverse effects of using social networking sites on student's academic performance. The sample consisted of 490 students and they did not find any significant relationship between student's duration and frequency of use of Face book and their academic performance.

Saraswathy Thurairaj, Hoon.E.P, Roy.S.S, Wei Fong Pok (2014) conducted quantitative study involving 236 participants from private Universities in two states in Malaysis look at assessing of English proficiency in the year June2013 to Feb2014. Questionnaire was designed based on various question types such as M.C.Q open ended .The results found that frequent use of short messaging had not majorly affected the English language proficiency of the participant.

Gupta (2013) research is specific to impact of social media on the performance of students in distance education. The research analysis responses of 572 students enrolled to study postgraduate courses in management. The research concluded that student's use of Face book as social medium for academic purpose has no significant relationship with academic performance of students.

SabaMehmood and TarangTaswir (2013) investigated on pedagogical impact of social networking sites on undergraduate students at College of Applied Sciences (CAS) Nizwa, Oman on 100 participants using a questionnaire in a cross sectional survey and results revealed that social networks if designed a tailored to the specific educational needs of each students, then SNS can be a useful instrument in improving academic performance of undergraduate students in CAS.Nizwas,Oman.

UL Haq and Chand (2012) investigated the usage and popularity of famous social media network among University students with special focus on gender based comparison and the impact of the selected social media of the selected social medium on their academic performance on 384 respondents on equal mix of males and females using self-administered questionnaire and results revealed that social media has adverse effects on their academic performance and majority of the respondents were males (61%).

Junco,R (2012) investigated the impact of Face book being a social medium on students performance on academic courses. The research analyzed data from 1839 respondents in north eastern USA and results revealed that time spent on face book and frequency of visiting Face book are negatively related to students performance .

Rouis.S, Moez Limayen, Esmail Salehi (2011)investigated the effects of using Face book on academic performance of undergraduate students at Lulea University of Technology Sweden in relation to personality traits. The proposed research model tests how Face book usage affects performance of students with different personality traits. In addition the research which tries to justify the relationship among the three i.e. Face book usage, personality and academic performance. Their analysis of 239 students' data revealed very significant results. This research establishes that using Face book has strong negative impact on academic performance of students with extrovert personalities.

Tham and Ahmed (2011)investigated the usage and implications of social networking sites among college students at St.Cloud State University in Minnesota on 445 college students on SNS use, perception of SNS communication, awareness of the impact of SNS in academic performance and personal development and results revealed that there were negative perception of the effect of SNSs on their academic performance, and positive correlation in communication, negative correlation was found between age and user's awareness .

Yang and tang (2003) conducted a research study on 40 graduate students studying a course on Advance Management Information Systems in a University in Taiwan to investigate the impact of social media for educational purpose on the academic performance of students and the results revealed that a strong correlation between centrality in friendship factor and students academic performance can help improve student's academic performance.

Many studies have explored the usage of social media and its impact on academic performance and how social media is showing effect on student's academic performance in a positive and negative way of academic life style.

2.3 PATTERN OF SOCIAL MEDIA USAGE BY ADOLESCENTS.

The following studies deal with the pattern of social media usage by adolescent boys and girls.

Sowndarya and Mounesh Pattar (2018) investigated on Pattern of Internet Addiction among Urban and Rural school students, Mangaluru, India. A comparative cross sectional study on 300 students using Young's Internet Addiction Test and results revealed that the prevalence of Internet Addiction among Urban students was found to be 83.3% and 78% in rural students.

Khondokar and Humayun Kabir (2017) investigated on social computing behavior of the students at Bangladesh Agricultural University, Mymensing on 120 students using a questionnaire and results found that 27.0% students were addicted to social networking sites as a platform for communication with their students and finally 89.2% of the students had a highly favorable attitude towards different SNSs.

Samuel Soma M Ajibade, Siti Mariyam Shamsuddin, N.B.Hj.Ahmad (2017) have studied on analysis of Social Interaction of University students on social Networking Sites at Eastern Mediterranean University, Famaguster, Northcyprus on 1001 students who were randomly picked by using SPSS (Statistical Package for Social Sciences) and the results revealed that majority of the students make use of social network sites for ultimate purpose of getting in touch with their family and friends as most students are so keen about it.

Annan Saeed Khan, Attar Ur Raham, Laila Taskeen Qazi (2016) studied on the relationship between internet usage, social economic status, subjective health social status on 500 participants in Pakistan using a self- structured questionnaire and results found that person of higher income class were found to be major users of internet, and having a online job increase the internet usage hours by manifolds, and also the study found that youngsters are more inclined toward the use of social websites which also a source of social satisfaction for its users.

Manjor kumar verma and ksh.krishna devi (2016) have studied on perception and use of social networking sites by students of Mizoram University on 300 students randomly selected by using a structured questionnaire and the results revealed that majority of the students are aware of SNSs and using one or more than one social networking sites, where face book and YouTube were found as the most commonly used SNSs by students of MZU.

Mathew (2015) studied the Influence of Social Media on the Academic Performance of Higher Secondary School students on 75 respondents in Kozhikode Corporation Kerala using a questionnaire, and results revealed that social networking sites have an adverse effect upon academic performance of higher secondary school because their attention are much on chatting, posing photos and comments and updating status while their academic activities are neglected and left to suffer.

Padhy and Padhi (2014) revealed that 18-29 years of age group people were using more SNS than other age group and younger people who share personal experience online taking steps to protect their own and others' identities and SNSs allows to communicate with their dear ones and create platform for many cyber crimes and they also found that males students use SNS more than female students.

Stephen and Thanuskodi (2014) investigated the activities and reasons for using social networking sites by students at Engineering and Education College in Karaikudi on 152 students using a concrete question structured and designed and results revealed that most college students use social media and spend many hours checking social media sites.

Jesu kaluandairaj (2014) investigated on impact of social media on life style of youth on 250 respondents of different colleges and higher and secondary schools and youth working various companies of Tamil Nadu using a self administrated questionnaire and results revealed that youth who are spending 30 minutes to 1 hour in SNS is highly influenced by SNS in their life style.

Narasimhamurthy(2014) study found that usage of social networking sites in India have become increasingly popular components of younger generation's lives in today's modern society. It provides for Indian adults to communicate, exchange message, share knowledge, and interact with each other regardless of their distance that separates them.

Ayoda , Japhet Akinade's (2011) study on " Investigation of the usage of Social Networking websites for personal and Educational Development among Secondary Schools students in Osen state", on 150 students and revealed that 77.0% of students was found that Face book and Google was the most popular social networking sites that students had access to, while 79.3% of the secondary school students go online and majority of the students were spent average of two hours online.

A study by American Academy of Child and Adolescents Psychiatry (2011) found that social networking sites play an important role in the lives of many young people. Over 60% of 13-17 years old have at least one profile on social networking sites, many spending more than two hours per day on social networking sites.

A study by Musie *et al.* (2009) revealed that female students in Canada spend significantly more time on face book than the male counterparts

Nitiense Francis investigated on influence of social media on the academic performance of the secondary school students in Eket Urban on 8530 students. The simple random sampling was used to select the 278 students for the study and results revealed that the exposure to social media by secondary students in Eket urban in high level.

The above studies exclusively focused on the pattern of social media usage of adolescents, many of the studies showed majority of the adolescents spend their time in using social media for various reasons like entertainment, creating identity, finding their old friends and many more.

2.4 RELATIONSHIP BETWEEN SOCIAL MEDIA USAGE AND LIFESTYLE OF ADOLESCENTS.

The following studies deal with the relationship between social media usage and lifestyle of adolescents.

Patil, Hemant Bharti, Amit Amte, Bhuvan Kumar Singh, Manjiri Desai (2019) studied on Profile of adolescent's social media user in rural area among 650 students of age group 15-18 years studying 11th and 12th class from two rural areas of Kolhapur district by using SPSS 23.0 version. Results of the study revealed that 87.86% rural adolescents were found to use social media. Most of them were using it for entertainment and communication than for educational purpose. 30% expressed negative feeling and more than half reported social media affecting their life style adversely.

Bhatt *et.al* (2018) have studied on authenticity of social media information among youth Indian perception at VIT Bhopal University on 150 students of different states by using cross-sectional design and results revealed that social media is an important aspect which is authentic and helpful for its users as well as for the development and growth of the society.

Kasloom (2018) found that the smart phone usage negatively affected the social well-being and negatively affected the family interactions but significantly increased the interaction with peers and outsiders.

Spencer Palmer Christensen (2018) conducted a study on social media use and its impact on relationship and motions on 627 participants using Likert scale regarding social media use, emotional well-being and interpersonal relationship and results revealed that more time an individual spent on social media the more likely they were to experience a negative impact on their overall emotional well-being and decreased quality in their relationship.

Afradi (2017) found that independence on modern communication tools negatively affected the environment mastery of students in Iran.

Bozkurt *et al.* (2017) conducted a survey on social Networking Sites on Communication, Interaction and Learning Environment Perception and preference of Distance students in Anadolu University, Turkey on 2065 distance education students using quantitative cross-sectional methodology through online questionnaire. The research finding indicates that social networking sites can be used to support social learning process.

Surender Paul and Seema Vikey (2017) conducted a study on Media and Life style: A study of Media Influence on the Dressing style on 200 respondents at Bhopal city of Madhya Pradesh using a structural questionnaire and results revealed that social media is widely used and accepted as communication tool, it has been analyzed that 68.10% of respondents are very much use with social media. 58.10% of respondents are habitual of social media to get information on about life style.

Duque, Diosah Nina San, Antonic and Leonara Brazil (2017) investigated on relationship of adolescent's social media involvement and parental relationship on 286 college students from Asia Pacific College Magallanes, Makati city using a Social Networking Time Use Scale (SONTUS) that measures that time spent on social media and self-construed test, parent/child relationship scale. Results revealed no significant correlation between the level of social media involvement and parental relationship of the college students

Harris Hyun Sookim (2017) investigated the impact of online social networking on adolescents' psychological well-being on school-aged children at Korean using a parent survey through telephone interview on 2099 students in 125 schools. Results revealed that there was no significant relation with social networking with academic stress and psychological well-being.

Rotondi, Luca Stanca, Miriam Tomasuolo (2017) studied on Smartphone Use, Quality of Social Interactions and Well-being on Italian individuals and results found that smart phone is negatively affecting the social interaction especially reducing the face to face interaction and positive association between time spent with friends and satisfaction with friends is less strong for individuals who use the smart phone.

Moawad and Ebrahim (2016) investigated the relationship between adolescents use of technology and their parents social relationship at preparatory and secondary schools from two governorates in Egypt on 230 students of the age group 12-18 years using a self-reported questionnaire sheet developed by researcher and results revealed that there was a highly statistical correlation between adolescents technology usage and social interaction with parents

Lee (2016) studied the relationship between smart phone usage pattern and smart phone addiction with family and peer relationship. The results indicated that smart phone addiction had negative effects on family relationship, relationship with friends, professor and also relationship with opposite sex. However the degree of smart phone usage did not show any significant effect on the relationship.

Srijampana, Ananda Reddy.E, Koilada Prabath, Bhagawan Rajana (2014) investigated on the prevalence and pattern of Internet addiction among medical students at Medical colleges in City of Guntur in Andhra Pradesh using semi-structured proforma developed by Goldberg, IAD scale by adapting DSM-IV and results revealed that Internet usage was less than an average user of medical students. Males were using social network websites predominantly as compared to females.

Munienge mbodila *et al.* (2014) investigated the impact of social media on student learning at South African University on 150 students using questionnaire and results revealed that Face book use has a significantly increased impact on students collaboration and engagement and concluded that social media can be used as an education tool to help students to collaborate and engage and recommended the universities, embrace the use of social media for teaching and learning.

Natasha and Cooper (2013) studied on the Media's Impact on College students career Aspirations with a focus on Minority students of two organization campus of age group 18-24 years. Tools used for data collection include series of closed and open-ended questions about their media consumptions habits, their social identity, esteem and career plans. Results of the study revealed that media consumptions are not related to students' confidence that they will succeed in pursuing their career of choice.

A study by Pew Internet and American Life Project (2011) found that regardless of gender, most teens in the U.S spend part of their leisure time online visiting social media sites.

Eijnden *et.al* (2010) investigated the association between internet-specific parenting practices and Compulsive Internet Use among adolescents, as well as bidirectionality of these associations using a cross-sectional study using a representative sample of 4483 Dutch students and a longitudinal study using a self-selected sample of 510 Dutch adolescents. The study revealed that Compulsive Internet Usage predicated a decrease in frequency of parental communication regarding internet use.

Van Der Aa, Geert jan Overbeek, Rutger CME Engels (2009) investigated the associations between adolescents daily Internet use and low well-being (loneliness, low self-esteem, and depressive moods) on 7888 Dutch adolescents of 11-21 years using Compulsive Internet Use (CIU) and results revealed that daily internet use was directly related to low well-being through CIU. In addition, daily Internet use was found to be more strongly related to CIU in introvert, low agreeable and emotionally less-stable adolescents. In turn, CIU was more strongly linked to loneliness in introvert, emotionally less stable, and less agreeable adolescents.

Chen and Peng (2008) investigated the relationship between University students Internet use and students' academic performance, interpersonal relationship, psychological adjustment and self-evaluation. It is a study based on data drawn from National Survey of College students in Taiwan on 49,609 students from 156 universities through online questionnaire. It is interesting to note that Heavy Internet user and Non heavy Internet user differed on a number of dimensions and Non Heavy internet user had better relationship with administrative staff, academic grades and learning satisfaction than Heavy Internet User. Further Heavy Internet User were more likely than Non- Heavy Internet User to be depressed, physically ill, and lonely and introvert.

Silje C. Wangberg, Andreassen HK, Prokosch HU, Santana SM, SorensenT, Chronaki CE (2007) conducted a study on relations between internet use, socio-economic status, (SES) social support and subjective health two different survey database were used (i) e health trends sample size of 7934 (ii) European social survey on 11248 using structural

equation modeling in Germany. The results found that internet was found to be more closely related to social support and subjective health, than use of other media. Internet use was also found to be a plausible mediator between SES and subjective health especially through interacting with social support.

Valkenburg PM, Peter J, Schouten AP (2006) investigated the consequence of friend networking sites on adolescent's self-esteem and well-being on 881 adolescents of age group 10-19 years who had Dutch friend networking site using structured equation modeling and results revealed that frequency with which adolescents used the site had an indirect effect on their social, self-esteem and well-being. Positive feedback on the profiles enhances adolescent's self-esteem and well-being whereas negative feedback decreased their self-esteem and well-being.

Engelberg and Sjoberg (2004) investigated on interpersonal skills, personality and emotional intelligence and usage of internet. Tools used include Internet Addiction Scale and also Big Five Personality Inventory. Results revealed that no link between personality and usage of the internet and also suggest that frequent user tend to be lonely, to have deviant values, and to some extent lack the emotional & social skills characteristics of high EI.

Studies have explored relation between social media usage and life style status of adolescents. Social media usages have been theoretically and empirically linked to life style status of adolescents.

.2.5 GENDER BASED DIFFERENCE IN USAGE OF SOCIAL MEDIA.

The following studies deal with the pattern of social media usage by adolescent boys and girls.

Gunjan and Kumar (2019) reported that there is significant negative correlation between technology usage and social well-being i.e.as technology use increased, their social well-being decreased. They also found that significant gender difference in technology usage. The girls are found to be more technology savvy compared to boys and boys preferred more outdoor activities.

Rafi Alnjadat, Ahmed M. Hasswan (2019) studied on gender variation in social media usage and academic performance among the students of University of Sharjab on 328 medical US students across all years of study using self-administrated questionnaire (SMAAPOS) and results revealed that female's academic performance was more highly influenced by usage of social media than that of males, although males were more addicted to social media networks.

Efosa .C.Idemudia et al. (2017) conducted a study on the effects on the adoption of social media on 290 college students in North America using structural equation modeling and results revealed that females have stronger and significant perception of ease of use, compatibility relative advantage, and risk when using social media compared to males. Also results showed that males have stronger perception of satisfaction and information quality when using social media compared to females.

Nur Gorkemli (2017) conducted a study on Internet and Social Media Usage of secondary school students in Rural areas of Konya of age group 10 to 15 years using SPSS program and results revealed no statically significant relations found between sex and internet usage, and between family's education level and internet usage, however statically significant relations were found between sex and purpose of internet usage.

Shilpa and Deshpande (2016) reported the levels of smart phone addiction among 100 engineering students, and found that 45 males and 39 females students were having high level of addiction and also found that mean score for health, shopping and communication app was high among females and only regarding uses of entertainment apps there was no significant difference among males and females was observed.

Jhala and Sharma (2016) investigated the prevalence and the nature of the internet use among adolescents in Vadodara district on 1331 participants of age group 13-19 years students using self-report Internet Addiction test and results revealed that internet use among adolescents is prevalent and the nature of the usage of internet is affected by place, availability of new technology, medium of instruction and by the gender of the respondents

Jesse John Lerkindo (2015) studied the impact of social networking sites on students social interaction at Northeast Normal University in China on 79 students who were randomly selected by using a questionnaire which has two scales and social

connectedness scale and results revealed that there are significant difference on member of years and has engaged with SNSs time use scale and also has significant difference of SNSs application that has with social connectedness. No significant difference was found among gender, age and faculty with social connectedness.

Choi (2017) investigated a study on risk factors for smart phone addiction in Korea on 370 middle school students, to measure the severity of smart phone addiction Smartphone Addiction Proneness Scale was used, and results reported that 13.5% were in smart phone addiction group and 86.5% were in healthy group.

Bhola and Mahakand(2014) observed the gender difference and purpose of use of social networking in their study. Women were found to be frequent users of text messaging, social media and online video call. Men were observed to use social networking sites for forming new relationship while women used it more for relationship maintenance.

Thompson and Loughed (2012) found that majority of young adults were members of at least one social networking site, peer reviewed research examining gender differences in social networking communication is sparse. This study examined gender differences in social networking, particularly for Face book use, among undergraduates. For Face book users, gender differences were examined and females were more likely than males to report spending more time on Face book than intended, often losing sleep because of Face book, feeling closer to Face book friends than those seen daily..

Soohyun Kim (2011) studied on electronic effects of internet use of academic achievements and behavioral adjustments among 609 South Korean adolescents: mediating and moderating roles of parental factors. Findings indicated that boys and girls differed in the ways that they used internet. Girls were more likely to use the internet to watch online education classes and blog more frequently and longer than boys, whereas boys were more likely to use the internet for playing internet games than girls. Results indicated that internet use for educational purpose was associated with adolescents academic achievement, social and recreational – internet use of the internet was associated with lower academic achievement.

Tham and Ahemed (2011) revealed that female college students spent more time on SNSs than male students. In general, for both males and females, the time spent on SNS decreased as the age of the respondent increased. As for respondents' perception of the influence of SNS usage on their academic performance, significant differences were found in terms of age. A greater number of younger students reported negative perception of the effects of SNSs on their academic performance. Significant correlations were found between age and gender and the influence of SNS on the users' personal development. Results also revealed that there was significant relationship between users. Class rank and field of study and the influence of SNS. Positive correlation were found in SNS usage rate students' networking with friends, family members and professionals, as well as between age and awareness of others' experience of cyber bullying and negative correlation was found between age and users' awareness of others' improved search for date via SNS.

Barbovschi.M (2009) investigated several factors associated with adolescent's online-offline dating behavior, romantic encounter initiated online transferred offline at a certain point on 1086 students of secondary schools and high school in Cluj Napoca, Romania and results revealed that most important predictors like instant messaging , the amount of time spent online, positive social self-expect appear to influence both boys and girls, decision for online-offline dating, other items like parental monitoring and exposure to sexually explicit content, showed ambivalent relation to the investigated behavior.

Leung (2009) found that females' college students seek more socialization gratification through instant messages than relaxation and entertainment. The study revealed that females college students that through messengers more often and longer per session than male college students.

Thelwall (2008) found that males tend to make new relationship in social network environment more than females do.

In most of the studies, social media usage is found to be associated with gender difference. Further, in most of the studies males and females have been found to use social media on equal basis and in very few studies it was found that social media is more used by females than compared to their counterparts.

2.6 SOCIAL MEDIA AND PERSONALITY

Elias and Mirunalini (2017) investigated to correlate the SNS usage with social intelligence of higher secondary schools students using an SNS usage inventory and Social intelligence test among 360 Higher Secondary School students in Palakkad district and results found that there is no relation among SNS usage and their social intelligence.

Sharma and Sharma (2017) investigated the relationship of emotional intelligence and level of addiction among the adolescents of urban area of Jammu city on 120 students of age group 16-18 years using Young's Internet Addiction Scale and Mangal's Emotional intelligence theory and results revealed that internet addiction is positively significantly correlated with emotional intelligence, age and education.

Rizvi (2016) investigated the relation between Personality, social anxiety and excessive use of Face book in a quantitative approach using a questionnaire on 150 students of age group 17-27 years using International Personality Item Pool and Social Avoidant and distress Scale and results revealed that both gender male and female use Face book equally and found no significant difference with the level of social anxiety and personality traits.

Khurana (2015) found that immense level of awareness among youth exposed to social networking sites and finding will not only bear results as to how adversely the youth affected by the usage of this sites also helps the youth to understand the usage of this networking sites efficiently, which results in their priorities as to what it is important and what isn't. Attention has thus been shifted from real to virtual world and visible to invisible friends

Kavita (2015) investigated social media focus students should be education but unfortunately today's students are emphasizing on such sites which can be completed wastage of time. It has become an addiction for college students', teenagers and adults also. The survey was conducted among randomly selected social networking sites users in India with an age group of 16 to 22 years old students or teenagers. This paper resulted the impact on teenager's life, further it describes that social media networking websites are auditory and dangerous for Indian youth and teenagers.

Nayanika Singh and Barmola (2015) investigated in internet addiction, mental health and academic performance of school students/adolescents on 100 high school students of age group 14 to 16 years at English Medium Schools of Rishikesh & Hairwar Uttarakhand and results revealed that there was a significant effect on Internet Addiction on Academic performance and mental health of student/adolescents.

Sharma et.al (2015) investigated the relationship of Internet Addiction with Locus of Control among the adolescents of 60 adolescents of age group 12-18 years studying from 9th to 12th standards at Higher Secondary Schools in urban areas of Jammu and results revealed that majority of adolescents show external locus of control, internet addiction is positively significantly correlated with age and individual control dimension of Locus of Control.

Sanghvi and Rai (2015) investigated Internet Addiction and its relationship with Emotional Intelligence and Perceived Stress among young adult in Bengaluru on 30 students from various Universities of Bengaluru using Internet Addiction test, the Emotional Intelligence Scale and Perceived Stress Scale and results revealed that there is no significant correlation between Internet Addiction and Emotional Intelligence and there is no significant correlation between Internet Addiction and Perceived Stress.

Khajuria (2015) investigated the relationship of Internet Addiction among adolescents with, self-efficacy, Locus of Control and Self-Disclosure on 60 adolescents of age group 12-18 years at higher secondary schools located in urban areas of Jammu using self-devised internet usage questionnaire, Young's Internet Addiction test, Levenson's scale for Locus of Control and Self-Disclosure questionnaire and results revealed that privacy concern is negatively correlated with chance control of locus, and 'Trust in SNS is positively significantly correlated with individual control of dimensions of locus of control

Walrave, Vanwesenbeeck, Heirman(2012) investigated on how adolescents and adults approach the disclose of personal information and the application of privacy settings on Social Networking Sites, and also privacy management strategies differ for adolescents and adults using an online survey on 1484 participants of age group 10-65 years and results revealed that adolescents disclose more personal data and apply lenient privacy settings

than adults do, several factors were found to affect disclosure and profile-access management, with differences between adolescents and adults.

Ho (2011) investigated to understand the New Media user by examining the personality and social influence characteristics through three phases of New Media acceptance: trial, adoption, and continual use on quantitative study on 64 University students using New Media acceptance and completed personality surveys based on the Big Five taxonomy and social influence characteristics and results revealed that conscientiousness, susceptibility to interpersonal influence, and social desirability bias moderated the effects of peer influence and ease of use across the three phases of New Media acceptance.

Ryan and Xenos (2011) investigated how personality influences usage or non-usage of Face book on 1324 self-selected students in Australian internet users between the age group of 18-44 years using online questionnaire package of Big Five Inventory and Narcissistic Personality Inventory and Revised Cheek and Buss Shyness-Scale and the Social and Emotional Loneliness Scale for adults and Face book usage questionnaire and results revealed that Face book users tend to be more extraverted and narcissistic ,but less conscientious and socially lonely, than non-users

Long and Chen (2007) investigated the impact of Internet Usage on the Self-Identity development on 10 students between the ages 12 to 18 years using Erickson's Ego Identity theory. Identity development is examined using questions generated from modified from Measure of Ego Identity status developed by Adams and Ryan (2000). The four dimensions of Identity Development were avoidance decision making, identity formation, self-reflection and ego strength or fidelity and results revealed that Internet Usage among adolescents have an impact on each of four dimensions such as voidance decision making, Identity formation, self-reflection and ego strength or fidelity.

Wolfradt and Doll (2001) investigated the relation between personality traits personal (innovativeness, self-efficacy) and social (expectations) Internet related factors on the one hand and three motives (I formation , entertainment and inter personal communication) for going online among 22 adolescents and result revealed that personality

traits , neuroticism was found positively associated with interpersonal communication motive & extraversion was positively associated with the communication motive only.

It was evident from the available literature that social media usage of adolescents residing in rural and urban areas remained almost the main issue of concern for researchers with the quality of life style they have. The research was restricted only to compare the social media usage to academic performance of the adolescents. Studies related to the lifestyle of adolescents were found to be less explored. Hence the research was proposed to study the lifestyle status of adolescents residing in rural and urban areas.

CHAPTER III

MATERIALS AND METHODS

The study on “Social media influence on living styles of rural and urban adolescents conducted during 2019-2020. The materials and methods used in the study are presented under the following headings.

3.1 RESEARCH DESIGN

3.2 LOCALE OF THE STUDY

3.3 POPULATION AND SAMPLING SELECTION

3.4 VARIABLE SELECTED FOR THE STUDY

3.5 CONCEPTUAL FRAMEWORK

3.6 MEASUREMENT TOOLS

3.7 PROCEDURE OF DATA COLLECTION

3.8 METHODS OF STATISTICAL ANALYSIS

3.9 OPERATIONAL DEFINITIONS

3.1. RESEARCH DESIGN

Research design is a process of planning and carrying out of research or investigation. Based on nature and objectives of the study, Ex-post facto research design was used with an aim to observe the social media influence on living styles of rural and urban adolescents. In this research design researcher has no control over the variables.

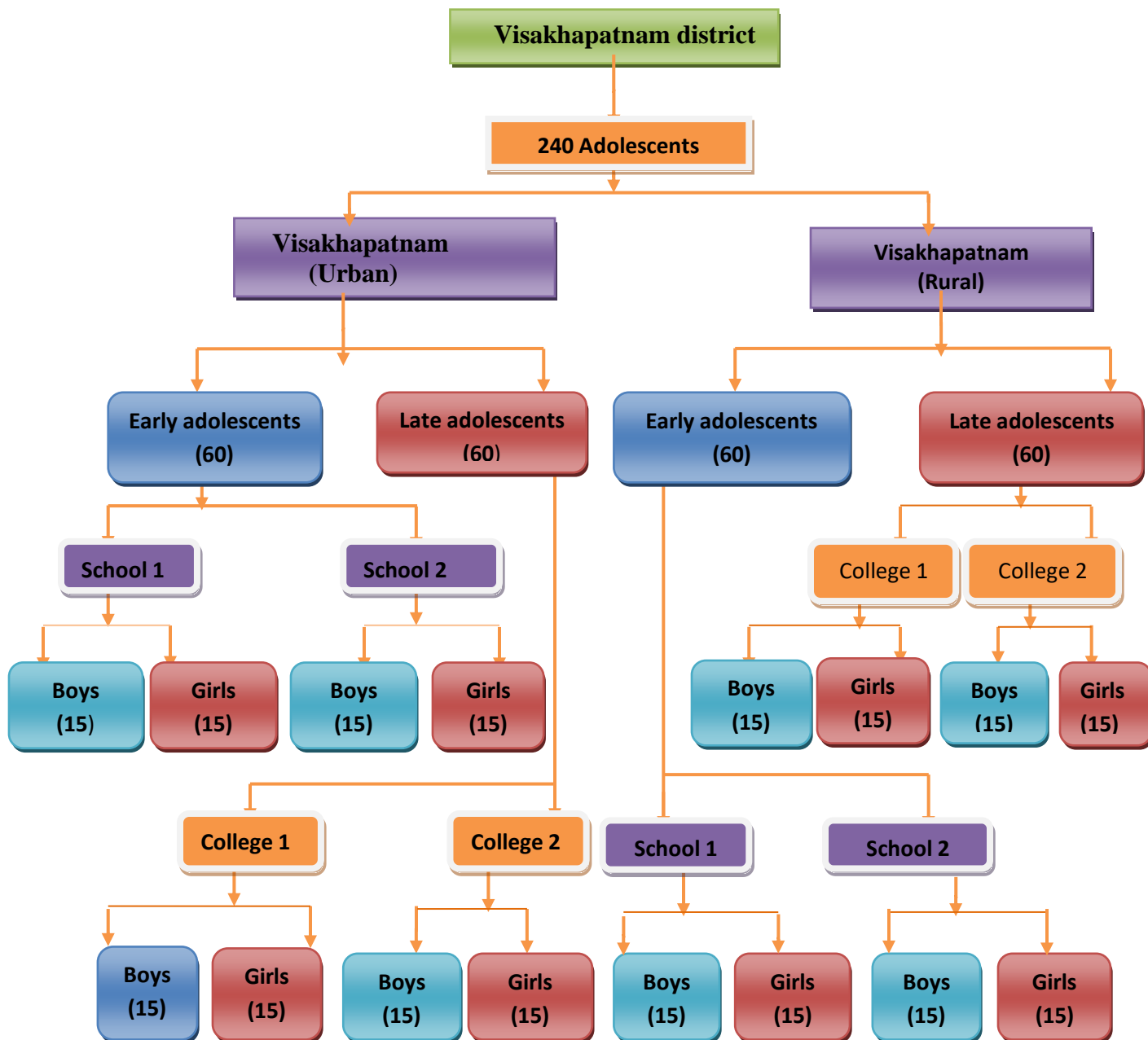
3.2. LOCALE OF THE STUDY

One rural and urban areas of Visakhapatnam district of Andhra Pradesh was purposively selected as the locale of the study.

3.3. PROCEDURE OF SAMPLE SELECTION

The sample of the study consist of 120 early adolescents [13-16 years] 120 late adolescents [17-19 years] with an equal number of boys and girls. Purposive sampling procedure was used. One rural and urban areas of Visakhapatnam district was chosen for the study. From the each urban and rural area 60 early and late adolescents were selected. Prior permission from the head masters colleges was taken to assess the influence of social media. In detail of sample selection was represented in the figure-1.

Figure: 1 Representation of sample selection



3.4. VARIABLES SELECTED FOR THE STUDY

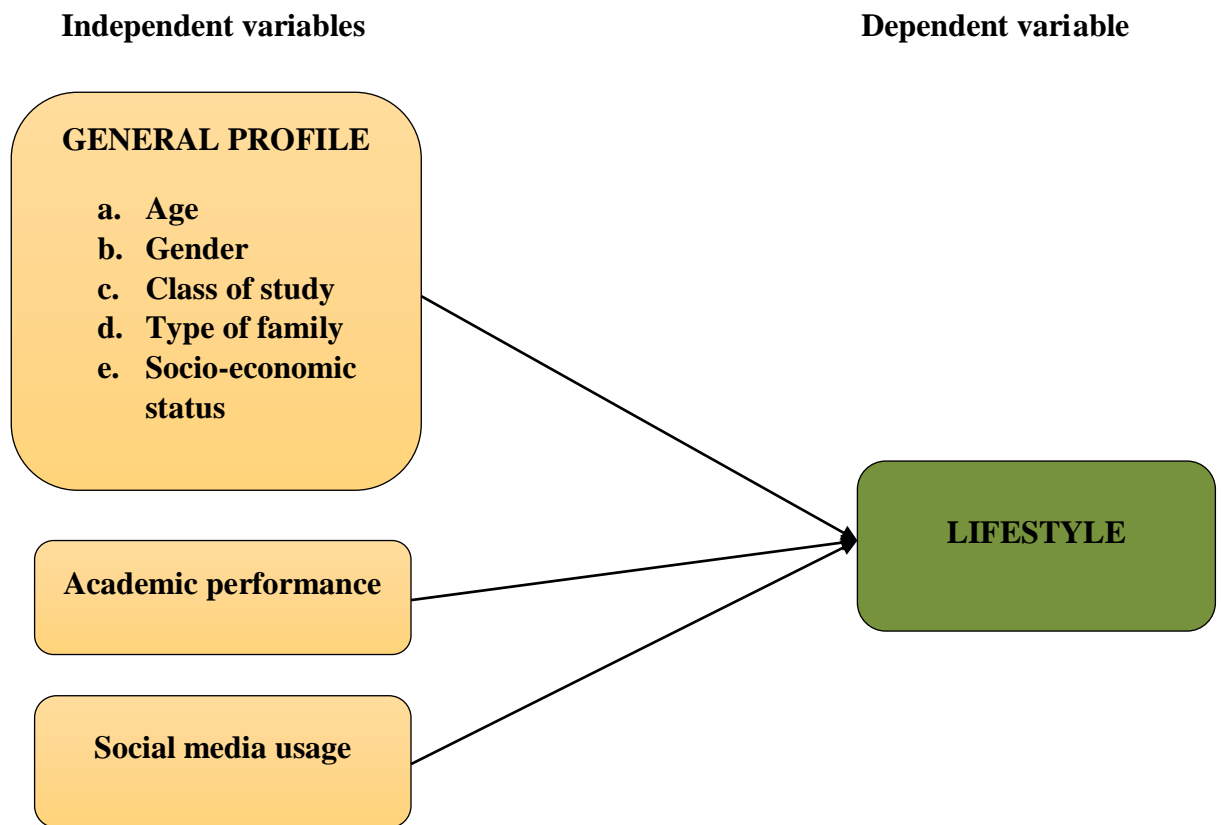
3.4.1. Independent variables

Respondent's age, gender, class of study, type of family, academic performance, social media usage was the independent variables.

3.4.2. Dependent variable

Life style of the respondent's was dependent variable of the study.

3.5. CONCEPTUAL FRAME WORK



3.6. MEASUREMENT TOOLS

3.6.1. General information schedule

3.6.2. Socio-economic status scale

3.6.3. Social media usage questionnaire

3.6.4. Life style scale

3.6.1. General information schedule

The general information schedule was used to collect the background information like age, gender, class of study, type of family and socio-economic status of the respondents. [Appendix I]

a) **Age:** Respondent's age was categorized as follows

Respondents	Age
Early adolescents	13-14 years
Late adolescents	17-19 years

b) **Gender:** Participants were classified as male and female

c) **Class of study:** 7th, 8th, 9th 10th, intermediate second year and degree were selected as class of study. Intermediate first year was not taken for the study due to their final examination.

d) **Type of family:** Type of family was classified into two groups according to Agarwal *et.al* (2005)

- i. **Nuclear family:** The family consists of single married couple living with unmarried children.
- ii. **Joint family:** The family consists of more than one married couple living either same generation or living together with or without children.

e) **Academic performance:** Respondent's marks obtained in final year semester exams and converted in to percentage. The Academic performance classified as follows

Percentage (%)	class
35-40%	III class

41-60%	II class
>60%	I class
>85%	Distinction

3.6.2. Socio-economic status

The SES scale developed by Kuppuswamy (2019) updated questionnaire consists of 3 tables which assess occupation, education and monthly income from all sources. The scores were given for the different tables were added to obtain total score. The total scores has been classified as mentioned below (Appendix II).

Status/ class	Total score
Upper (I)	26-29
Upper Middle(II)	16-25
Lower Middle(III)	11-15
Upper Lower(IV)	5-10
Lower (V)	<5

3.6.3. Social media usage questionnaire

Social media usage questionnaire developed by Savita Gupta and Liyaqat Bashir (2018) was used to assess the usage of social networking among the adolescents. The questionnaire consists of 19 statements. It is a five point likert scale i.e, 1- Never, 2- Rarely, 3- sometimes, 4- Often, and 5- Always. The total score ranges from 19 to 75. Categorizations of total score are as follows. [Appendix III]

S.No	Scores	Categories
1.	19-38	Low level usage
2.	39-57	Average level usage
3.	58-76	Above average level usage
4.	77-95	High level usage

3.6.4. Life style scale

Life style scale developed by S.K.Bawa (1971) was used to observe the life style of adolescents. The scale consists of six dimensions i.e. health conscious life style, academic oriented life style, career oriented life style, socially oriented life style, trend seeking life style and family oriented life style. There are total 60 statements in which 43 positive and 17 negative statements are there. It is five point likert scales include score as follows. [Appendix IV]

S.No	Responses	Strongly agree	Agree	Indifferent	Disagree	Strongly disagree
1.	Positive	4	3	2	1	0
2.	Negative	0	1	2	3	4

The total score according to dimensions were given as follows

S.No	Score range	Life style status
1.	+ 2.01 to +0.51	High level adapting the style
2.	-0.50 to -1.25	Moderately adapting the style
3.	-1.26 to -2.01 below	Low level adapting the style

3.7. DATA COLLECTION PROCEDURE

Permissions from concerned principal/Head of schools and colleges were taken before the data collection. The respondents were gathered and explained about the purpose of the study. Tools were administered to the respondents for the collection of data like, general profile through general information schedule, information regarding use of social media and lifestyle through social media usage questionnaire and life style scale respectively.

3.8. METHODS OF STATISTICAL ANALYSIS

Frequency and percentage: Frequency and percentages were calculated to interpret the background information of respondents.

't' test: 't' test was used to compare between two groups.

karlpearson product movement correlation coefficient: correlation was used to assess the relationship between independent and dependent variable.

3.9. OPERATIONAL DEFINITIONS

Socio –economic status: According to Elizabet.H. Baker (2014) defined SES as a measure of one's combined economic and social status and tends to be positive association with better health. This entry of focuses on the three common measures of SES; education, income, and occupation.

Academic performance: According to Narad and Abdullah (2016) academic performance is the knowledge gained which is assessed by marks or educational goals set by students and teachers to be achieved over a specific period of time.

Social media usage: Social media usage should be understood as an umbrella term for vastly different platforms such as Face book, Instagram, Twitter or Wechat.

Life style: Living style is also referred as life style in which it is defined as the interest, opinions, behaviors and behavioral orientations of an individual, group or cultural (Alfred Adler).

CHAPTER IV

RESULTS AND DISCUSSION

The present section encompasses the detailed description of the study. The data was collected from adolescents residing in rural and urban area of Visakhapatnam district of Andhra Pradesh. The sample consists of 240 adolescents out of which 120 were rural and 120 were urban respondents. Based on the gender, males and females are equally taken up for the study. The data obtained for the study was coded, consolidated, tabulated and analyzed using appropriate statistical methods and tables are furnished under the below headings.

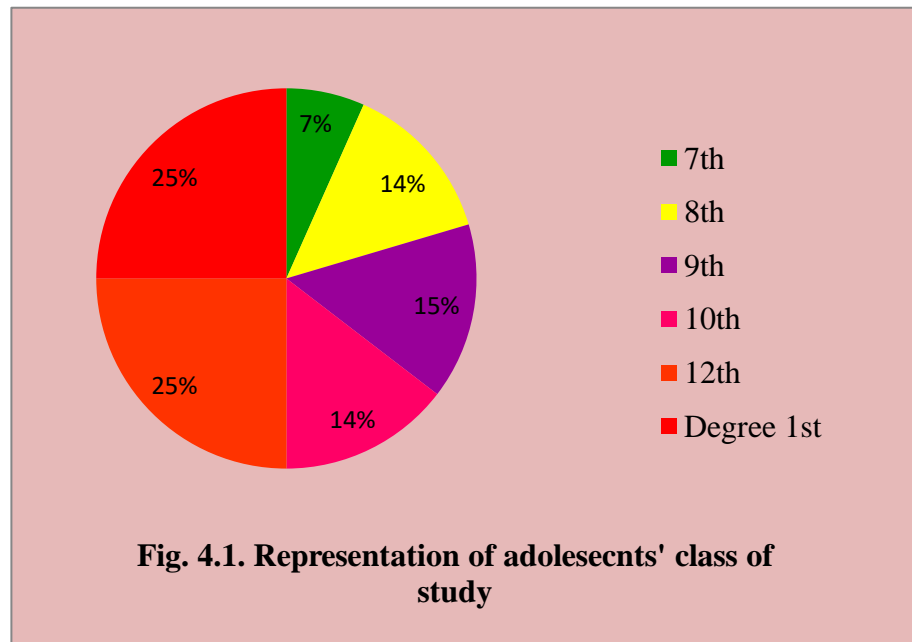
- 4.1. General profile of adolescents studying in rural and urban areas
- 4.2. Academic performance of adolescents
- 4.3. Distribution of adolescents according to social media usage
- 4.4. Distribution of adolescents according to dimensions of life style status
- 4.5. Distribution of adolescents according to life style status
- 4.6. Influence of demographic characteristics on dimensions of life style status among rural adolescents
- 4.7. Influence of demographic characteristics on dimensions of life style status among urban adolescents
- 4.8. Relationship between social media usage and life style status of rural and urban adolescents
- 4.9. Mean difference of social media usage of adolescents
- 4.10. Mean difference of social media usage of adolescents residing in both rural and urban areas
- 4.11. Mean difference of life style status of adolescents
- 4.12. Mean difference of life style status of adolescents residing in both rural and urban areas

Table 4.1: General profile of adolescents

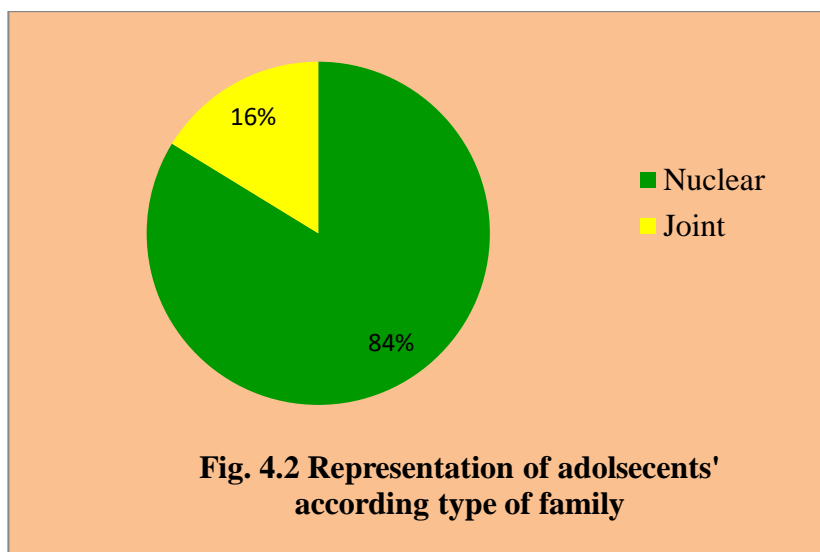
SL.No	General profile	Rural (n=120)		Urban (n=120)		Total N=240	
		N	%	n	%	N	%
1.	Age in years						
	13-14	20	16.66	20	16.66	40	16.66
	14-15	20	16.66	20	16.66	40	16.66
	15-16	20	16.66	20	16.66	40	16.66
	17-18	30	25.00	30	25.00	60	25.00
	18-19	30	25.00	30	25.00	60	25.00
2.	Gender						
	Male	60	50	60	50	120	50
	Female	60	50	60	50	120	50
3.	Class of study						
	7 th	4	3.33	12	10	16	6.66
	8 th	24	20	9	7.5	33	13.75
	9 th	15	12.5	21	17.5	36	15
	10 th	17	14.16	18	15	35	14.58
	12 th	30	25	30	25	60	25
	Degree 1 st	30	25	30	25	60	25
4.	Type of family						
	Nuclear	91	75.83	110	91.66	201	83.75
	Joint	29	24.16	10	8.33	39	16.25
5.	Socio-economic status						
	Upper	3	2.5	2	1.66	5	2.08
	Upper middle	16	13.33	12	10	28	11.66
	Lower middle	25	20.83	32	26.66	57	23.75
	Upper lower	67	55.83	61	50.83	128	53.33
	Lower	9	7.5	13	10.83	22	9.1

Demographic profile of the rural and urban adolescents including age, gender, class of study, type of family and socio-economic status is given in Table 4.1. In the total sample equal per cent (16.66%) of adolescents belong to 13-14, 14-15 and 15-16 years in each age group whereas 25 per cent adolescents were belong to 17-18 and 18-19 years age groups equally. Boys and girls were equally taken up for the study.

Data regarding to class of study, one third of adolescents (25%) were completed 12th and degree first year, while 15 per cent and 14.58 per cent were completed 10th and 9th respectively, followed by 13.75 per cent and 6.66 per cent in 8th and 7th class (Fig.1).

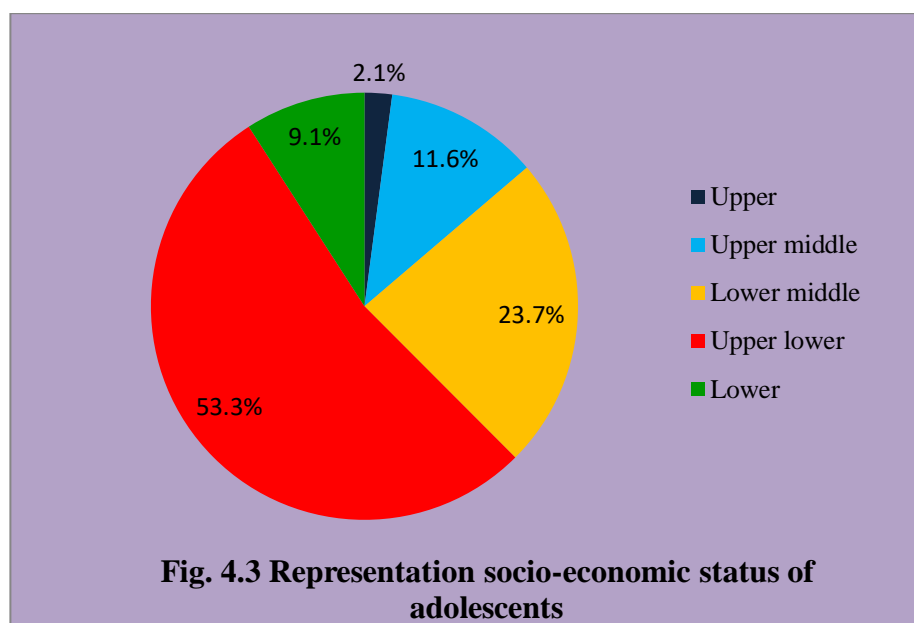


From the table 4.1 it is evident that adolescents studied, majority (83.75%) of them was from nuclear family and only 16.25 per cent were from joint family (Fig.2). This could be due urbanization, modernization and industrialization, migration and dual earning and job prospects of the parents.



Socio-economic status is an economic and measure of persons work experience of an individual's or family's economic and social stance in relation to others, based on income, education and occupation. To find out the level of socio-economic status of respondents, the SES scale developed by Kuppaswamy (2019) was used which categorizes families into five groups as mentioned in figure 3.

From the above Table 4.1 it was evident that, more than half (53.33%) of the adolescents studied were belong to upper lower socio-economic status level, followed by lower middle (23.75%) and upper middle (11.66%). However very negligible percentage of respondents belonged to upper and lower socio economic status. (Fig.3)



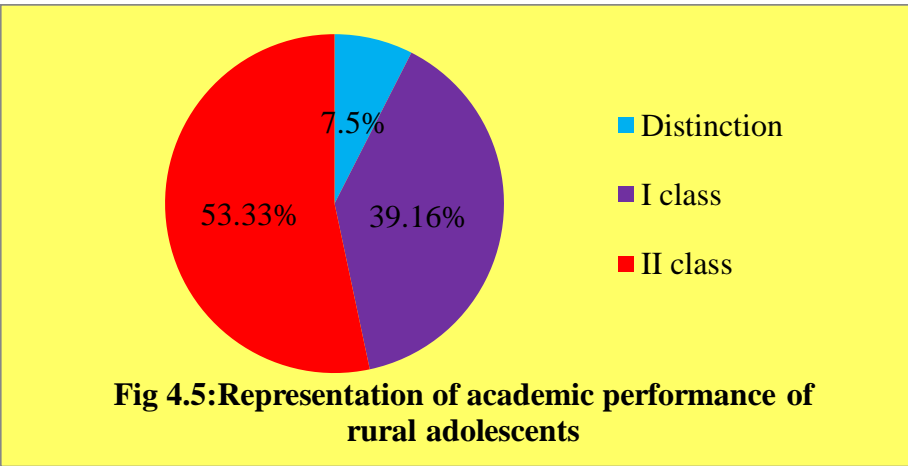
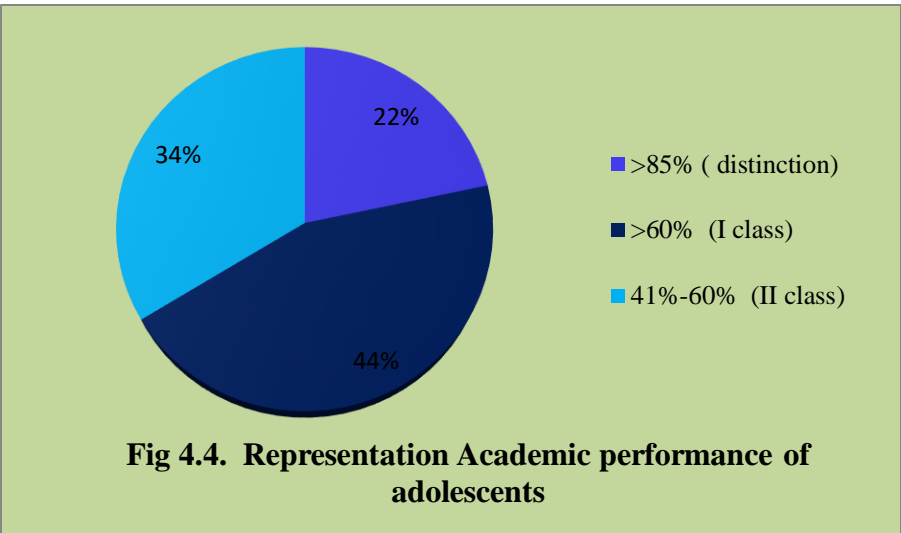
Thus, when the profile of the adolescents was studied it throws more light on the similarities of the respondents in their age, class of study, type of family and socio-economic status.

Table 4.2: Frequency distribution of adolescents based on Academic performance

SL. No	Percentage	Class	Categorization	Rural (n=120)		Urban (n=120)		Total (N=240)	
				n	%	n	%	N	%
1	Above 85%	Distinction	Very good	9	7.5	43	35.83	52	21.66
2	Above 60%	I class	Good	47	39.16	60	50	107	44.58
3	41%-59%	II class	Average	64	53.33	17	14.16	81	33.75
4	35%-39%	III class	Below average	-	-	-	-	-	-
5	Total			120	100	120	100	240	100

Academic performance or academic achievement is the extent to which individual has attend their short or long term educational goals, completion of educational benchmarks such as secondary school, intermediate, diploma and bachelor's degrees. In present research the academic performance of the respondents was measured by the marks obtained in pervious final semester examination written by the respondents.

As far as the academic performance of adolescents was concerned, from the Table 4.2 it is evident that more than half (53.33%) of the rural adolescents of the study secured II class in their academic level and 39.6 per cent secured I class and very few were scored distinction. Whereas, half of the urban adolescents (50%) secured I class and 35.83 per cent obtained distinction and remaining were in II class. In the overall sample of the study below half of them (44.58%) achieved I class whereas 33.75 per cent and 21.66 per cent achieved II class and distinction respectively. Interestingly none of them belong to below average category in academic performance (Fig.4). It is in the procession with the studies of Koshy *et.al.* (2019) who found that academic performance of students in urban area is much higher than rural area.



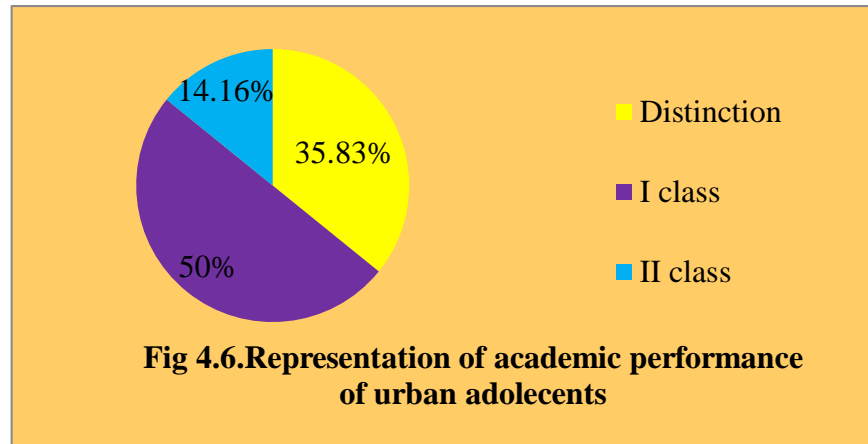


Table 4.3: Frequency distribution of adolescents according to social media usage

SL. No	Category of Social media usage	Scores	Rural (n=120)		Urban (n=120)		Total (N=240)	
			n	%	n	%	N	%
1	Low level usage	19-38	10	8.33	-	-	10	4.16
2	Average level usage	39-57	51	42.5	17	14.16	68	28.33
3	Above average level usage	58-76	47	39.16	60	50	107	44.58
4	High level usage	77-95	12	10	43	35.83	55	22.91
5	Total		120	100	120	100	240	100

Frequency distribution of adolescents according to social media usage: Social media use is web- based and mobile technologies on smart phone and tablet computer to create highly connected platforms through which individuals can share, create, converse etc., through online media. The social media usage of adolescents was assessed through Social Media usage questionnaire (Dr.Savita Gupta and Liyaqat Bashir, 2018). Table 4.3 indicates the distribution of adolescents according to social media usage, it is worth mentioning that less than half (42.5%) of the rural adolescents studied belong to average level of social media usage, whereas 39.16 per cent of the rural adolescents are in above average level and 10 per cent were in high level and remaining of them belong to low level of social media usage. While on the contrary, half (50%) of the urban adolescents studied rank above average level of media usage, and (35.16%) of urban adolescents are in high level, and 14.16 per cent of them grade in average level of social media usage. Whereas in total

sample, less than half (44.58%) of the adolescents belong to above average level of social media usage, 28.33 per cent were in average level, followed by 22.91 per cent rank in high level and remaining 4% of them were in low level usage of social media (Fig.5). A survey by Lenhart *et al.* (2014) found that about 95% of adolescents use internet, 81 per cent use social media sites and face book is the most trending adopted social site. It has also been reported by Neelamalar (2009) that youngsters have been addicted to social media at higher levels.

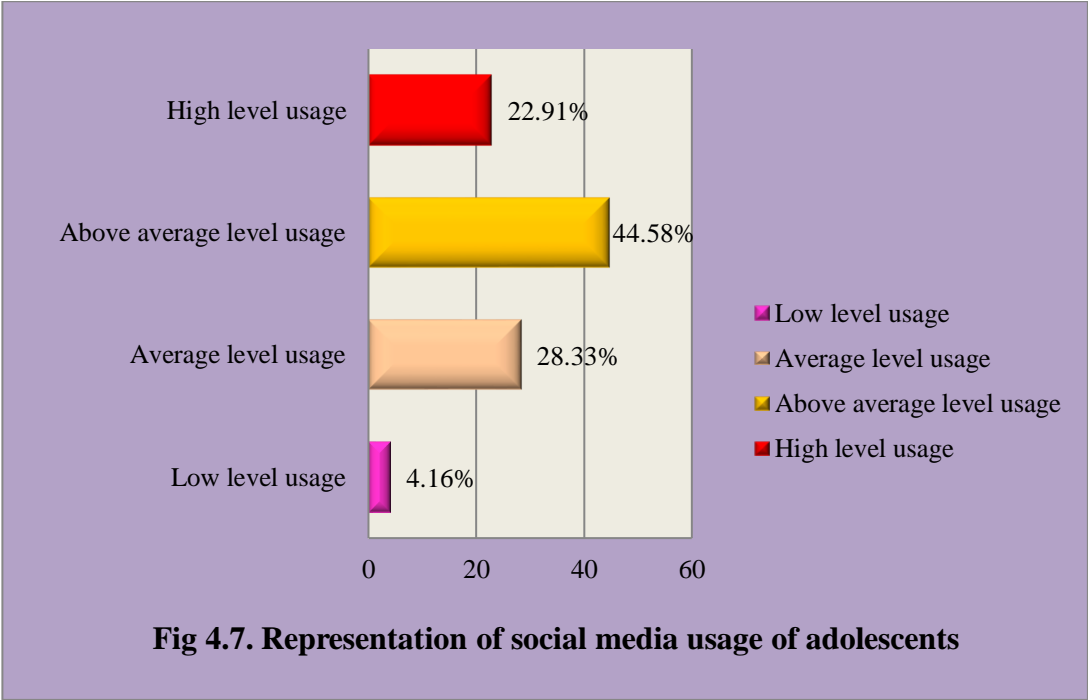


Table 4. 4: Frequency distribution of adolescents according to dimensions of life style

SL. No	Dimension of life style	Categories	Rural (n=120)		Urban (n=120)		Total (N=240)	
			n	%	n	%	N	%
1	Health conscious life style	High	67	55.83	60	50	127	52.91
		Moderate	45	37.5	55	45.83	100	41.66
		Low	8	6.66	5	4.16	13	5.16
2	Academic oriented life style	High	57	47.5	61	50.83	118	49.16
		Moderate	62	51.66	53	44.16	115	47.91
		Low	1	0.833	6	5	7	2.91
3	Career oriented life style	High	27	22.5	18	15	45	18.75
		Moderate	71	59.16	61	50.83	132	55
		Low	22	18.33	41	34.16	63	26.25
4	Socially oriented life style	High	44	36.66	42	35	86	35.83
		Moderate	66	55	77	64.16	143	59.58
		Low	10	8.33	1	0.833	11	4.58
5	Trend oriented life style	High	4	3.33	9	7.5	13	5.41
		Moderate	85	70.83	76	63.33	161	67.08
		Low	31	25.83	35	29.16	66	27.5
6	Family oriented life style	High	64	53.33	74	61.66	138	57.5
		Moderate	52	43.33	41	34.16	93	38.75
		Low	4	3.33	5	4.16	9	3.75

Life style is not only determining an entity who acquire it but also influence the society. It defines the attitude, values and somewhat exhibits social position. Moreover it also includes pattern of social relations, consumptions, entertainments and dressing styles. In the recent study the life style status of the students was assessed by using the scale developed by S.K.Bawa and Sumanpreet Kaur (2010) which includes health, academic, career, family, socially and trend seeking dimensions.

Table 4.4 reveals the distribution of adolescents according to dimensions of life style. In this study adolescent's scores were distributed into three categories as high, moderate and low on all six dimensions of life style status.

Distribution of total adolescents based on health conscious life style

The way of life in which a person forever remains cognizant for keeping himself fit and fine is called health conscious life style. In this dimension, more than half (55.83%) of the rural adolescents belonged to high level of adapting health conscious life style followed by 37.5 per cent who belong to moderate level, and remaining belong to low level. While on the contrary, 50 per cent of urban adolescents were found to have high level of health oriented life style and 45.83 per cent were in moderate level and very negligible percentage of them belonged to low level. It is remarkable to note that, more than half (52.91%) of the studied adolescents fall in high level of adapting their life style in health conscious life style.

Distribution of total adolescents based on academic oriented life style

Academic oriented life style refers an entity who remains involved in his/her academic field. With respect to academic oriented life style, 51.66 per cent of rural adolescents belonged to moderate level, 47.5 per cent of them belonged to higher level, and remaining belong to lower level of adapting the academic oriented life style. Whereas in urban area, half (50.83%) of the respondents are found to have high level of academic oriented life style, 44.16 per cent are likely to have moderate level and very few were in low level. However in overall sample, nearly half (49.16%) of the students were having high academic status, 47.91 per cent were in moderate level, very few were in low level (2.91%).

Distribution of total adolescents based on career oriented life style

The life style of an individual is career oriented, when he/she is always curious to gain more and more knowledge in his/her career. In the present study, more than half (59.16%) of the rural adolescents were in moderate level of career oriented status followed by 22.5 per cent in higher level and 18.33 per cent in lower level. On contrary, half (50.83%) of the urban adolescents have adapted moderate career oriented life style, 34.16 per cent were in low level and 15 per cent of them were observed to be in high level. In total sample, more than half (55%) of the participants belong to moderate level, followed by 26.25 per cent were in low level and 18.75 per cent are of high level of adapting career oriented dimension.

Distribution of total adolescents based on socially oriented life style

An individual, who always participates in social activities and is always keen to do good for community is considered as socially oriented life style. In case of socially oriented dimension, more than half (55%) of the rural adolescents were having moderate level of socially oriented life style, whereas 36.66 per cent of the adolescents were in high level and remaining of them belong to low level. Equally with urban adolescents 64.16 per cent of them likely to be in moderate level followed by high level (35%) and very few of them belong to low level. In the total sample, more than half (59.58%) of them possess moderate level of socially oriented life style followed by high level and low level (35.83% and 4.58%).

Distribution of total adolescents based on trend oriented life style

An entity, who is keen to adapt new vogue and willing to adapt himself/herself with new trends. It is strange to see from the results that, among all the components of life style status majority of the rural adolescents are likely to have trend oriented life style in which 70.83 per cent fall in moderate level, and then followed by low level and very few in high level trend oriented life style. As rural do, urban adolescents also possess moderate level (63.33%) of adapting trend, 29.16 per cent of the urban adolescents belong to lower level of adapting trend oriented life style. Similarly in total sample majority (67.08%) of adolescents were likely to have moderate level followed by low level. Interestingly high level trend oriented life style was noticed in very few cases studied (5.41%).

Distribution of total adolescents based on family oriented life style

Family oriented family style refers person who is in close contact with his/her family and who shares each and every moment of his/ her daily activities with family members. In consideration of family oriented life style, more than half (53.33%) of the rural adolescents belong to high level, and less than half (43.33%) of them belong to moderate level and few were in low level. Similarly in urban, majority (61.66%) of the adolescents were highly adapted to family oriented life style, followed by moderate and low level. In the same way more than half (57.5%) of the total respondents of the study belong to high level of adapting the family oriented life style followed by moderate and low level (Fig.6).

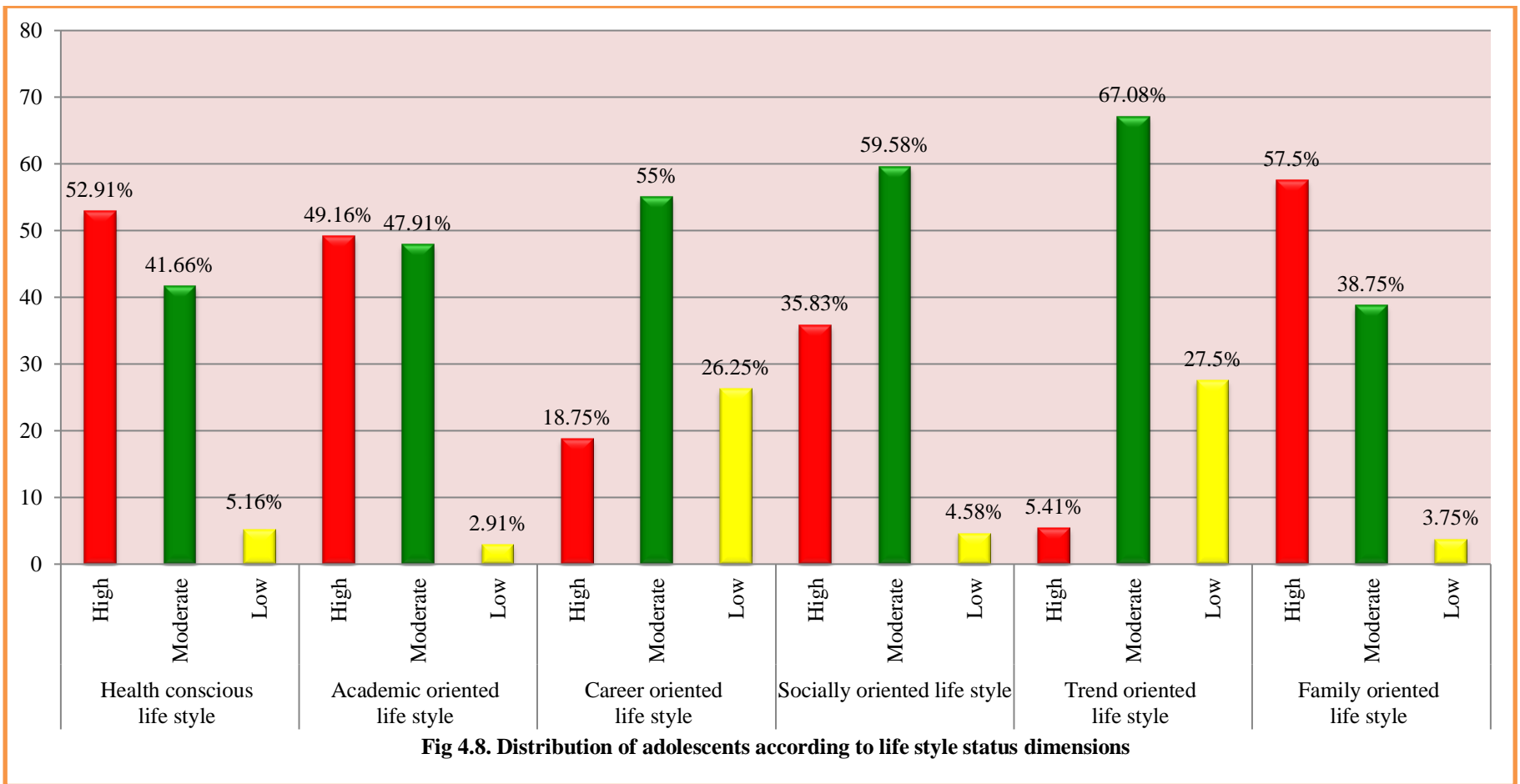
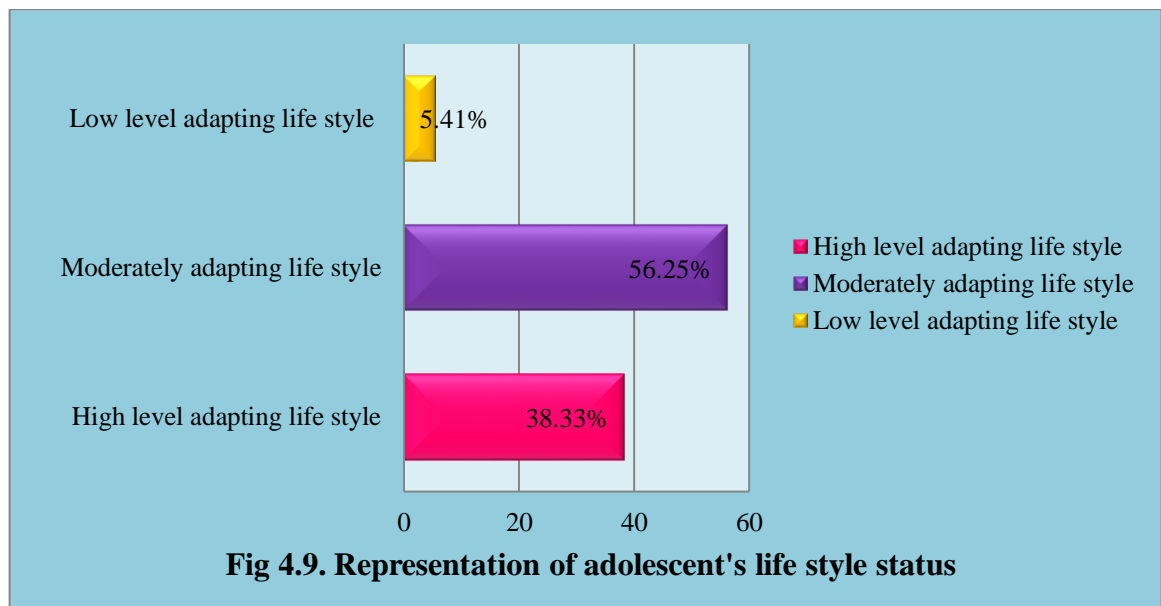


Table 4.5: Distribution of adolescents according to life style status

SL. No	Category of Life style status	Rural (n=120)		Urban (n=120)		Total (N=240)	
		N	%	n	%	N	%
1	High level adapting life style	42	35	50	41.66	92	38.33
2	Moderately adapting life style	70	58.33	65	54.16	135	56.25
3	Low level adapting life style	8	6.66	5	4.16	13	5.41
4	Total	120	100	120	100	240	100

The life style can be marked out as a form of living that verbalizes through his/her activities, interest and opinions. The life style status of adolescents were measured using Life Style Scale by S.K.Bawa and Sumanpreet Kaur (2005)

The above Table 4.5 stipulates the distribution of adolescents according to life style status. The life style scale was administrated to the adolescents to find out their perception about their life style status. It is noteworthy to mention that, more than half (58.33%) of the rural respondents belong to moderate level of adapting the life style status followed by high level 35 per cent and remaining were in low level of adapting the life style status. In case of urban adolescents, 54.16 per cent of adolescents were in moderate level and less than half (41.66%) of the adolescents were in high level and remaining were low level of adapting the life style status. Interestingly both rural and urban adolescents similarly posses moderate level of life style (56.25%) followed by high level (38.33%) and only very few negligible 5.41 per cent of respondents were observed in low level of life style status (Fig.7). A study by Koshy (2019) reported that teenagers are now becoming aware of their personal and instructive life status.



Living style of adolescents in society is taking rapid turn with the fastest changing world. Influence of personal factors like age, educational background, qualification, type and size of family and their social as well as economic status is making the youth more and more ambitious and also affecting their life style. Hence in order to understand the relationship of demographic characteristics with dimensions of life style status Pearson two tailed correlation coefficient was used. Each of the demographic variables was compared with dimensions of life style status of rural adolescents.

Table 4.6 Influence of demographic characteristics on dimensions of life style status among rural adolescents N=120

Demographic characteristics	Health conscious life style	Academic oriented life style	Career oriented life style	Socially oriented life style	Trend oriented life style	Family oriented life style	Over all life style
Age	.039	.062	.075	.237**	.377**	-.150	.113
Class of study	.246**	.092	-.172	-.053	-.053	.136	-.095
Type of family	.048	.044	-.012	-.069	.092	-.035	.039
Socio-economic status	.060	-.068	.069	.070	.099	-.004	.084
Academic performance	.022	.288**	.082	.183*	.111	-.055	.214*

**correlation is significant at the 0.01 level

*correlation is significant at the 0.05 level

Age: the present study revealed an interesting outcome that age of the rural respondents is positively and significantly correlated with socially and trend oriented dimensions (1% level of significance). As age increases the life status related to social and trend are also increases. It may be due to the fact that, along with the increase in age the respondents may have better interactions with the peers, relatives and also in the society as well as they can follow newly trend oriented changes. It is interesting to note that age did not prove any significant relationship with remaining four dimensions of life style status which include health, academic, career and family.

Class of study: it is encouraging to note that class of the study of rural adolescents is significantly and positively correlated with health oriented dimension only and non significant with remaining five dimensions. It might be because of the reason that most of the respondents were getting educated and becoming aware of health related information and media programs in higher classes than the counterparts of children studying in lower classes.

Academic performance: it is surprising to note that academic performance of the rural adolescents is positively and significantly correlated with academic oriented dimension (1% level of significance), socially oriented and over all life style status. That means as the academic performance increases, their academic, social and over all life status also increases. Better academic achievement lead to have a better academic qualification, social status as well as good life. Surprisingly academic performance did not found any significant correlation with other four dimensions. In the similar way, one of the study by Mehta (2014) suggested that the adolescents in the rural area were related with social demographic variables are age, gender, class, location with access to social networking sites.

Table 4.7 Influence of demographic characteristics on dimensions of life style status among urban adolescents **N=120**

Demographic characteristics	Health conscious life style	Academic oriented life style	Career oriented life style	Socially oriented life style	Trend oriented life style	Family oriented life style	Over all life style
Age	.342**	.183*	.053	.273**	-.015	.040	.229*
Class of study	.218*	.182*	.192*	.243**	-.128	.003	.089
Type of family	.087	.087	.031	-.001	.188*	.055	.001
Socio-economic status	-.168	-.010	-.031	.039	.046	-.047	-.055
Academic performance	.114	.128	.011	.105	.053	.035	.124

**correlation is significant at the 0.01 level

*correlation is significant at the 0.05 level

The above Table 4.7 establishes the correlation between demographic characteristics of urban adolescents with dimensions of life style status.

Age: Based on the results, it is interesting to note that age was highly, significantly and positively related to health conscious and socially oriented dimensions at 1per cent level of significance and also it was positively significant with academic oriented and over all life style status at 5% level of significance i.e., as age of urban adolescents increases, their life style status related to health conscious, socially oriented and academic oriented dimensions also increased. It was also found that age was not significantly related to other three dimensions of life style status.

Class of study: From the outcome, it is clearly evident that class of the study is highly and significantly correlated with socially oriented dimension at 1% level of significance and also significantly related to health, academic and career oriented dimensions at 5% level of significance. This may be because of the observation, awareness, and exposure, opportunities that the adolescents get in their school or college environment; better interactions between friends, classmates, seniors, juniors and teachers among the class or

study environment. Interestingly class of study did not show any significant relationship with other two dimensions of life style status.

Type of family: From the results of the present study, it is clearly noted that at 5% level of significance, type of family is significantly and positively correlated with trend oriented dimension only. This might be due to opportunities given by the nuclear families for adolescents to participate or engage in newly modified and developing networks, fashion and modern trend follow-ups compared to joint families.

It is noteworthy to mention that in the present study socio-economic status and academic performance of the urban adolescents did not show any significant relationship with any of the dimensions of life style status. In contrary Koshy *et al.* (2019) found that social media plays a significant role in an adolescent's day to day life; therefore, it is important to monitor their knowledge regarding social interactions and their impact on their academic performance, physical health and psychological health.

Table 4.8: Influence of social media usage on life style status of adolescents N=240

SL. No	Dimensions	Social media usage in rural area (r-value)	Social media usage in urban area (r-value)
1.	Health conscious life style	-.130 ^{NS}	.213*
2.	Academic oriented life style	.137 ^{NS}	-.036 ^{NS}
3.	Career oriented life style	-.059 ^{NS}	.062 ^{NS}
4.	Socially oriented life style	.105 ^{NS}	-.148 ^{NS}
5.	Trend oriented life style	.417**	.130 ^{NS}
6.	Family oriented life style	.047 ^{NS}	-.041 ^{NS}
7.	Overall life style	.230*	-.062 ^{NS}

**correlation is significant at the 0.01 level

*correlation is significant at the 0.05 level

The results obtained in the table 4.8 represents influence of social media usage on dimensions of life style status among the adolescents.

It is clearly noted that, social media usage by rural adolescents was highly and significantly correlated with trend oriented life style, but it is surprising to note that other

five dimensions of life style status did not show any significant relationship with the usage of social media.

However overall life style status was significantly and positively related with social media at 5 percent level of significance. This may be due to development and modernization over trend oriented generation. Present days most of the people are much interested in adopting the life style of other countries. Hence this might be the reasons to bring changes in the status and also increase in trend following people. This has been seen in a study conducted by Surender Paul and Seema Vikey (2017) which says that social media is widely used and accepted as communication tool, it has been analyzed that most of the respondents are in very much use of social media and are habitual of social media to get information about lifestyle.

In case of urban adolescents, it is noteworthy to mention that social media usage was significantly correlated with health conscious life style, whereas in other dimensions of life style status non significant relationship was found. It means that, health conscious life style dimension contributes for increase in overall life style status. This may be because, presently many health oriented programs, videos and information is available in public networks like face book, whatsapp and youtube etc. People were sharing information regarding physical fitness, nutrition, hygiene, skincare tips and other messages related to health.

Likewise the health status influences career, social and family life. During adolescence stage when health is better then automatically it enhances the better quality of life related to career, social and family. However the degree of smart phone usage did not show any significant effect on the relationship. Hence the status of family life also impacts on career and trend oriented dimension. In contrary Lee (2016) found that smart phone addiction had a negative effect on family relationship, relationship with friends, professors and also with opposite sex. While interrelationship between dimensions was significant, hence it reveals that each and every dimension resembles the overall life style status. Increase in the status of each dimension increases the whole quality of life of urban adolescents. In contrary Rotonid *et.al* (2017) reported that smart phone use is negatively affecting the social interaction especially reducing the face to face interaction. It is in favorable with the findings of Kasloom (2018) who found that smart phone usage

negatively affected the social well-being and negatively affected the family interactions but significantly increased the interaction with peers and outsiders.

Each individual is different in every aspect. Mode of using e-channels and the medias is again varies according to their level, area and based on person. Gender and the locality also bring the variation in using these media's among the respondents. Hence to make the comparison on media utilization between the respondents based on the gender and locality using "t" test was presented in the below tables.

Table 4.9. Mean difference of social media usage of adolescents **N=240**

Gender	Rural (n=120)			Urban (n=120)		
	Mean	S.D	T- test	Mean	S.D	t- test
Boys	60.91	13.71	2.64**	58.71	12.60	1.62 ^{NS}
Girls	54.31	13.60		54.43	16.14	

Social media usage: social media is web linked technologies that ease the process sharing of ideas, thoughts and facts through the source of virtual networks and gives users quick and accurate content. The above table 4.9 interprets the mean difference of social media usage among boys and girls.

It is interesting to note that boys were using social media more as compared to girls in the rural area. It may be due to, boys are having more interest in creating their identity through the social media like face book, twitter, messenger, etc. as well as in chatting with the friends posting their images, pictures and videos, sharing facts and feelings. Hence highly significant difference was found between rural boys and girls. A study by Alfarwareh (2014) also supported the present finding who found that males were highly addicted to smart phones compared to females.

When the mean difference of social media usage of urban adolescents was observed, it clearly stated that there was no significant difference between urban boys and girls regarding social media usage. It may be because, in the urban area both boys and girls are almost equally exposed to social media and have opportunity to use social media like face

book, twitter, messenger, instagram etc. Presently girls' especially urban girls are also creating their own identity in the social media. The present finding was in favour with the finding of Shilpa and Deshpanda (2016) who reported that both males and females students were having high level of smart phone addiction. Even a study conducted by Nur Gorkemil (2017) also confirmed the same stating that no statistically significant relation between gender and internet usage.

Table 4.10. Mean difference of social media usage of adolescents residing in both rural and urban **N=240**

Locality	Mean	S.D	t –test
Rural	57.61	14.01	0.564 ^{NS}
Urban	56.57	14.50	

Social media is nothing but web based applications that facilitate audience to generate and share content or to participate in social networking.

Digital media sites play a vital role in the lives of many young people (American Academy of Child and Adolescents Psychiatry, 2011). It was noteworthy to mention that from the above Table 4.10, there was no considerable difference found between rural and urban adolescents. The reason could be the advancement in technologies as well as social networks in both rural and urban locality. Hence despite of locality, adolescents were more exposed to social media and they are the key people in the world, who use more mobiles, tabs, laptops etc. as compared to others. A study by Sowndarya and Mounesh Pattar (2018) revealed that level of internet addiction among both urban and rural students was similar and it was high. Majority of the adolescents have created their profile in social networking sites, many of them were spending their personal time on social networking.

Table 4.11. Mean difference of life style status of adolescents**N=120**

Gender	Rural (n=120)		t-test	Urban(n=120)		t-test
	Mean	S.D		Mean	S.D	
Boys	153.85	16.11	1.13 NS	148.93	17.60	2.27*
Girls	150.68	14.25		156.20	17.46	

Life style: life style is the interests, opinions, behavior and behavioral orientations of an individual, group or cultural.

The above data in the table 4.11 interprets the mean difference of life style status of boys and girls residing both in rural and urban areas.

In case of rural area, it clearly depicts that, there was no significant difference found between rural boys and girls with respect to their life style status. Though mean scores of boys were slightly better on life style status as compared to their counterparts that girls. It may be due to the high usage of social media, more exposure to society and having high level of freedom from the parents.

With regard to urban locality, it was surprising to note that, there was a significant difference between life style status of urban boys and girls. Where girls are surpassing boys in adolescents life style status, girls having better life style status as compared to their counterparts because of advancement in the fashion world and technologies. Girls are engaging themselves more in the online classes, tutorials, online shopping, business and home based work and also uploading their images, videos, views, status etc., out of their passion, also adolescent girls are more busy in making viral videos sharing apps, subscription for their favorite ideals and celebrities account than boys. Hence these reasons may bring changes in way or style of living of adolescents. A study by Soohyun Kim (2011) revealed that girls were more likely to use the internet to watch online education classes and blog more frequently and longer than boys, whereas boys were more likely to use the internet for playing internet games than girls.

Table 4.12. Mean difference of life style status of adolescents residing in both rural and urban **N=240**

Locality	Mean	S.D	t-test
Rural	152.26	15.24	0.14 ^{NS}
Urban	152.56	17.83	

Life style: is nothing but habits, attitudes, tastes, moral standards, economic levels etc that together constitute the mode of living of an individual or group.

The above table 4.15 provides the information regarding difference among the adolescents life style status. It is surprising to know that, there was no remarkable difference found between rural and urban adolescents; despite of the locality social media is being influenced by adolescents in altering their life in much unique professional trend of living. Further research is required to know about life style status of adolescents in detail as very limited researches were conducted on this topic.

PLATE 1: COLLECTION OF DATA AT HIGHER SECONDARY SCHOOL STUDENTS



PLATE 2: COLLECTION OF DATA FROM INTERMEDIATE AND DEGREE COLLEGE STUDENTS



CHAPTER V

SUMMARY AND CONCLUSION

The present study “ Social media influence on living styles of Rural and Urban adolescents: A Comparative Study, investigate the association between social media usage and living styles of rural and urban adolescents along with social media usage pattern between boys and girls. School and college students are developmentally lay in the stage of this sophisticated technology especially adolescents. Since they are the later citizens of India and should be responsible adults and also to be the inspiring citizens of future generation, their life styles which not only influence the individual who endorse it however alter the welfare of family and society. Hence the present study is taken up with the following objectives

4. To study the usage pattern of social media by adolescents
5. To study the relationship between social media usage and living styles of adolescents
6. To study the difference if any between boys and girls in the usage of social media.

The study is conducted in both Rural and Urban areas Visakhapatnam district of Andhra Pradesh where it is a hub for more advanced infrastructure, modernization and urbanization of the city. The sample size is 240 respondents from schools and colleges of age group ranges from 13th to 19th years with equal ratio of both the gender. While 83.75 per cent of them belong to nuclear families and 16.25 per cent belong to joint families. Nearly 53.33 per cent were in upper lower level of socio- economic status and 23.75 per cent belong to lower middle level and remaining were in upper and lower class.

The tools used in the study are

- The General information schedule is used to gather data of demographic profile of adolescents which include name, age, gender, class of study, type of family and socio-economic status of the respondents

- Academic performances of the adolescents are obtained from the previously conducted semester final examination.
- Social media usage questionnaire which used to evaluate the usage pattern of boys and girls, developed by Savita Gupta and Liyaqat Bashir (2018).
- The dependent variable of the study is Life Style, which owns to the factor that he/she might have health, academic, career, social, trend and family oriented life style dimensions and developed by Bawa and Sumanpreet Kaur. This is a five point Likert scale comprise of 6 dimensions as mentioned above, and posses both positive and negative statements.
- The collected data was coded, excelled with the raw score prepared. The data was tabulated and analyzed using statistical methods of frequencies, percentages, correlation and t-test which are appropriate for the study.

Major findings of the study

- With regard to socio-economic status, more than half of the respondents were in upper lower level, one fourth of them were in lower middle level and remaining were in upper and lower class.
- In academic performance of total adolescents less than half of them secured I and II class, very few were secured distinction and interestingly none of them found to be in III class.
- Irrespective of age, gender and group of study the usage of social media is same in concern with both rural and urban adolescents.
- In concern with social media usage of rural and urban adolescents, rural adolescents were found to fall in average level, whereas urban adolescents were of above average level of social media usage.
- Majority of the selected respondents are using social media for trend seeking, entertainment, uploading pictures and videos and also for academic purpose to simplify the work.
- With respect to the life style status both rural and urban adolescents found to be in adapting moderate level of adapting the life style.

- According to the dimensions of life style status, among all the dimensions trend oriented life style seems to be more adapted by both rural and urban adolescents, but highly significant correlation was found among rural adolescents.
- When the relationship between demographic characteristics and dimensions of life style status of adolescents of rural areas was analyzed, interestingly in rural area age was highly and significantly related with socially and trend oriented life style. Class of study highly and significantly correlated with health. Academic performance was highly and significantly correlated with academic oriented life style. Surprisingly type of family and socio-economic status did not find any significant relationship with any of the dimensions of life style status.
- In urban area, adolescent's age was highly and significantly positively correlated with health and socially oriented dimension and significantly correlated with academic dimension. Class of study was highly and significantly positively correlated with socially oriented life style and significantly correlated with health, academic and career oriented life style. Type of family, socio-economic status and academic performance of the respondents did not show any significant relationship with any of the dimensions of life style status.
- Difference between social media usage was found to be high in boys as compared to girls, whereas extremely high significant difference was found among rural boys and girls.
- Irrespective of locality both rural and urban adolescents are equal in usage of social media.

Implication of the study

- The study clearly reveals how social media usage is influencing various dimensions of life style of adolescents; awareness programs can be conduct in schools and colleges in order to let them know about the merits and demerits of social media and life changing aspects.
- The finding of the study helps the future researches in taking necessary measures regarding awareness program among the adolescents and parents related to advantages and disadvantages of social media through guidance and counseling.

- This research can be helpful for the adolescents to comprehend the impact of social media on personal and professional life.

Suggestions for future research

- The study can be conducted in other districts of Andhra Pradesh.
- Age group of the subjects can be extended to school aged early adolescents to young adulthood.
- Studies can be conducted on level of deprivation in intelligence, reasoning and creativity of students due to social media addiction.

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4) Income of the family:

a) Father: - -----

b) Mother: - -----

5) Are days' scholar or hosteller: - -----

Appendix – B

SOCIAL NETWORKING USAGE QUESTIONNAIRE

Name.....Class.....
 AgeGender
 Urban / Rural.....Name of the college.....
 Pervious exam marks.....

Sr	Statements	Always	Often	Sometimes	Rarely	Never
1	I use social networking sites to become more sociable					
2	I use social networking sites to keep in touch with my relatives					
3	I use social networking sites to seek help from my teachers.					
4	I use social networking sites for getting jobs related information.					
5	I use social networking sites to share new ideas.					
6	I use social networking sites to create my social identity.					
7	I prefer using social networking sites to attending social gathering.					
8	I use social networking sites to get information regarding current social events.					
9	I use social networking sites for online academic group discussion					
10	I use social networking sites for reading news.					
11	I use social networking sites for sharing pictures.					
12	I use social networking sites to do research work.					
13	I use social networking sites to learn about my curricular aspect.					
14	I communicate with my friends via social networking sites for preparation of exam.					
15	I use social networking sites to get relief from academic stress					
16	I use social networking sites for watching movies.					
17	I use social networking sites for collaborative learning.					
18	I use social networking sites to solve					

	my academic problem.					
19	I use social networking sites to look at funny sharing.					

Appendix –C
Life Style Scale

Sr. No.	STATEMENTS	RESPONSE					SCORE
		Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree	
AREA I							
1.	I like junk food.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	● <input type="text"/>
2.	I have been on dieting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	● <input type="text"/>
3.	I take my meals when I find time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	● <input type="text"/>
4.	I take bath everyday even in severe winters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
5.	I read books on health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
6.	I often watch health oriented programmes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
7.	It is difficult for me to get up early in the morning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	● <input type="text"/>
8.	I wash my hands before and after taking meals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
9.	I take plenty of water, fruits and vegetables in a day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
10.	I do physical exercises to maintain body weight.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
11.	I regularly go for medical check up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Total Score Area I							<input type="text"/>

Sr No.	STATEMENTS	RESPONSE					SCORE
		Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree	

AREA II

1.	I study near examinations only.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="radio"/>	<input type="text"/>
2.	I spend maximum time on studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="text"/>
3.	I mostly bunk classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="radio"/>	<input type="text"/>
4.	I study only selected topics for examination in place of whole syllabus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="radio"/>	<input type="text"/>
5.	I read reference books along with text books.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="text"/>
6.	I want to go for higher qualification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="text"/>
7.	I use technology to get information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="text"/>
8.	I visit library daily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="text"/>
9.	I watch academic programmes on T.V.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="text"/>

Total Score Area II

Sr. No.	STATEMENTS	RESPONSE					SCORE
		Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree	

AREA III

1.	I am confused about my aim of life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	I am aware of different career options available for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	I have selected subjects keeping in mind my career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	I have selected the area of education in which I am interested.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	I do regular preparation for competitive examinations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	I am always keen to gain knowledge related to my career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	I do not watch T.V. programmes related to my career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	I frequently interact with people related to my career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	I often discuss my career with my peer group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total Score Area III

Sr. No.	STATEMENTS	RESPONSE					SCORE
		Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree	

AREA IV

1.	Friends circle should be of limited size.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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2.	I always help my friends in their adversities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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3.	I always share my things with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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4.	I frequently visit my friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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5.	I always keep in mind views of society while dressing up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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6.	I enjoy every social gathering.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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7.	Social service is mere wastage of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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8.	I participate in social activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Total Score Area IV

Sr. No.	STATEMENTS	RESPONSE					SCORE
		Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree	
AREA V							
1.	I update myself with new trends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
2.	I always do chatting on internet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
3.	Purchasing branded things are mere wastage of money.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="text"/>
4.	My choice of dress is affected by fashion channel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
5.	I change my vehicle with the launch of the new one in the market.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
6.	Disco clubs should be opened in every village and city.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
7.	I frequently read fashion magazines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="text"/>
8.	I avoid watching fashion channel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
9.	I am very much eager to opt new fashion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
10.	Fashion shows should not be organised.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
11.	I prefer to adopt new fashion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Total Score Area V							<input type="text"/>

Sr. No.	STATEMENTS	RESPONSE					SCORE
		Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree	

AREA VI

1.	I maintain my family values.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
2.	I violate my family aspirations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="text"/>
3.	I do not talk about my family disputes in peer group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
4.	I prefer to remain apart from my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="text"/>
5.	I greet my family on all occasions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
6.	I spend money keeping in view my family status.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
7.	There is no need to discuss daily activities with family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="text"/>
8.	I like to go on tour with my family only.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
9.	I celebrate festivals with my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
10.	I will prefer to leave home if I get job at distant place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="text"/>
11.	Family should be respected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
12.	I devote maximum time towards my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Total Score Area VI

Appendix - D

Socio-Economic Scale

Name: ----- Age: -----

Education: ----- Occupation: -----

(Following statements are related to occupation, education and income of the head of the family read carefully and put a tick \checkmark in your respective columns)

Occupation of the head of the family

S. No.	Occupation of the Head	
1	Legislators, Senior Officials & Managers	
2	Professionals	
3	Technicians and Associate Professionals	
4	Clerks	
5	Skilled Workers and Shop & Market Sales Workers	
6	Skilled Agricultural & Fishery Workers	
7	Craft & Related Trade Workers	
8	Plant & Machine Operators and Assemblers	
9	Elementary Occupation	
10	Unemployed	

Education of the head of the family

S. No.	Education of the Head	
1	Profession or Honors	
2	Graduate	
3	Intermediate or diploma	
4	High school certificate	
5	Middle school certificate	
6	Primary school certificate	
7	Illiterate	

Total monthly income of the family

Monthly Family Income in Rupees	
$\geq 199,862$	
99,931–199,861	
74,756–99,930	
49,962–74,755	
29,973–49,961	
10,002–29,972	
$\leq 10,001$	