

## **Exploring the Variation in the Reasons for the Use of Social Media by Adolescents over a Period of Time**

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### **Abstract**

Information and Communication Technology and its applications for social media, have helped humanity greatly and continue to do so. The significance of social media in terms of communication cannot be overstated. The emergence of mobile phones that support social network applications has given social media a new dimension and promoted increased engagement. Students have been using social media for various purposes since its advent, therefore, the researcher aimed at studying the variations in the reasons of using social media initially and presently by them. The researcher used primary data for the purpose, which was collected by administering questionnaires for students. The data was analyzed using crosstabulation and factor analysis with the help of SPSS version 25. The results revealed that earlier students use social media for more socialization like making new friends, video chatting, sharing information, chatting with friends and family learning singing etc. However, drastic change in the reasons of using social media can be seen as now they are more inclined towards social media as a source of earning money, blogging, vlogging as well as for academic purpose.

**Keywords-**Social Media, Adolescents, Reasons of using social media.

## 1. Introduction

ICT and its applications for social media have changed the society completely and is playing a significant role in terms of mass communication. The introduction of mobile phones that can run social network applications has given social media a whole new dimension and boosted engagement. The term "mobile social networking" refers to the use of Android applications to socialise on mobile phones. Social media is a cost-effective method since it can reach millions of people in a very short span of time and efforts. The major barrier for using social media for education or knowledge purpose is the abundance of misleading or inaccurate material, that may provide inaccurate information. Several studies show that the majority of children have started to acquire their required information from social media as well as other internet sites.

- **Definition of Social Media:**

According to **Jacka and Scott (2011)**, who feel that "there is no one recognised definition for social media," it is impossible to give a definitive definition to social media. All of these categories have one thing in common: they all involve some form of internet-based interpersonal contact.

According to **Boyd, Danah, Ellison, and Nicole (2007)**, social media began in the late 1990s with the creation of "SixDegrees," the first publicly recognised social media network, which allowed users to build profiles and make friends.

- **Definition of adolescent:**

An adolescent is a young person who is transitioning from childhood to adulthood.

Adolescents are those aged 10 to 19 years old, according to the World Health Organization.

### 1.1 Statement of the problem

IT revolution has transformed the modes of communication with the emergence of social media as a communication tool. This revolution has made access to information around the world very convenient, affordable, and easy. With the expanding scope of social media, various sectors/agencies and people, in general, have started utilizing the booming potential of social media to serve their own needs and ends; for example, various businesses started using it for promotion via advertising on these platforms. At the same time, students and academicians wanted to use social media for playing a positive role in academics.

Therefore, social media has become an important topic of research ever since it greatly influenced its users' lives. With technological advancements, social media use has become an inseparable part of our day-to-day life. Although many types of research have been conducted in social media, most of them have been restricted to the use of social media and its impact on different users. The studies that were restricted to the use of the internet earlier are now focused on social media usage and, more precisely, on different social media platforms separately since each of the platforms is serving a distinct and unique purpose for, e.g. Twitter is used specifically for political news.

Various researches were conducted on the role of social media on communication, social media use, types of social networking sites, impact and effect of social media on various categories of

users, for example, companies' perspective, advertising perspective etc. Still, there is hardly any research on the changing perspectives of social media usage.

Therefore, the present research is focused on how adolescents used social media platforms earlier and how their usage changed over time. This study shall provide insights regarding whether the purpose and reasons behind social media use by adolescents have changed with time or not.

### **1.2 Need and Justification of the study**

With the passage of time, the perspective of using social media by adolescents has also changed. Earlier, the usage of social media was very limited, which has expanded over time. The study's focus is to observe how adolescents' perspectives have changed towards the use of social media. Social media is also being used to provide important information to students. For example, the provision of syllabus and notes today is easy with the help of these platforms. Students are now connected with their teachers 24/7. Social media, in a way, is also promoting a green environment by providing soft copies rather than hard copies. Social media platforms are being used as a storage backup as well.

Adolescents these days are using social media for entertainment more than just for communication; for example, looking at what others are doing in their life is entertaining for people, meme pages and funny videos are also a source of entertainment. This study shall provide insights regarding the shift in patterns of social media use by adolescents in the context of academic purposes and entertainment specifically.

### **1.3 Research Objectives**

To explore the variation in the reasons for the use of social media by adolescents over a period of time

## **2. Literature Review**

### **2.1 Social Media Concept**

According to Heyam (2014), the fastest-growing web application in the twenty-first century is social media, and this rapid growth is powered by technological advancement.

According to Humphreys (2007) in his study "Mobile Social Networks and Social Practices," social network applications have now been migrated from the computer to the mobile phone, network information and communication can be integrated into the public space, and these new services developed for mobile phones allow users to create, develop, and strengthen their social ties.

"Internet-based apps that allow the creation and exchange of user-generated content," according to Kaplan and Haenlein (2010).

They also claimed that the term "social media" was coined in 1979.

### **2.2 Social Media platforms**

#### **2.2.1 Use of Social Media: Content vs. Images**

The four websites (Facebook, Twitter, Instagram, and Snapchat) have been classified as follows:

- Social media that is built on content

- Social media that is built on images
- Social media that is based on content

Facebook and Twitter are classified as content-based social media since users can engage in a number of activities on the sites, but they primarily utilize them to share material (e.g. text posts and links). Because users can only upload images or videos to these two sites, Instagram and Snapchat have been labelled as image-based social media. Image-based social media users, unlike content-based social media users, are unable to make daily status updates or tweets. Users on image-based social networking sites, on the other hand, share photographs and/or videos.

### 2.2.2 Content-based social media Studies

Bair et al., (2012) looked at image-based media and discovered that it may be more important than content-based social media as it is used for acquiring maladaptive behaviours or psychological maladjustment by adults.

Davila et al. (2012) looked into the links between social media sites and depression symptoms. Davila and colleagues (2012) discovered that people who had fewer pleasant interactions on Facebook had fewer positive interactions overall. They also notice such people to had more negative interactions than positive interactions; and a more sad mood as a result of the interactions.

Grieve, Indian, Witteveen, Tolan, and Marrington (2013), on the other hand, discovered that Facebook social connectivity was inversely related to depression and anxiety. When participants noticed a decline in positive expression on their News Feeds, they wrote less positive posts and more negative posts, according to Kramer, Guillory, and Hancock (2014).

Harwood et al., (2014) found that people constantly check their phones, and that increased smart-device use was linked to higher levels of sadness, anxiety, and stress. Individuals with an Internet addiction were found to be more depressed than those who were not affected, according to Morrison & Gore (2010).

Rosen, Whaling, Carrier, and Cheever (2013) discovered that people who spent more time online and engaged in more Facebook impression management (how people strategize to appear themselves online) had greater clinical symptoms of serious depression.

In their study, Rosen et al. (2013) discovered that having more Facebook friends was linked to having fewer clinical symptoms of depression, dysthymia, and schizoid personality disorder.

Romer et al., (2013) investigated the effects of older and newer media on adolescents' and young adults' academic, social, and mental health outcomes. They discovered that using the Internet and playing video games was linked to an increase in depression reports.

Using the experience sampling method, Jelenchick, Eickhoff, and Moreno (2013) investigated the association between social networking sites and depression in emerging adulthood (ESM).

Jelenchick et al. (2013), on the other hand, were unable to replicate prior findings and found no link between social media use and depression. While Simonicic, Kuhlman, Vargas, Houchins, and Lopez-Duran (2014) couldn't find anything. Vaccari, Valeriani, Barberá, Bonneau, Jost, Nagler, and Tucker (2015) investigated political belief on Twitter.

Choi and Toma (2014) looked at how people utilise media for social sharing and how mediated social sharing affects people's emotions. Face-to-face social sharing was shown to be the most common, followed by texting, phone calls, Facebook, e-mailing, instant messaging, and

Twitter. Favorable events were more likely to be shared via Twitter than less positive events, according to Choi & Toma (2014).

Participants rated face-to-face and phone conversations as the best ways to feel "understood" and "intimate," while Twitter received the lowest rating. Farber and colleagues (2012) included talking on the phone, text messaging, e-mailing, using Twitter, and using Facebook in their study, and discovered that participants rated face-to-face and phone conversations as the best ways to feel "understood" and "intimate."

### **2.3 Purpose of Social media usage by Adolescents**

According to Valkenburg, Peter, and Schouten (2006), teenagers may view the online environment as a place where they can expand their network of connections, gain popularity, and affirm their standing among peers. Students are also socially connected with one another, according to Liccardi et al. (2007), and thus share their everyday learning experiences and engage in conversation on a variety of topics via social media.

Nicole (2007) discovered that social media platforms appeal to students and teenagers because they allow them to engage with their peers, share information, reinvent their identities, and promote their social life. Despite this, according to Nicole (2007), the advanced and better use of social media platforms such as Facebook has become a worldwide phenomena for quite some time.

Over half of all youngsters with Internet access, according to Kist (2008), are also members of social networking sites and use the Internet to create plans and communicate with their peers. People use Facebook to keep in touch with pals from high school or their hometown, according to Pempek et al., (2009).

According to Lenhart (2015), kids mostly utilise social media to communicate with close friends.

Social media use is an emerging component in the developmental environment of adolescence, according to the Royal Society for Public Health (RSPH, 2017), affecting in particular how youngsters spend their free time and maintain social interactions.

Marino, C., et al. (2020) backed up the importance of peer influence and emotion management in teenagers who use social media.

Longobardi, C., et al. (2020) came to the conclusion that adolescents whose Instagram activity is more passive and less dominated by digital status seeking behaviours are less likely to face negative repercussions.

### **2.4 Factors motivating social media adoption**

Wheeler, Yeomans, and Wheeler, (2008); Rifkin, Longnecker, Leach, and Ortia, (2009) discovered that there are a variety of views and opinions that recognise four major benefits of social media use in higher education: improving relationships, improving learning motivation, providing individualised course material, and developing collaborative abilities in their studies. Another advantage of internet-based social technologies, according to Meadows, S.O., Brown, J.S., and Elder, G.H. (2006), is that they are often free or require only a little investment, reducing a potential barrier to adoption.

According to Dhar. J. and Jha. K. (2014), social media has grown into a category of online discourse that enables users to quickly publish, share, bookmark, and network.

### 3. Research Methodology

The present study is exploratory, cross-sectional and qualitative & quantitative in nature. Considering the research objectives, researcher based the study predominantly on primary data sources while secondary data in the form of research papers, published thesis, magazines and newspaper were accessed for reviewing the literature relevant for the topic. Further, primary data was collected through the tool of well-drafted questionnaire which was filled by respondents and enumerators (a person who fills the responses of others after explaining the questions to the targeted respondent). The **sample size** of **500** respondents were surveyed; out of which, **239 respondents** were selected from Government Schools and **261 respondents** were selected from Private Schools in ten selected cities of UP: that included- Lucknow, Jhansi, Kanpur, Prayagraj, Varanasi, Gorakhpur, Agra, Noida, Bareilly & Muradabad. The data was collected by applying quota sampling technique and cross tabulation and factor analysis were applied for analyzing the data with the help of SPSS version 25.

### 4. Data Analysis and Interpretation

#### 4.1 Demographic Profile of the respondents

When the demographic profile of the respondents was examined, it was discovered that out of total 500 respondents, 52.6% were boys and 47.4% were girls. Further the age of these total 500 respondents revealed that 11.4% were 13 years old, 10.8% were 14 years old, 15.4% were 15 years old, 16.2% were 16 years old, 16.4% were 17 years old, 13.6% were 18 years old and 16.2% were 19 years old. The break-up of the respondents as per their class was as follows- 29.8% -Lower Secondary, 37.0% - Secondary and 33.2%- Higher Secondary class. Also, 52.2% of them were in Private school and remaining were in Government school and all were from Uttar Pradesh. The majority (89.2%) of the adolescents were from Urban area and rest were from rural area.

Moreover, when asked whether they use social media or not, all of the 500 respondents agreed that they use social media. Further, time spend on social media initially and presently by these adolescents was also analyzed and it was found that 52.2% respondents spend 1-2 hours on social media initially, 42.4% respondents spend 3-4 hours on social media initially and 5.4% respondents spend 5-6 hours on social media initially. While, 10.4% respondents spend 1-2 hours on social media presently, 66.0% respondents spend 3-4 hours on social media presently and 23.6% respondents spend 5-6 hours on social media presently.

Lastly, the type of social media used by the respondents was analyzed and it was found that 54.6% respondents said yes that they use facebook, 82.4% respondents said yes to the use of whats app, 100% respondents use you tube, 47.0% respondents use Instagram, 14.0% respondents use twitter, 4.8% respondents use LinkedIn, 23.6% respondents use pintrest, 15.2% respondents use snap chat, 36.6% respondents use skype and 57.8% respondents agreed that they use telegram.

#### 4.2 Factor Analysis: Reasons of using social media Initially: All respondents

Factor Analysis was performed to determine the Most Important Variables for **Reasons of using social media Initially: All respondents**

**Table 4.1-KMO and Bartlett's Test**

<b>KMO and Bartlett's Test</b>		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		<b>.518</b>
Bartlett's Test of Sphericity	Approx. Chi-Square	2665.995
	Df	120
	Sig.	.000

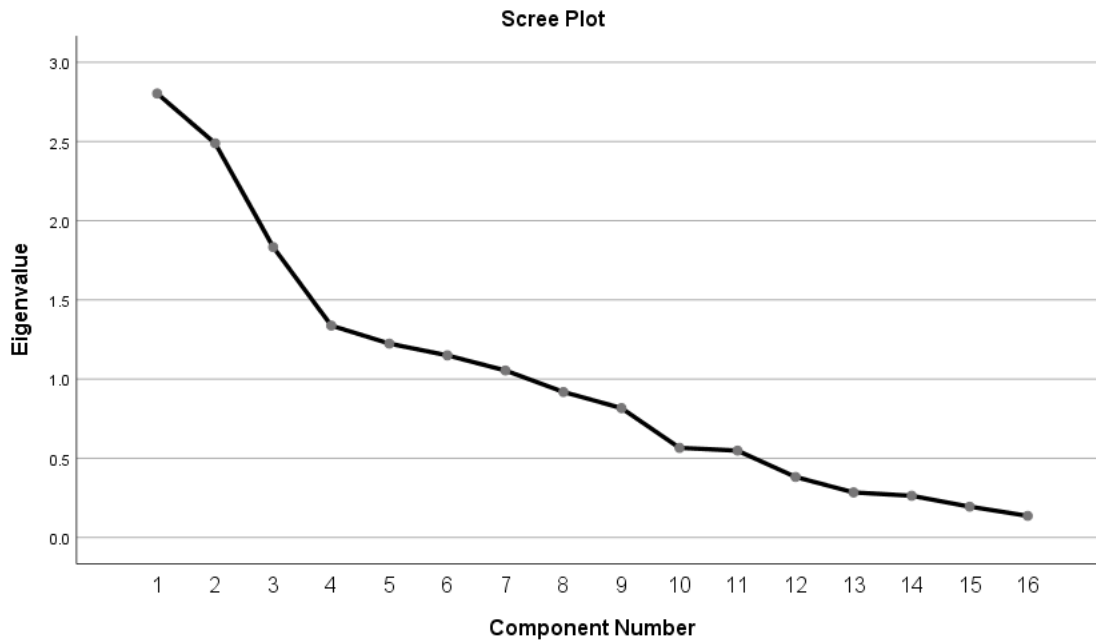
The KMO sample adequacy measure is 0.518, indicating that the data is eligible for factor analysis. Similarly, Bartlett's sphericity test is significant (p 0.001), indicating that there is enough correlation between variables to continue with the research.

**Table 4.2- Total Variance Explained**

<b>Total Variance Explained</b>									
Comp onent	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulati ve %	Total	% of Variance	Cumulati ve %	Total	% of Variance	Cumulati ve %
1	2.803	<b>17.519</b>	17.519	2.803	17.519	17.519	2.173	13.583	13.583
2	2.488	<b>15.553</b>	33.072	2.488	15.553	33.072	1.893	11.833	25.416
3	1.833	<b>11.458</b>	44.529	1.833	11.458	44.529	1.857	11.607	37.023
4	1.338	<b>8.360</b>	52.889	1.338	8.360	52.889	1.759	10.994	48.016
5	1.224	<b>7.651</b>	60.540	1.224	7.651	60.540	1.618	10.111	58.128
6	1.149	<b>7.184</b>	67.724	1.149	7.184	67.724	1.375	8.596	66.724
7	1.055	<b>6.591</b>	<b>74.315</b>	1.055	6.591	74.315	1.215	7.592	74.315

Extraction Method: Principal Component Analysis.

**Interpretation:** In above table, output lists the four values associated with each linear component (factor) before extraction, after extraction and after rotation. Before extraction, Output has identified 7 linear components within the data set. After extraction and rotation, the most important **factor 1 explained 17.519% of total variance, factor 2 explained 15.553% of total variance, factor 3 explained 11.458% of total variance, factor 4 explained 8.360% of total variance, factor 5 explained 7.651% of total variance, factor 6 explained 7.184% of total variance and factor 7 explained 6.591% of total variance.** As evident from the above table (Total Variations Explained) it was found that from the total 7 components, 1st factor is most important and can be extracted.

**Figure- 4.1 Scree Plot****Table 4.3 - Rotated Component Matrix**

<b>Rotated Component Matrix<sup>a</sup></b>							
	Component						
	1	2	3	4	5	6	7
Making new friends	<b>.815</b>	-.261	-.171	.119	-.152	-.060	.084
Video chatting	<b>.775</b>	-.259	-.028	.035	-.039	.265	-.190
To showcase my achievements by sharing my photos/videos	-.081	<b>.913</b>	-.074	.150	-.038	.032	.019
Sharing information	-.254	<b>.806</b>	-.080	.156	.188	-.040	.010
Sending and receiving messages	-.188	-.237	<b>.818</b>	-.083	.104	-.025	.027
To stalk others	.593	.166	<b>.601</b>	-.137	.001	-.224	.094
Playing Online Games	.038	.210	-.052	<b>.823</b>	-.075	.152	-.099
Group Chatting with friends/family	-.047	-.179	.502	<b>-.648</b>	-.115	.057	-.201
Blogging	.487	.107	.499	<b>.499</b>	-.074	.160	-.058
To learn singing, dancing and playing musical instruments etc	-.065	.031	-.076	.023	<b>.905</b>	-.033	-.007



To elevate my social status to earn respect	-.121	.245	.425	-.315	<b>.633</b>	-.068	-.164
To watch/download music videos etc.	.033	-.019	.007	.210	-.026	<b>.815</b>	.017
Spending leisure time	-.124	-.053	.184	.332	.481	<b>-.560</b>	.057
To create content	-.004	-.021	-.062	.006	-.174	-.291	<b>.684</b>
Vlogging	.333	.061	-.202	-.131	-.017	-.264	<b>-.593</b>
To earn money	.251	.185	-.125	-.228	.198	.240	<b>.509</b>

### **Findings: Most Important variables for Reasons of using social media Initially: All respondents**

We discovered the following in the table of Rotated Component Matrix:

**Factor -1** includes following **2** variables

1. Making new friends
2. Video chatting

**Factor -2** includes following **2** variables

1. To showcase my achievements by sharing my photos/videos
2. Sharing information

**Factor -3** includes following **2** variables

1. Sending and receiving messages
2. To stalk others

**Factor -4** includes following **3** variables

1. Playing Online Games
2. Group Chatting with friends/family
3. Blogging

**Factor -5** includes following **2** variables

1. To learn singing, dancing and playing musical instruments etc
2. To elevate my social status to earn respect.

**Factor -6** includes following **2** variables

1. To watch/download music videos etc.
2. Spending leisure time

**Factor -7** includes following **3** variables

1. To create content
2. Vlogging
3. To earn money

### **4.3 Factor Analysis: Reasons of using social media Presently: All respondents**

To determine the Most Important Variables for **Reasons of using social media presently**, factor analysis was used.: **All respondents**

**Table 4.4-KMO and Bartlett's Test**

<b>KMO and Bartlett's Test</b>		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		<b>.485</b>
Bartlett's Test of Sphericity	Approx. Chi-Square	1728.802
	Df	120
	Sig.	.000

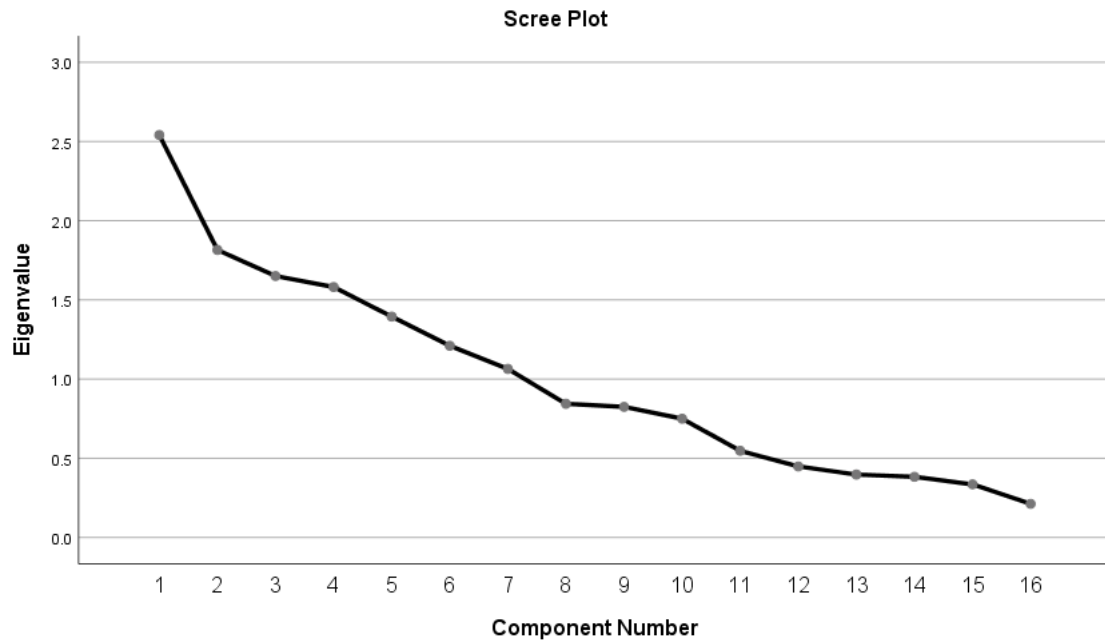
The KMO measure of sampling adequacy is 0.485 which indicates the present data is suitable for factor analysis. Similarly, Bartlett's test of sphericity is significant ( $p < 0.001$ ); that explains existence of sufficient correlation between variables to proceed with the analysis.

**Table 4.5- Total Variance Explained**

<b>Total Variance Explained</b>									
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.541	<b>15.881</b>	15.881	2.541	15.881	15.881	1.882	11.760	11.760
2	1.816	<b>11.349</b>	27.230	1.816	11.349	27.230	1.763	11.021	22.781
3	1.651	<b>10.318</b>	37.548	1.651	10.318	37.548	1.699	10.617	33.398
4	1.581	<b>9.883</b>	47.431	1.581	9.883	47.431	1.613	10.083	43.481
5	1.395	<b>8.718</b>	56.150	1.395	8.718	56.150	1.611	10.072	53.553
6	1.210	<b>7.565</b>	63.715	1.210	7.565	63.715	1.427	8.918	62.471
7	1.064	<b>6.653</b>	70.367	1.064	6.653	70.367	1.263	7.896	70.367

Extraction Method: Principal Component Analysis.

**Interpretation:** In above table, output lists the four values associated with each linear component (factor) before extraction, after extraction and after rotation. Before extraction, Output has identified 7 linear components within the data set. After extraction and rotation, the most important **factor 1 explained 15.881% of total variance, factor 2 explained 11.349% of total variance, factor 3 explained 10.318% of total variance, factor 4 explained 9.883% of total variance, factor 5 explained 8.718% of total variance, factor 6 explained 7.565% of total variance and factor 7 explained 6.653% of total variance.** As evident from the above table (Total Variations Explained) it was found that from the total 7 components, 1st factor is most important and can be extracted.

**Figure- 4.2 Scree Plot****Table 4.6- Rotated Component Matrix**

<b>Rotated Component Matrix<sup>a</sup></b>							
	Component						
	1	2	3	4	5	6	7
Sending and receiving messages	<b>-.805</b>	-.107	.079	-.078	.063	.066	.168
Making new friends	<b>.745</b>	.233	.183	-.289	-.044	.102	.177
To stalk others	.154	<b>.752</b>	.310	.101	.221	-.038	.096
Blogging	.259	<b>.667</b>	-.030	-.152	-.010	-.167	-.119
To earn money	.451	<b>-.494</b>	.213	.035	.237	-.080	-.111
Group Chatting with friends/family	-.147	.182	<b>.817</b>	-.037	-.128	-.115	-.227
Vlogging	.247	-.040	<b>.692</b>	-.132	-.068	.089	.138
To showcase my achievements by sharing my photos/videos	.143	.072	-.266	<b>.796</b>	-.117	-.241	-.085
To elevate my social status to earn respect	-.224	-.126	.061	<b>.788</b>	.148	.200	.106
Playing Online Games	.056	.097	-.222	-.174	<b>.831</b>	-.129	.040
Sharing information	-.217	-.024	-.041	.329	<b>.659</b>	.041	.064
Video chatting	.347	-.011	.296	-.057	<b>.488</b>	.448	-.103
To create content	.003	-.253	-.160	-.053	.002	<b>.778</b>	-.192

To watch/download music videos etc.	.133	-.415	-.315	-.150	.258	<b>-.612</b>	-.243
Spending leisure time	-.169	.198	-.136	-.100	.102	.024	<b>.769</b>
To learn singing, dancing and playing musical instruments etc	.118	-.319	.119	.197	-.062	-.240	<b>.614</b>

### **Findings: Most Important variables for Reasons of using social media Presently: All respondents**

We discovered the following in the table of Rotated Component Matrix:

**Factor -1** includes following **2** variables

1. Sending and receiving messages
2. Making new friends

**Factor -2** includes following **3** variables

1. To stalk others
2. Blogging
3. To earn money

**Factor -3** includes following **2** variables

1. Group Chatting with friends/family
2. Vlogging

**Factor -4** includes following **2** variables

1. To showcase my achievements by sharing my photos/videos
2. To elevate my social status to earn respect

**Factor -5** includes following **3** variables

1. Playing Online Games
2. Sharing information
3. Video chatting

**Factor -6** includes following **2** variables

1. To create content
2. To watch/download music videos etc.

**Factor -7** includes following **2** variables

1. Spending leisure time
2. To learn singing, dancing and playing musical instruments etc.

### **5. Conclusion and Suggestions**

Social media has evolved and widen its horizons to include activities from entertainment to academic purpose and even to money earning and much more with the passage of time. Almost people of all ages use social media for one or the other reasons. As such, adolescents are a no exception when counting the users of social media. Therefore, the researcher focused on exploring the reasons of using social media by adolescents who are from 13-19 years of age studying in private and public schools of U.P. The study analyzed the variations or change in the purposes of using social media by these students then and now.

The results revealed some interesting reasons of using social media by these adolescents initially. It was found that initially adolescents in both private and public schools were using social media for making new friends and video chatting. This is perhaps very realistic finding as the main craze initially was to make new friends and involve in social interactions online. The adolescents were also found to prefer social media for showing their achievements by posting their photos and videos. They also took social media for sharing information with other and sending and receiving messages. It was also found that adolescents also stalk others and play online games. They also use social media for involving ingroupchats with friends/family. Moving down the ladder, reasons of social media usage were learning singing, dancing and playing musical instruments etc.

The need to attain the social status was also fulfilled by them. It was also revealed that the use of social media by the students for earning money was the last reason among all other reasons. While, analyzing the variation in the reasons of using social media then and now it can be deduced that making new friends, stalking people, sending and receiving messages hold the same importance now and then. But, the variation can be inferred as earning money has now become a main reason than many other reasons in using social media. This is a very realistic because today the everything in the world is going online which is providing opportunities to people to earn as well as fulfill other need like social recognition, making new friends and communicating with others. The bog influencers on social media are perhaps shaping the minds of these youngsters pushing them forward and taking new heights. Vlogging, blogging and group chats with friends and family have become a new trend among the adolescents who are being influenced by others from social media.

As such, the main reasons of using social media initially that were on the top of the list have taken a reversed place now for adolescents. The need to showcase their achievements and social recognition is itself being fulfilled when they are getting involved in activities like blogging and vlogging. They are creating their own names in the market and influencing others. As such using social media for playing online games, sharing information, video chatting, spending leisure time, learning music etc. has now become less relevant for the users than other reasons.

### **Suggestions-**

- As the world is moving towards globalization and hence digitalization, we are in the era of online platforms where even our academic life is also accessed online especially in the pandemic period, therefore, students should also be taught to make a good use of social media for their benefits.
- Efforts should be made to guide and train students to protect themselves from digital frauds and scam too.
- Considering the age factor, there should also be some regulations on their use of social media.
- Students should be guided and motivated to strike a balance between the online created social life and the real social life.
- The money earning activities of students on social media should be monitored so that they may not get trapped into scams and illegal and unethical activities.

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