

“Social Media Addiction and Psychological Well-Being of Adolescents”

By

Lakhilu Mepong

(20phd009)

Thesis Submitted to



Avinashilingam Institute for Home Science and Higher Education for Women

Coimbatore-641043

In Partial Fulfillment of the Requirement for the Degree of

Master of Science in Human Development

May 2022

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Under The Guidance Of

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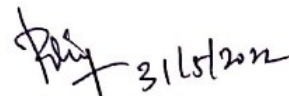
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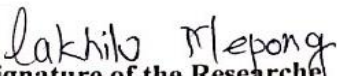

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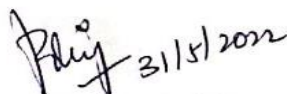
DECLARATION

DECLARATION

I hereby declare that dissertation entitled, "**Social Media Addiction and Psychological well-being of adolescents**" submitted to Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore in partial fulfillment of the requirements for the award of the **Degree of Master of Science in Human Development**, is a record of original research work done by me under the supervision and guidance of **Vijaya Lakshmi. G M.Sc., M.Phil., Assistant Professor, Department of Human Development**, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore and that it has not formed the basis for the award of any Degree/ Diploma/ Associateship/ Fellowship or similar title to any candidate of any other University and it represents entirely an independent work on the part of the Candidate.


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CHAPTER I

INTRODUCTION

I. INTRODUCTION

Adolescence is the transitional duration from early life to maturity that takes place amongst the age group of 13 and 19 years. It is a time in lifespan development that brings approximately dramatic changes—physical, intellectual, emotional, and social. While the ones changes rise up at some stage in life, they'll be particularly daunting at some stage in the tween and teen years. Adolescence can be a time of each disorientation and discovery. The transitional period can enhance questions of independence and identity; as young adults cultivate their experience of self, they may face difficult choices regarding academics, friendship, sexuality, gender identity, drugs, and alcohol. The transition can without a doubt reason anxiety approximately physical development, evolving relationships with others, and one's vicinity in the huge world. Mild anxiety and distinct annoying conditions are typical, but excessive highbrow health conditions moreover emerge at some stage in adolescence. Addressing a disorder early on can help ensure the first-class feasible outcome.

Internet addiction

Internet dependency is the stage in which the use of the Internet turns into compulsive; the person starts to broaden the dependence of the Internet for his or her mental well-being, and the person reports unsightly emotions from deprived of the Internet. This creates a situation wherein the user feels that they want the Internet to feature their day to day lives. Adolescence is a time of self-discovery, improved social independence, and transformation into a completely unique individual. While peers, parents, and educators have an immediate effect on youngsters throughout face-to-face interactions, Internet-primarily based totally entities are gambling and more big position throughout this crucial existence stage. Internet use for social functions has accelerated dramatically over current years.

Mental Health –; Adolescence is a time of social pressure, identification formation, and emotional ups and downs. For those who has the ability of seamlessly maintaining and keeping the friendship circle rightly and the feelings of belonging, social media can be considered as a factor of connection and positivity. However, we realize that peer rejection and absence of close friendships can increase the chances of growing the despair and low level of self-esteem. Research indicates that a few teenagers who are active users of social media are frequently bored, unhappy, and generally tend to get into greater hassle than their peers. The emotional toll of social media on younger women's and girls' self-image concerns can be particularly high.

Cyberbullying -; While bullying has been taking place in every generation, the superiority of social media has become the topmost medium of communication that opens up what may be an abyss of emotional misery for teenagers. This is a brand-new stage of bullying that has doubtlessly deadly results. And people who are sufferers of cyberbullying are probably in flip to perpetuate it. It is a vicious cycle and might take place to everybody on this age group, leading to results consisting of despair, anxiety, isolation, and suicide.

Text and Picture Messaging –; One of the inherent troubles with textual content messaging is the absence of visible cues. Text messaging (or video-gaming) changing face-to-face interactions creates a two-fold trouble which could affect empathy and accountability. Teens are now, in a way, greater disadvantaged of visible cues than previous generations were, who could see the emotional effect of a positive form of verbal exchange. When a message is dispatched without seeing the recipient, it is straightforward for miscommunication to occur, which in turn diminishes accountability. Because of their nevertheless growing ability for self-regulation and their susceptibility to peer pressure, youngsters and kids are at a few chances as they navigate and experiment with social media.

The trade of pictures and movies on this demographic is lightning quick. It is critical that tweens and teenagers, and their parents, apprehend that any private records placed out into on-line can effortlessly be misused by others. Young people want to apprehend the doubtlessly negative results of what they trade with their peers. Messages, particularly snap shots and videos, can last longer and therefore be greater injurious than a face-to- face interaction or event. Sexting, for example, can depart an enduring poor effect on a younger person’s life. It is expected that 20% of teenagers have dispatched and obtained sexually express snap shots or messages. Often teenagers have interaction in sexting without considering the results.

Socialization, Communication, and Enhanced Learning Opportunities -; social media is a top most source of connection amongst tweens and teenagers. Because most of the younger people use these platforms to stay linked with buddies and family, in addition to a manner to make new friends, the advantages that come from its use are systemic and increases the self-esteem, network and the world at large.

Online exchanges also can assist foster individual identification and creativity through constructing on social capabilities. Adolescents have the possibility to study from every other. By broadening on line connections, teenagers have a chance to find out the differences. These sorts of communication can decorate respect, tolerance, and get entry to a broader information of various social and cultural backgrounds.

For many middle- and high school children, social media is likewise a manner to attach on homework and group projects. These structures may be an incredible device for participating and sharing thoughts about assignments. In a few instances, schools have effectively used blogs as a way of improving writing capabilities in addition to creativity. Social media can provide assist in extraordinary ways. There are positives for individuals who need to discover romantic relationships, friendships and social status.

Hence, right here the researcher points out a number of the excessive social networking addictions. There is a developing scientific proof base to indicate excessive social networking sites use might also additionally result in symptoms traditionally related to substance-associated addictions (Andreassen, 2015). For a small minority of individuals, their use of social networking sites might also additionally turn out to be the single most crucial hobby that they interact in, leading to a preoccupation with social media use. The activities on these sites are t used as a way to set off temper alterations, fulfilling emotions or a numbing effect (temper modification).

Increased amounts of time and energy are required to be placed into enticing with social networking sites activities with the intention to attain the equal emotions and state of thoughts that happened in the initial stages of usage (tolerance). When social media use is discontinued, addicted people will revel in bad mental and once in a while physiological sign (withdrawal), frequently leading to a reinstatement of their social media use.

Thus, there are expanded concerns with respect to the possible negative impacts related with social media usage compulsion, especially on mental well-being. Smartphones some of the time divert their clients from connections and social interaction, the over the top utilize of social media may lead to smartphone habit, essentially because of the fear of missing out. Social media utilization has been related with uneasiness, depression, and sadness, social separation, and “phubbing,” which alludes to the degree to which a person employment, or is diverted by, their smartphone amid face-to-face communication with others. Quick development and multiplication of the internet have given superior openings for communication, data, and social interaction. In any case, the excessive undisciplined utilize by a few people has driven to the rise of the concept of internet addiction. In truth, younger internet clients between 18 and 24 years old were more at hazard of getting to be web addicts than older users. Mental and natural variables within the lives of college students may take off them excessively powerless to internet habit. Conceivable reasons for this are: - understudies have tremendous squares of unstructured time, schools and colleges give free and boundless access to the web, students from the ages of 18–22 years are for the first time absent from parental

control without anybody checking or censoring what they say or do online, young students involvement unused issues of adjusting to college life and finding modern companions, and regularly conclusion up looking for a companionship utilizing diverse application, students get full support from staff and directors in utilizing the distinctive internet applications, young people are more prepared to utilize the diverse applications of technological innovations and particularly the web, students want to escape college sources of stress coming about from their commitments to pass examinations, compose papers, and complete their degrees within the endorsed time with sensible marks, and at last, students feel that college life is estranged from social exercises, and when they wrap up their ponders, the work showcase with all its vulnerabilities could be a field where they must take part and succeed in finding work.

The World Health Organization (WHO) reported that 10–20% of children and teenagers around the world encounter mental wellbeing issues. It is evaluated that 50% of all mental clutters are set up by the age of 14 and 75% by the age of 18. The foremost common disorders in children and young people are generalized anxiety and misery, respectively. The predominance of anxiety and sadness has increased by 70% within the past 25 years in young individuals. Depression and anxiety have unfavourable results on youthful advancement, counting lower educational fulfilment, school dropout, disabled social connections, and expanded hazard of substance abuse, mental wellbeing issues and suicide.

Numerous research considers detailed of students announcing an effect of their utilization on their lives, three-quarters (74%) claimed that it had a negative effect, specifically hesitation, diversion, and destitute time-management. Children who go on social networking sites like Facebook, Twitter and Instagram for more than three hours a day are more likely to have mental wellbeing issues. Such children hazard their enthusiastic and social improvement deferred as they spend so much time in virtual world. The weight of ‘always to be perfect’ and the overpowering encourage to reply instantly to the texts and posts comes about into anxiety and a sense of missing out. The worst thing around this can be that young people need more rest than grown-ups do, so night-time social media utilize can be inconvenient to their wellbeing. Online bullying, slut-shaming etc. which are by-products of overabundance utilize of web are hampering physical and passionate wellbeing of youthful individuals in our nation.

Majority of social media users were under 30, with most being young people. According to research, 95% of young people who utilize social media have seen shapes of cyberbullying on social networking sites and 33% have been victims of cyberbullying. Indecent face book comments put parcel of weight on youths and it led to disastrous repercussions in few cases, like major depression and suicides. It appears, how much is it vital to be considered

‘cool’ and ‘popular’ and to get quick and most extreme comments or ‘likes’ on status upgrades or pictures and up in friends’ count’ by the day. In any case, it is critical to note that in all the over cases, it was not the inborn nature of social media, but the fact that we need to be electronically connected at all.

A study conducted by Uz Bař et al. (2016) reveals the relationship between problematic internet use and psychological well-being and social support among university students showed that there was a negative and significant relationship between psychological well-being, social support from friend, and perceived total social support, with the excessive use of problematic internet use subscale and negative results subscale of internet.

In the study done by Söner and Yılmaz (2018) there was no substantial difference in psychological well-being between male and female students. It was seen that psychological well-being levels differed according to having smart phone. The Internet provides tremendous educational advantages for students as well as providing better opportunities for adults to communicate, learn and interact with the social community; however, excessive internet use can negatively affect the level of psychological well-being. As clarified by the social comparison hypothesis (Frestinger) individuals tend to compare themselves to others to evaluate their opinion and capabilities. Interestingly, such conduct is more common in young people than in children and adults. The effect of the social media on mental well-being may contrast between young people who engage in descending social comparison (comparing themselves to lower entertainment) and those who utilize higher entertainers as a reference point.

It is also recognized that there are diverse shapes of compulsion based on the sort of the internet activity- for example downloading, shaping online connections, compulsive shopping, getting to explicit entertainment and gaming. It is seen that more than half of the young people log into social networking sites numerous times in a day. Social media habit consolidates the involvement of the classic compulsion symptoms, namely mood alteration (that engagement in social networking sites leads to a favorable alter in emotional states)., salience (that behaviour, cognitive and enthusiastic distraction with the SNS utilization), resistance (that ever expanding utilize of SNS over time), withdrawal indications that encountering repulsive physical and enthusiastic side effects when SNS utilize is limited or stopped). Conflict (that interpersonal and intrapsychic issues results since of SNS utilization), and relapse (that addicts rapidly return back in their over-the-top SNS after restraint period).

Based on the reality the researcher notices the view of facebook addiction. Teenagers are more drawn to Facebook because it has numerous gaming application and instant

responsive chat offices and are caught up within the virtual world for hours and hours. These diversions make them ignorant of the time; their obligation and objective are set towards accomplishing and finishing the different levels within the amusement. Indications for individuals getting to destinations like Facebook tends to disregard almost their individual issues or investing a lot of time considering approximately how to utilize social media show that there's an issue. Facebook users had lower Grade Point Averages and spent less time studying than students who did not utilize this social networking sites.

Social Networking Sites like facebook have an extensive impact on the studies. It has been compared the scores or the grades of the users and the non-users of Facebook and it has been demonstrated that non users of Facebook perform well in their study. At the same the study does not go on to fault the Social Networking Site but the fitting utilizes of facebook with appropriate arranging and direction of the instructors and guardians, facebook as a device may be utilized successfully to socialize with the companions without influencing the academic performance of the students.

Children spend more time on the internet, particularly on Social Networking sites like Facebook instead of investing time with their parents. In certain educational institutions where the usage of Facebook isn't engaged, children come home and make it up by investing time at home before the internet, where they either play or chat with their companions online. Children regularly bolt themselves up and hunt for privacy when they are on social networking sites as they regularly see their parents as a risk. This causes a strain in relationship between guardians and children. Parents developing curiosity as to what the children are doing and children expanding inclination to preserve their privacy, their individual life and companions makes a fracture between parents and children.

Ray and Jat (2010) have found that mass media has potentially harmful effects on the health and behaviors of children, as they “are not yet mature enough to distinguish fantasy from reality, particularly when it is presented as “real life”. This can lead the child to have distorted views about the world and their relationships with other individuals. It can also lead the child in turn to spend less time with their parents, or doing outside activities, which can cause isolation and aggression over time.

Social media is utilized by members to satisfy perceived social needs, but are absolutely baffled. This causes issues because it interferes with “real life socializing”. Individuals confound social media utilization with true communication. A few online behaviors cause stress and anxiety, much of this related with companions and the existing of few online posts. Researchers found that only exchanges that included direct communication and response of

messages to each other expanded sentiments of connectedness. In any case, inactive utilization of social media without sending or getting messages to people does not make individuals lonely unless they are characterized lonely to start with. Now and then they are living in a virtual world and the common sense of the life and the genuine meaning of life and its color and the meaning of delight are being misplaced.

According to Child Trends (2015), depression tends to heighten during the adolescent years and has the capability of causing more lasting damage within other areas of functioning, such as with interpersonal relationships, employment status, and psychological/emotional state.

Bickham, Hswen, and Rich (2015) explored how movies, television, and video games may lead to depression among adolescents. Facebook addiction among high school and college students is associated with increased depressive symptoms.

Andreassen and Pallesen (2014) defined Problematic Social Media use (PSMU) as “an excessive concern about social media, being driven by a strong motivation to use social media, and devoting so much time and effort to Social media use that it impairs other social activities, studies/job, interpersonal relationships, and/or psychological health and wellbeing”.

Social media platforms and smartphones have a worldwide base of roughly 2.5 billion clients. A developing number of these users engage in night-time, that's night-time, social media use, which may be credited to the comfort and mobility of smartphones. The night-time utilizes of innovative gadgets, such as smartphones, is related with work errors and sleep deprive. In expansion, a report on young grown-ups within the U.K. assessed that around 20% of people regularly wake at night to check social media notices which caused them to involvement more fatigue than their peers.

Individuals' maladaptive utilize of smartphones and compulsive social media use can result in negative results in their day by day lives, such as social media weariness, a “fear of missing out” (FoMO), and sleep unsettling influences. Destitute sleep quality, anxiety, and discouragement happen in youthful people who are too much dynamic on social media. Individuals who show indicators of reduced well-being, such as anxiety and misery, may show consumption patterns that reflect generally addictive practices. People with these characteristics may show an inclination toward risky utilize of mechanical stages, illustration social media or smartphones.

Social media use exerts a negative influence on sleeping habits. Individuals desire to stay connected to social media and habitually prefer to keep their smartphones in proximity, even during the night, to ensure quick responses to social media communication. Majority of adolescents use technological devices within an hour of self-reported bedtimes, which suggests

a deficiency in self-regulation. Individuals' use of technological devices, such as smartphones, prior to sleep could influence circadian rhythms leading to poorer sleep quality, and problematic sleep.

Another problem behavior that is related to Internet technology is cyberbullying perpetration (CBP). CBP is defined as the use of Wi-Fi-enabled devices such as computers, tablets, and mobile phones by a person or group of people with the purpose of intentionally and repetitively behaving in a hostile way to harm the others. Losing control while using the Internet increases the probability of risky online behaviors such as CBP. CBP, which is reported as being frequent during adolescence, is a serious problem that affects 20–40% of young people. CBP appears to continue in adulthood but starts to decline during late adolescence. The fact that cyberbullying perpetrators do not need to know their victim and do not see the results of their actions are among the factors that can increase the frequency of CBP. Digital platforms where individuals are most exposed to or demonstrate CBP are via instant messaging and social media.

Individuals' problematic social media use, which is arguably a “pure” form of Internet addiction or sub-type of Internet addiction because there is no offline equivalent, have similar symptoms to the deprivation symptoms of substance abuse. Teenagers emotionally invested too much in social media during night and day, had low sleep quality, low self-esteem, high anxiety, and high depression levels. This may mean that if adolescents are not connected to social media, they may feel isolated and stressed, and may lead to increased anxiety and depression. These symptoms can arguably be considered as indicators of deprivation. Individuals addicted to Internet activities have low levels of self-esteem, and that positive or negative feedback to their online posts can affect their levels of self-esteem. Individuals use social media platforms for many reasons, including seeking social support, appeasing their emotions, and coping with depressed psychological status. However, sometimes social media platforms have the opposite effects than to what is desired. For example, depressed individuals with low self-esteem share posts that reflect their negative psychological status to receive support from others, and if this behavior does not result in receiving the desirable reactions, they may feel worse.

In sum, depression—which is strongly related to self-esteem—is an important construct that affects life satisfaction and psychological wellbeing, as well as influencing online behaviors among adolescents and young adults. Problematic social media use and cyber bullying perpetration are positively related to depression. According to problematic behaviour theory, low self-esteem is among the personality risk factors that may lead to development of

problem behaviors. One of the key challenges faced by many parents is to manage the pervasiveness of social media in adolescents' lives and its effects on adolescents' well-being (example life satisfaction) and ill-being (example depressive symptoms). Parents may manage adolescents' social media use and social media-induced well-being and ill-being through media-specific parenting: parental actions to restrict, regulate, and discuss adolescents' social media use.

Adolescents whose parents used more inconsistent or controlling restrictive mediation and adolescents who did not accept parents' internet rules spent more time using social media. In contrast, adolescents spent less time using social media if parents had greater control over adolescents' social media use or used more autonomy-supportive restrictive mediation. Evidence regarding problematic social media use is fairly consistent. Overall, studies found that adolescents reported less problematic use if parents used more parental monitoring, restrictive or active mediation, or strict internet and smartphone rules. One study yielded opposite findings, showing that more restrictive mediation was associated with a higher risk of social media addiction.

Regarding cyberbullying, adolescents were more often a perpetrator or victim of cyberbullying if parents used more monitoring or restrictive mediation, but less often if parents used more active mediation.

Finally, the only study that focused on the association of media-specific parenting with sexting showed that adolescents sent less sexts if their parents had more rules about the content of adolescents' internet use or more knowledge of adolescents' activities, whereabouts, and companionship. While parental mediation and monitoring may cause changes in adolescents' social media use, it is equally likely that adolescents' social media use elicits changes in parents' mediation and monitoring.

Parental mediation and monitoring may boost adolescents' well-being and act as a buffer against ill-being. Adolescents reported fewer depressive symptoms and higher life satisfaction if parents had greater control of adolescents' social media use. Likewise, adolescents reported fewer depressive symptoms if parents used more mediation before and fewer sleep problems if parents had strict rules about media use before bedtime before.

The effectiveness of parents' mediation and monitoring depends on the strategy (restrictive versus active) and style (autonomy-supportive versus autonomy-restrictive). Adolescents reported more depressive symptoms if parents used more restrictive mediation before, but fewer depressive symptoms if parents used more active mediation. Adolescents had more anxiety and depressive symptoms if parents used a more autonomy-restrictive style

to restrict adolescents' media use, but fewer of these symptoms if parents used a more autonomy-supportive style. Likewise, adolescents reported better social well-being (example getting along well with friends) if they felt understood and taken seriously by their parents when communicating about their social media use.

Adolescents who had been a victim of cyberbullying reported fewer depressive symptoms if parents used more active mediation, but more depressive symptoms if parents used more restrictive mediation. Social media co-use did not moderate the association between cybervictimization and ill-being.

Importance of the study;

Adolescents are one of the most vulnerable age groups. It is the period of lifespan where many external and internal changes come through. And this change comes through many external and internal factors. The advancing technology has been top influencing factors. Social media addiction is becoming common between all the adolescents. The adolescents are very much inclined towards the usage of social media that they become addicted to it. And this addiction brings along many problems in psychological well-being. Many adolescents tend to be depressed, sad, not satisfied with what they have, low self-esteem, sleep deprivation and many more. This study being the stepping stones of adolescents is done in order to reduce the social media addiction and at the same time they will improve the psychological well-being of adolescents.

Objectives;

Primary Objectives:

- To observe the relationship between social media addiction and psychological well-being of adolescents

Secondary Objectives:

- To determine the factors affecting the social media addiction of selected respondents
- To assess the psychological well-being of selected respondents

CHAPTER II

REVIEW OF LITERATURE

II. REVIEW OF LITERATURE

Review of literature pertaining to study entitled 'social media addiction and psychological well-being of adolescents' is presented under the following sub headings.

- a) **Definition of adolescents**
- b) **Definition of smartphone addiction**
- c) **Risk of social media addiction**
- d) **Significance of psychological well-being**
- e) **Relationship between social media addiction and psychological well-being**
- a. **Adolescence**

Adolescence is a transitional phase of growth and development between childhood and adulthood. The world health organisation (WHO) defines adolescents as any person between ages 10-19. Adolescence is usually associated with the teenage years, but its physical, psychological or cultural expressions may begin earlier and end later. Puberty typically begins during preadolescence, particularly in females. Physical growth (particularly in males) and cognitive development can extend into the early 20s. Puberty is a period of several years in which rapid physical growth and psychological changes occur, culminating in sexual maturity. The average age of onset of puberty is at 11 for girls and 12 for boys. Every person's individual timetable for puberty is influenced primarily by heredity, although environmental factors, such as diet and exercise, also exert some influences. These factors can also contribute to precocious and delayed puberty.

Adolescence is a complex and often difficult period in development both for adolescence and for their families because of rapid physical change, psychological and cognitive changes and by an accelerating succession of urgent societal demands, adolescence faces formidable challenges in the essential task of deciding who they are, what they are going to be and how they are going get these. Thus, this is an important period of human life. It is a period of transition and rapid change. Neither the person is called a child nor an adult because the individual has crossed childhood and yet to reach the stage of adulthood. Thus, the status of the individual is vague and diffused and there is confusion about the roles he/she is going to play. Period of change is the general characteristic of the adolescence period. During this stage, there is a change in physical, psychological and sociological aspects of an individual along with values, attitudes, interests and behaviour. Thus, consistency and inconsistency are found in the life cycle. This is also called the Storm and Stress period. The sudden and rapid change of physical and psychological aspects during this stage create a problem for the adolescent.

Adolescence youth are interested to solve their problem independently and try to achieve independence from parents establishes, cooperative and workable relationships with peers and preparing for a meaningful vocation. But sometimes they cannot solve the problem, which itself creates a problem for them. Each of the periods has its problems that must be solved if the individual is to enter the next period without handicap. Adolescence is perhaps no more important stage of development than any others, but it is the last stage before adulthood and it, therefore, offer to both parents and teacher the last opportunity to educate a child for his adult responsibility. During this period the aspirations, thoughts and achievements etc are more idealistic rather than realistic. Young boys and girls think the more unrealistic, false and illogical ideas which sometimes hurt and disappoint them in life. It is found out that the false idealistic ideas disappear gradually and adolescence sees their life, family and friends more realistically (Ekramul Hoque 2022).

There are risk factors that could influence the psychological well-being of adolescents negatively, including negative peer group pressure, substance abuse, criminal behaviour, teenage pregnancies, eating disorders and depression. Adolescents who are more conservative could be resilient in respect of these risk factors due to the following reasons: The more conservative adolescent has a tendency to conform to the social order. This could lead to more socially acceptable and responsible behaviour, which could minimise risk factors, such as criminal behaviour and substance abuse.

According to Kohlberg (1984), the main moral development in adolescence is the establishment of conventional morality. This stage is characterised by the internalisation of society's values and norms. It is clear that the adolescent's level of conservatism will play a central role in this regard. Adolescents, who are more conservative will be inclined to internalise the values of the society in which they live and will therefore be more inclined to conform. Adolescents who are more conservative have a tendency to simplify, structure and control their internal environment, which could minimise impulsivity. The religious or spiritual tendency of the more conservative adolescent could contribute to a strong moral value system that could minimise risk factors such as criminal behaviour, substance abuse and promiscuous behaviour. Adolescents who are more conservative prefer strict rules and punishment. This could also make them less prone to negative peer group pressure in terms of illegal activities.

Wormingtona et.al, (2014) described the role of peers in an adolescent's life is very important as it gives shape to an adolescent's personality, outlook, behaviour and subsequently the adjustment. Victimization by the peers often leads to maladjustment in social and academic settings but, this study tried to focus on the relationship between peer victimization, academic

behaviour and alcohol use. The sample of adolescents taken was based on reported peer victimization, belongingness towards school and academic results along with alcohol use. The results implicated that school belongingness acts as a mediator between peer victimization and behavioural adjustments in adolescents.

Wang et.al, (2013) tried to find out the relationship between parent adolescent conflicts, effortful control and the relationship between the teacher and the student on an adolescent in a longitudinal context about factors like depression and misbehaviour, the data was collected from 1400 urban adolescents consisting of both males and females and consisting both blacks and whites on their symptoms and misconduct from the age of 13 to 18. The idea was to see if a good and warm student-teacher relationship would in any way affect these behaviours. In alignment with the hypothesis, irrespective of the gender, conflict in parent adolescent behaviour in early stages put adolescents in the risk of depression and misconduct whereas, a positive and warm student-teacher relationship protected adolescents from these factors. Also, this positive relationship helped the adolescents overcome conflictive relationships with parents and helped them to attain better equilibrium in terms of behaviour over a period of time.

b. Smart phone addiction

Addiction is considered by WHO (World Health Organisation) as dependence, as the continuous use of something for the sake of relief, comfort, or stimulation, which often causes cravings when it is absent. The two major categories of addiction involve either substance addiction, that is “drugs or alcohol addiction” or “behavioral addiction such as mobile phone addiction.”

A Smartphone is a term used for distinguishing mobile phones with advanced features from basic feature phones. The term “Smartphone” first appeared in 1997, when Ericsson described its GS 88 “Penelope” concept as a smartphone. This term was basically introduced in the market for a new class of mobile phones that provides integrated services from communication, computing and mobile sectors such as voice communication, messaging, personal information management applications and wireless communication capability. Mobile phone addiction is one of the forms of compulsive use of “a mobile phone” by adolescents across the world.

Indian adolescents are highly affected by this high smartphone engagement. Over the last decade, problematic and possibly addictive mobile phone use has proliferated, suggesting some individuals may develop addiction-related problems as a consequence of their mobile phone use. Problematic mobile phone use is a multi-faceted condition, with dependent use

being one possible consequence (Billieux et al). An addictive pattern of mobile phone use is characterized by the use of specific applications, including calls, instant messaging, and the use of social networks. Each adolescent does not become addicted to the Internet, but to the activities they engage in on the Internet, such as social networking sites use (Kuss and Griffiths, 2011). Using social networking sites is a particularly popular activity on smartphones, with around 80% of social media used via mobile technologies. For instance, approximately 75% of Facebook users access the social networking sites via their mobile phones. Therefore, it can be suggested that smartphone addiction may be part of social networking sites addiction. (Davey, S., Davey, A. (2014). Excessive use of smartphones has indicators similar to those of alcohol and drug addiction. Smartphones are devices that enable people to be continuously online and interactive (Park and Lee, 2014). In such case, overusing smartphones harm people's functionality and lead to a psychological and behavioral addiction (Zhang et al., 2014). Smartphone addicts use social network websites and chats extensively. Adolescents with high levels of smartphone addiction have high levels of shyness, loneliness, and depression, more stress, sleep disorders.

The study done by Yildiz 2017, the relationships between smartphone addictions and emotion regulation is also seen. Individuals with high levels of Internet addiction have difficulties in regulating emotions. Suppression, as a dysfunctional strategy of emotion regulation, mediated between problematic smartphone use and anxiety. Suppression, among emotion regulation strategies, is not only limited to emotions; at the same time, suppressing thoughts is a way of coping used against addictions. Addicts attempt to control their desires by suppressing their own thoughts. The biggest reason for smartphone usage among teenagers in the addiction group was habitual use, and surprisingly, the most commonly used function was "online chat," not "games." The risks factors of smartphone addiction include, preoccupation, tolerance, lack of control, withdrawal, mood modification, conflict, lies, excessive use, and loss of interest etc and special attention is needed in adolescents since these factors could affect family relationships as well as peer relationships in schools and cause long term consequences (Bae, (2017).

Mobile phone addiction also constructs nomophobia. Nomophobia is shorthand for "no mobile phone phobia", which means the fear of being without one's mobile phone (Bragazzi and Del Puente, 2014). The criteria for nomophobia include: regular and time-consuming use of mobile phones, feelings of anxiety when the phone is not available, "ringxiety" (meaning repeatedly checking one's phone for messages, sometimes leading to phantom ring tones), constant availability, preference for mobile communication over face-to-face communication,

and financial problems as a consequence of use. Nomophobia is inherently related to a fear of not being able to engage in social connections, and a preference for online social interaction (which is the key usage motivation for social networking sites use), and has been linked to problematic internet use and negative consequence of technology use, further pointing to a strong association between nomophobia and social networking sites addiction symptoms.

Using mobile phones is understood as leading to alterations in everyday life habits and perceptions of reality, which can be associated with negative outcomes, such as impaired social interactions, social isolation, as well as mental health problems, including anxiety, depression and stress. Consequently, nomophobia can lead to using the mobile phone in an impulsive way, and may thus be a contributing factor to social networking sites addiction as it can facilitate and enhance the repeated use of social networking sites, forming habits that may increase the general vulnerability for the experience of addiction-related symptoms as a consequence of problematic social networking sites use (Griffiths et al).

Bhardwaj and Ashok (2015) studied mobile phone addiction and loneliness among 100 teenagers (50 boys, 50 girls) of age group 13 to 17 years of Mumbai, India. Random sampling method was used. This study used survey method and data were collected by using demographic form, Mobile phone addiction scale by Dr. A. Velayudhan and Dr. S. Srividya and Loneliness Inventory by Uma, Meenakshi R. and Prof. K. Krishnan. The study found high 56 level of mobile phone addiction among teenagers, but no such gender difference was found to be existed on mobile phone addiction. Besides, the result also revealed that high level of loneliness was found among teenagers, but no gender differences was found. Finally, it was concluded that mobile phone addiction was significantly associated with loneliness.

Yildiz (2017) conducted a study to determine the adolescents' smartphone usage and levels of nomophobia, besides examining the variables related to nomophobia among the students in Turkey. The study consisted of 786 students studying 7th and 8th grades of a middle school. A personal information form and four data collection tools were used in the study. Analyses were done by SPSS. The findings of the study revealed the point social media addiction was positively correlated with adolescent nomophobic behavior levels, and focus of control was negatively correlated with nomophobic behavior levels.

c. Risk of Social Media Addiction

Social media addiction is a term that is often used to refer to someone who spends too much time on social media like Facebook, WhatsApp, Instagram, Snapchat, Tinder, TikTok and Twitter or other forms of social media. Nowadays the adolescents are constantly making videos on TikTok or other similar applications while ignoring all the other productive and

constructive activities and believing that they can have a secure future with the use of social media which results in addiction of these social media platforms.

Social media addiction can interfere with daily life and negatively impact the social life. If the adolescents are constantly on social media, it can cause to isolate from others and avoid personal interactions. This can have a profound impact on communication, interpersonal, and social skills. Among the other dangers of social media is obsessing about what other people are posting. Often, this causes mood changes, such as depression and anxiety. Some of the most common signs of a social media addiction include: spending the majority of the time thinking about or using social media, feeling anxious or restless when not using social media, neglecting responsibilities, such as school work, in order to use social media, feeling anxiety when unable to access to social media. Extended use of social media has led to increased Internet addiction, cyber bullying, sex chatting, sleep deprivation, and the decline of face-to-face interaction.

Adolescents spend more time on Facebook. Some argue that Facebook is efficient in disbursing virtual empathy since people feel good when a lot of people wish them on birthday. The reality of course, is that the numbers game of “likes” is creating a compulsion or addiction. Facebook is an addiction when one finds constant pleasure from the experience. Facebook is a compulsion if it creates an anxiety when one is not online. Students are more drawn to Facebook as it has many gaming application and instant responsive chat facilities and are caught up in the virtual world for hours and hours. These games make them unaware of the time; the responsibility and goal are set towards achieving and accomplishing the various levels in the game.

According to an Indian study based on addiction that says people in the age group of 15- 30 use Facebook more than 12 hours a day. Social Networking Sites have an effect on the studies too. It has been compared the scores or the grades of the users and the non-users of Facebook and it has been proved that non users of Facebook perform well in study. Adolescents spend more time on the internet, especially on Social Networking sites like Facebook rather than spending time with their parents. In certain educational institutions where the usage of Facebook is not entertained, children go home and make it up by spending time at home in front of the internet, where they either play or chat with their friends online.

Children often lock themselves up and seek for privacy when they are on social networking sites as they often see their parents as a threat. This causes a strain in relationship between parents and children. Parents growing inquisitiveness as to what the children are doing and children increasing tendency to maintain their privacy, their personal life and friends creates a rift between parents and children. Social media has potentially harmful effects on the

health and behaviors of children, as they “are not yet mature enough to distinguish fantasy from reality, particularly when it is presented as “real life”. This can lead the child to have distorted views about the world and their relationships with other individuals. It can also lead the child in turn to spend less time with their parents, or doing outside activities, which can cause isolation and aggression over time (Veronica et al, 2015). High engagement in social networking is partially due to what has been named the ‘Fear of missing out’ (FOMO). It means “a pervasive apprehension that others might be having rewarding experiences from which one is absent”. Higher levels of Fear of missing out have been associated with greater engagement with Facebook, lower general mood, lower wellbeing, and lower life satisfaction.

Media affect youth by shaping what they do and believe through adaptation and imitation. When it comes to video game violence specifically, the general aggression model suggests that sustained exposure produces short-term and long-term physiological arousal as well as aggressive thoughts and behaviours. The violent contents and interactive media like first-person shooter video games can significantly encourage antisocial attitudes and aggressive tendencies among youths. Its exposure is also found to be associated with such undesirable outcomes as negative self-perception, eating disorder and substance abuse.

In more recent years, with the rapid advancement of media technology and electronic communication, cyberbullying has become a major problem as a new form of antisocial behaviour. Online communication is found to raise the likelihood of being a perpetrator of bullying. On the other hand, evidence also indicates that time spent online can increase the chances of being cyberbullied. Heavy Internet use increases the odds of being a repeated victim of online bullying. Prior research has further linked social media activities in particular and Internet use more broadly with a host of negative mental health issues such as poor psychological functioning and distress, low self-esteem, anxiety, depression, loneliness and even suicidal ideation. Certain kinds of media can actually produce positive or prosocial attitudes among youths and that online socializing, under specified conditions, can be beneficial for them. Far from creating developmental problems, video games may promote such positive attributes as cooperation and problem-solving skills. Playing active video games may even help increase health-promoting physical activities for the participants (Blanc et al.,). Benefits include enhanced capacity for (online) socializing, increased learning opportunities and greater access to health-promoting information, among others (O’Keefe et al., 2011). Social media may help to raise self-esteem and increase sense of belongingness as well, which can indirectly have a positive impact on psychological well-being.

Social media use may also widen user's social networks, strengthen the social relations and help to channel more social support. Socializing online can also lower feelings of loneliness among teens, thereby contributing to subjective well-being. In addition, social media websites can function to compensate for the participants weak social skills, by enabling them to fulfil their desires for social interaction, friendship generation and identity exploration.

Vijayakumar and Ganesh (2018) engaged a study to find out the impact of social networking addiction on health of the adolescent among the college students in Maharashtra. A sample of 60 adolescents (30 boys and 30 girls) were selected for the study. The social networking addiction scale and Adolescent Health Concern Test was used for data 50 collection. Pearson product moment correlation and regression analysis was used for statistical analysis. The obtained finding showed that the adolescents scored higher on three components of social networking addiction that is impulsivity, virtual freedom and negative outcomes has shown low health concern and social networking addiction is a strong predictor of health concern at adolescents' stage.

Rohilla and Kumar (2015) conducted a study to assess the impact of social media on mental health among the young adults in Hisar, India. The research findings showed a connection between increased social media use in the young adult population and increased mental health problems such as increased anxiety, depression, loneliness, compulsive behaviour and narcissism. Moreover, the excessive use of social media by young adults increased its negative effects. As social media use can be linked to negative outcomes, it was recommended that the researchers need to devote more attention to understand factors associated with negative mental health outcomes and how to tone down these outcomes.

Ekinci, et al (2014) investigated the association between the internet use and sleep problems among the 1212 adolescents in Turkey. Young's Internet Addiction Scale (IAS) and a semi-structured inquiry on sleep habits/problems were used in the study. One-fourth of the sample reported to have used internet every day and 27% of them reported of spending more than one hour in online. Adolescents with a higher IAS score reported of getting to bed late in the night, needed more time to fall asleep and having an increased number of awakenings in the night than the adolescents with lower IAS score. They were also found to have higher frequencies of several sleep problems, including difficulty in initiating and sustaining sleep, difficulty in waking up and feelings of sleepiness in day. In addition, sleep quality of them was worse when compared to the adolescents with a lower IAS score.

d. Significance of psychological well-being

Psychological well-being is a state that is characterized by features such as a sense of coherence, satisfaction with life, fortitude, coping, hardiness, self-actualisation and psychological resilience. Psychological well-being is also influenced by certain individual characteristics such as spiritual, cognitive, emotional and behavioral aspects. A process of building psychological resilience contributes to psychological wellbeing. The manner in which the individual accepts and handles stressors as challenges plays a significant role in current and future well-being. Numerous environmental factors also play a significant role in psychological well-being. These factors could be risk factors or protective factors. Age, gender and culture are furthermore significantly related to psychological well-being.

Adolescence is a complex developmental stage, during which physical, psychological and social changes take place. The accomplishment of the following developmental tasks appears to be important for the psychological well-being of adolescents: the development of mature relationships with members of both sexes; the development of gender roles; acceptance of changes in physical development; learning socially acceptable and responsible behaviour; the development of a value system; independence from the parental subsystem; choice and preparation for a career; preparation for a long-term intimate relationship; and the accomplishment of intellectual tasks needed for effective functioning. There are risk factors that could influence the psychological well-being of adolescents negatively, including negative peer group pressure, substance abuse, criminal behaviour, teenage pregnancies, eating disorders and depression. For adolescents, psychological distress can result in the possession of many negative personal thoughts and emotions.

Psychological distress is associated with anger and stress. Furthermore, psychological distress is also positively correlated with physical illnesses (such as the cold and flu) and other problematic symptoms. People experience distress ignored or avoided stressful situations and also avoided possible sources of support when these stressful situations occurred. Therefore, psychological distress not only affects an individual's psychological health, but also his or her physical health and behavior patterns. Adolescents who possess low psychological well-being or psychological distress may also exhibit characteristics of low levels of happiness and self-efficacy, along with high levels of depression.

Adolescents with low psychological wellbeing tend to form less than desirable self-evaluations, which significantly affect their happiness and satisfaction. Adolescent's internet use as well as the problematic issues surrounding internet use, has increase the risk of psychological dysfunction. Online chatting and online gaming are seen to be more crucial in

determining internet addiction than other internet activities furthermore, entertainment usage was more likely to result in psychological problems than social usage. Low self-esteem, loneliness and depression are the core factors of psychological well-being that may be correlated with levels of motivation to use the internet in specific ways (excluding external forces, such as routine work and study) and internet addiction. The levels of self-esteem are lower in people with an online gaming dependency than those in non-dependent individuals.

Internet usage on social networking sites such as Facebook has become increasingly common in daily life. The positive feedback gained from peers when using social networking sites can enhance adolescents' self-esteem and well-being. Positive feedback reflects a greater motivation for adolescents to use the internet when they would desire to improve their self-esteem. Adolescents who were lonely tended to develop strong internet addiction behaviors that led to increased loneliness. Moreover, depression is a major cause of internet addiction in adolescents. The presence of more depressive symptoms, a greater expectation of positive outcomes from internet use, a greater internet usage time, a lower refusal self-efficacy of internet use, higher impulsivity, lower satisfaction with academic performance, and an insecure attachment style were all positively correlated with internet addiction (Lin, Ko, and Wu, 2011).

There is increasing attention on the positive aspects of adolescence, such as positive development, quality of life, happiness, social functioning. An ideal setting for the promotion of interpersonal relationships and optimal functioning in youth is the school. Schools can be conceived not only for developing learning and educational processes, but also as "positive institutions" for facilitating human and social development. This appears to be particularly important in view of increasing episodes of bullying in high schools, behavioral and learning difficulties and early leaving of school. Many school interventions have been proposed and validated: the Paths curriculum (Kam, Greenberg, and Walls, 2003) for the promotion of social competence and the prevention of aggressive behavior; the Gatehouse project (Patton et al 2003) for increasing the attachment and the sense of belonging to a school in students, the Bounce Back program and the Bright Ideas (Brandon and Cunningham, 1999) for promoting resilience and coping skills. For promoting optimism and preventing depression; the Stress Inoculation training or the Coping Cat for preventing anxiety in children and adolescents. A school intervention based on promoting positive emotions and well-being was effective not only in increasing psychological well-being among adolescents, but also in decreasing distress, in particular anxiety and somatization.

Focusing on an adolescent's perspective, Poduthase (2012) has done a comparison on parent-adolescent relationship between those who have engaged in delinquent behavior and

those who have not. 21 adolescent boys between ages 14 to 17 (12 non-delinquent and 9 delinquent) from Kerala comprised the sample. The qualitative study used in-depth interviews and focus group discussions to understand their home environment, relationship with parents and the control, guidance and pressure they have experienced from their parents. The results showed that there was either direct or indirect effect of parental attitudes on adolescent behavior. The study revealed the lack of parenting skills among the parents of adolescents with delinquent behavior, while adolescents without delinquent behavior experienced higher parental involvement, parental guidance, and attachment.

Fayombo (2005) examined the relationship between big five personality traits (conscientiousness, agreeable, neuroticism, openness to experience and extraversion) and psychological resilience among 397 secondary school students who were accepted and neglected by their parents. The findings revealed a positive relationship between big five personality traits and but for neuroticism and psychological resilience. Also, the study found low academic achievement among the students who face neglect from parents, compared to the ones who receive parental acceptance.

Studies on parent-adolescent relationship and psychological well-being have aimed at examining the relationship between the parenting styles and psychological wellbeing among adolescents. Comparison was made between working and non-working parents, parenting practices, parent-child communication and parental involvement. The results show that parental engagement, parental communication, and parental involvement are required for higher levels of psychological well-being among adolescents. Parenting styles adopted during earlier stages of life have a direct impact on the later life of adolescents. Unfavorable parent-adolescent attachment can have a negative effect on adolescents' future. Authoritative and permissive parenting styles are found to have a significant positive outcome in adolescents' psychological well-being. In addition to these, considering parent-child relationship as whole and separately (mothers and fathers), other factors like the adolescent's perception of their parents' behavior, feeling towards parents, adolescents' opinion about their parents, and adolescents' perception of their parent's punitive behavior can be considered for a detailed understanding.

e. Relationship between social media addiction and psychological well-being

The use of social media has grown substantially in recent years. Individuals use social media for many reasons, including entertainment, communication, and searching for information. Notably, adolescents and young adults are spending an increasing amount of time on online networking sites, e-games, texting, and other social media. Consequently, there are

increased concerns regarding the possible negative impacts associated with social media usage addiction, particularly on psychological well-being. Smartphones sometimes distract the users from relationships and social interaction, and the excessive use of social media may lead to smartphone addiction, primarily because of the fear of missing out. Social media usage has been associated with anxiety, loneliness, and depression, social isolation, and “phubbing,” which refers to the extent to which an individual uses, or is distracted by.

Despite the fears regarding the possible negative impacts of social media usage on well-being, there is also an increasing number of studies highlighting social media as a new communication channel, stressing that it can play a crucial role in developing one’s presence, identity, and reputation, thus facilitating social interaction, forming and maintaining relationships, and sharing ideas, which consequently may be significantly correlated to social support. The impact of smartphone usage on psychological well-being depends on the time spent on each type of application and the activities that users engage in (Ostic et al 2021). With the development of social networks, the time children and adolescents spend in front of the computer screens has significantly increased. This has led to the further reduction of intensity of interpersonal communication both in the family and in the wider social environment. Although social networks enable an individual to interact with a large number of people, these interactions are shallow and cannot adequately replace everyday face-to-face communication. One of the reasons why time spent on SNS (Social Networking Sites) may be associated with depressive symptoms is the fact that computer mediated communication may lead to the altered (and often wrong) impression of the physical and personality traits of other users. This may lead to incorrect conclusions regarding physical appearance, educational level, intelligence, moral integrity, as well as many other characteristics of online friends (Pantic, I. (2014). The link between social media and mental health problems is not straightforward, with various contributory factors. A report by the Royal Society for Public Health, & Young Health Movement (2017) suggested impaired sleep as a mechanism. Internet use is a sedentary behaviour, which in excess raises the risk of health problems. A sedentary behaviour has a deleterious effect on mental health in young people, although the direction of this relationship is unclear: people with mental health problems may be more likely to be less physically active. Multitasking is common on social media, with users having accounts on multiple platforms. Online multitasking predicts symptoms of mental disorders.

Primack and Escobar Viera (2017) found that the number of social media accounts correlated with the level of anxiety, due to overwhelming demand. Another principal factor influencing the relationship between social media use and mental health is social support.

According to the report published by the American Academy of Pediatrics, social media enable adolescent users to strengthen bonds with existing friends and to form new friendships online, which reduce social isolation and loneliness, and indirectly improve mental health. Those with low social support are more likely to suffer from mental health problems like depression, anxiety and psychological distress compared to those with high social support from family, friends and neighbours. As explained by social comparison theory (Festinger, 1954), people tend to compare themselves to others to assess their opinion and abilities. Interestingly, such behaviour is more common in adolescents than in younger children.

The impact of social media on mental health may differ between adolescents who engage in downward social comparison (comparing themselves to lower performers) and those who use higher performers as a reference point. A systematic review by Seabrook et al. (2016) reported a correlation between negative online interaction and both depression and anxiety.

Similarly, Appel, Gerlach, and Crusius (2016) found that passive Facebook use predicts social comparison and envy, which in turn lead to depression. Adolescence is the period of personal and social identity formation, and much of this development is now reliant on social media. Due to their limited capacity for self-regulation and their vulnerability to peer pressure, adolescents may not evade the potentially adverse effects of social media use, and consequently, they are at greater risk of developing mental disorder (Keles, et al (2020)).

The proposed bidirectional pathways between SMU (Social Media Use) problems and mental health may be driven by several underlying behaviors. There are four mediating processes that could explain the effect of SMU (Social Media Use) problems on low mental health. First, adolescents with SMU problems typically attach excessive importance to social media, and may therefore perceive the online world, which is heavily biased toward idealist self-presentations, as social reality. They may therefore not be able to place the overly flattered portrayals of others into perspective. As a result, they may engage in upward social comparisons. That is, they may perceive their peers' appearances as superior to their own. Second, driven by their cravings for the potential social reward afforded by SMU, such as the reassurance to be noticed and appreciated by others, adolescents with SMU problems may engage in high levels of self-disclosure on social media. This, in turn, may make them vulnerable to cybervictimization. Finally, given that adolescents with SMU problems typically perceive SMU as their most important activity and that abstaining from it may cause stress or anxiety, they may displace offline social activities with peers and schoolwork activities with SMU. This may, third and fourth, go at the expense of face-to-face contact and school achievement. These four adverse processes that may result from SMU problems, in turn, may

decrease mental health. Accordingly, it is expected that SMU problems would decrease mental health through upward social comparisons, cybervictimization, decreased face-to-face-contact, and decreased school achievements (Boer, M., et al 2021).

The study done by Fantaw, C. 2021 the Relationship between Internet Addiction and Psychological Wellbeing among Addis Ababa University Main Campus Students determine the relationship between internet addiction and psychological wellbeing among main campus students at Addis Ababa University. The study found that 28.2 % of the participants were found to be addicted to the internet. Students who use the internet for entertainment purpose are more prone to internet addiction compared to students who use the internet for academic purposes. A higher level of internet addiction was observed among students who used the internet for more than six hours per day compared to those who used the internet for two hours and below. Majority (90.1%) of the student's psychological wellbeing status was found to be high. Compared to second year students, first and third year students had a relatively higher status of psychological wellbeing. Students who use the internet for entertainment purposes reported a lower status of psychological wellbeing compared to students who use the internet for academic purposes. Similarly, spending more than six hours online per day was also associated with lower status of psychological wellbeing. Internet addiction and psychological wellbeing had a significant and negative relationship. Furthermore, multiple regression analysis revealed that psychological wellbeing was significantly and negatively associated with internet addiction, after adjusting for potential confounding factors. Based on the findings, it is safe to conclude that internet addiction is a risk factor for lower psychological wellbeing.

Ponnusamy et al 2020 conducted a study that aims to investigate the influence of student's needs on Instagram addiction by considering the moderating role of psychological well-being. The results show that recognition and social needs have a significant influence on Instagram addiction, whereas information and entertainment needs have no influence on Instagram addiction. Additionally, the results provide evidence of the moderating effect of psychological well-being on the relationship between social needs and Instagram addiction. The findings also uncover the negative association between Instagram addiction and academic performance and show a positive impact of Instagram addiction on shyness and loneliness; although life satisfaction was positively influenced by academic performance, it was negatively influenced by shyness and loneliness.

Sharma et al., 2018 (Internet addiction and psychological well-being among college students: A cross-sectional study from Central India) study was conducted with the objective to find out the relationship between internet addiction and psychological well-being of college

students. A total of 440 questionnaire forms were analyzed. The mean age of students was 19.11 years, and 62.3% were male. Internet addiction was significantly negatively correlated to psychological well-being and subdimensions of psychological well-being. Students with higher levels of internet addiction are more likely to be low in psychological well-being. Simple linear regression showed that internet addiction was a significant negative predictor of psychological well-being.

KEM Garces et al 2021 (Correlation of internet addiction to psychological well-being among high school students from private schools in Metro Manila) conducted a study which aimed to determine the correlation between internet addiction and the psychological well-being of high school students in private schools in Metro Manila for the school year 2020-2021. The result showed that the prevalence of internet addiction was 46.1% among 128 respondents. The mean psychological well-being score of the participants was 45.9%. There was weak statistically significant negative correlation between psychological well-being and internet addiction.

Fernandes, et al 2021 (Internet use during COVID-19 lockdown among young people in low- and middle-income countries: Role of psychological wellbeing) conducted a study that invited young people from countries such as India, Mexico, Philippines and Turkey to complete a set of self-reports on their daily internet habits, social media use, alongside questions on psychological distress, self-esteem, loneliness and escapism. The results showed that there was significant difference in problematic internet use scores among adolescents in the Philippines and Turkey. More specifically, social media use was significantly higher amongst young people from the Philippines whereas gaming addiction was significantly high in the Turkish sample. These findings also revealed that psychological distress, loneliness, and low self-esteem consistently predicted problematic internet use. Taken together these results emphasize that there are several factors underlying growing figures of problematic internet use in young people, these factors include emotional distress, need for escapism, loneliness, and social media use, however, going forward more nuanced cultural differences should also be considered.

Tandon, et al 2020 (Sleepless due to social media, investigating problematic sleep due to social media and social media sleep hygiene) conducted a study to address the knowledge gap by investigating the associations of FoMO (fear of missing out), psychological well-being (anxiety, depression), compulsive social media use (CSMU), and sleep hygiene (habits that promote/inhibit sleep) with problematic sleep adults in both academic and employment settings. The results indicated that psychological well-being influences CSMU (compulsive social media use), which in concurrence with sleep habits, influences the association between

FoMO (fear of missing out) and problematic sleep. Significant differences existed in the strength of the association between CSMU and FoMO between the two cohorts. Interestingly, FoMO is more strongly associated with CSMU among working professionals. This study provides novel insights into the differential effects of CSMU and FoMO on sleep behaviors in young adult students versus working professionals.

Naeemi et al., (2017) done the study on the relationship between emotional dependence on facebook and psychological well-being in adolescents aged 13–16 that explores how emotional dependence on Facebook relates to psychological well-being in eudaimonic approach. The result revealed that respondents moderately depended on Facebook. Respondent's well-being in the factor of "personal growth" was higher than in other factors, while well-being in "purpose of life" was weaker than in other psychological factors. The descriptive analysis showed that respondent's overall psychological well-being was slightly above the theoretical midpoint and their state of psychological health was at a moderate level. The results also demonstrated that respondents' self-efficacy was slightly above theoretical midpoint. Therefore, level of self-efficacy was neither high nor low.

Fabris, et al 2020 (Investigating the links between fear of missing out, social media addiction, and emotional symptoms in adolescence: The role of stress associated with neglect and negative reactions on social media), studied the relationship between FoMO (fear of missing out) and emotional symptoms in a sample of 472 Italian adolescents aged 11–19. Results show that FoMO directly and indirectly predicts emotional symptoms. Additionally, FoMO is associated with increased sensitivity to stress associated with experiences of neglect and negative reactions by online peers, and social media addiction. Sensitivity to stress associated with neglect (but not to negative reactions) by online peers is found to mediate the relationship between FoMO and social media addiction, which, in turn, mediates the relationship with emotional symptoms. In general, the study shows that FoMO is a factor in experiencing higher sensitivity to stress associated with neglect by online peers, which in turn may act as a trigger for social media addiction, and ultimately showing a negative impact on emotional well-being of adolescents. Limits and future directions for research are discussed.

Longobardi, et al 2020 (Exploring the links between Instagram popularity, social media addiction, cyber victimization, and subjective happiness in Italian adolescents), conducted a study that aims to investigate the association between Instagram popularity and subjective happiness, and to test the mediating roles of cyber victimization and social media addiction. Results shows that adolescents' followers count showed a negative indirect effect on subjective happiness via an increase in social media addiction and exposure to cyber victimization. In

contrast, the following counts of adolescents show a positive indirect effect on subjective happiness via a decrease in social media addiction and exposure to cyber victimization.

Van Den Eijnden et al., (2018) (The impact of heavy and disordered use of games and social media on adolescents' psychological, social, and school functioning) conducted a study that aims to extend the scholarly debate on whether or not the compulsive use of games and social media should be regarded as behavioral addictions and whether the nine DSM-5 (Diagnostic and Statistical Manual of Mental Disorders) criteria for Internet gaming disorder are appropriate to distinguish highly engaged, non-disordered users of games and social media from disordered users, this study investigated the impact of engaged and disordered use of games and social media on the psychosocial well-being and school performances of adolescents. The results showed that the symptoms of disordered use of games and social media showed to have a negative effect on adolescent's life satisfaction, and the symptoms of disordered gaming showed a negative impact on adolescents perceived social competence. On the other hand, heavy use of games and social media predicted positive effects on adolescents perceived social competence. However, the heavy use of social media also predicted a decrease in school performances. Several gender differences in these outcomes are discussed.

CHAPTER III

METHODOLOGY

III. METHODOLOGY

Research methodology is an investigation or inquiry especially a search for new fact in any branch of knowledge and is an important part of the study. It is a systematic way for solving any research problem. The research design for the current research was college based cross-sectional approach and the methodology study entitled “**Social media addiction and psychological well-being of adolescents**” was discussed under the following sub headings;

- a. Selection of area**
- b. Selection of the sample**
- c. Selection of the tools**
- d. Conduct of the study**
- e. Analysis of the data**

A. SELECTION OF AREA

The area selected for the research study was Coimbatore as it is one of the fastest growing cities of Tamil Nadu, is one of the major metropolitan cities in Indian states of Tamil Nadu. It was observed that the number of colleges and the universities are increasing at a faster rate in Coimbatore.

For the present study, Government College of Technology (GCT) which is an autonomous state funded engineering college located in Coimbatore. The investigator found the study sample based on center of the city. Out of many other chosen colleges GCT was the only college that was willing to cooperate for the research study during this time of covid pandemic.

B. SELECTION OF THE SAMPLE

A sample is an unbiased number of observations taken from a population. In simple terms, a population is the total number of observations (that is individuals, animals, items, data, etc.). The investigator selected the adolescents for the present study. The adolescents of age group 10-12, 13-14, 15,16 and 17-19 years were identified.

The present study adopted Simple Random sampling method. The technique relies on using a selection method that provides each participant with an equal chance of being selected, giving each participant the same probability of being selected. Since the selection process is based on probability and random selection, the end smaller sample is more likely to be

representative of the total population and free from researcher bias. This method is also called a method of chances.

Hence, a total of 210 samples comprising of 116 females and 94 males was obtained. The inclusive criteria for the study other than the age limits were that the respondents should be able to read, write and understand English since the tools used for the study were in the above said medium.

Ethical consideration

As a matter of ethics, the adolescent's population was informed about the research through a simple written form consent form. The sample was allowed to make a voluntary choice to participate in the study. The application form explaining the design and the protocols used in the research study was also subjected to Institutional Human Ethical Committee (IHEC) and was approved for the same with the approval number- AUW/IHEC/HD-21-22/XPD-07.

C. SELECTION OF TOOLS

The tools used for the current study was given below;

i. Questionnaire to elicit general profile of the adolescents

The investigator constructed a simple questionnaire to acquire the general and personal information from the selected adolescents. The tool consists of questions encompassing the information like age, community, religion, gender, type of family, area of residence, type of family background, father's education, father's occupation, mother's education and mother's occupation.

ii. Social Media Addiction Scale

To investigate the social media addiction, the researcher used social media addiction scale developed by Escurra and Salas (2004) were translated into English and used to assess the online social media addiction among the adolescents. The scale is a 5 point, 3- directional likert scale consisting of 24 statements where every statement indicating strongly agree to strongly disagree. The option strongly agree carry 5 marks, likewise, slightly agree=4, neutral=3, slightly disagree=2 and strongly disagree=1 since all the statement are indicative behavior of addiction towards social media. The level of the addiction is further categorized in low, average and high the details which is given in the below table.

Table I

Grading of social networking sites

Sl No.	Level of addiction	Score Range
1	Low	24-56
2	Moderate	57-88
3	High	89-120

iii. Psychological well-being developmental scale;

This scale was developed by using Likert technique. Suggestions were invited from the experts from different fields such as psychology, sociology, human development, family relations and psychiatry. The final form of scale was thus prepared comprising of 50 statements with the view to measure several aspects of well-being like Satisfaction, Efficiency, Sociability, Mental Health and Interpersonal Relations. This scale is considered likely to be useful in a variety of research and applied settings such as a quality-of-life index, a mental health status appraisal and a measure of psychotherapy outcome evaluation and a social indicator of measuring population changes in sense of well-being over time.

Sr no.	Area	Item	Item wise sr no.
I	Satisfaction	10	1-10
II	Efficiency	10	11-20
III	Sociability	10	21-30
IV	Mental Health	10	31-40
V	Interpersonal Relations	10	41-50
Total Items		50	

- I. **Satisfaction-** The act of satisfying, or the state of being satisfied; gratification of desire; contentment in possession and enjoyment, repose of mind resulting from compliance with its desires or demands.

- II. **Efficiency**- The comparison of what is actually produced or performed with what can be achieved with the same consumption of resources (money, time, labour, etc.). The quality of being efficient or producing an effect or effects; efficient power; effectual agency.
- III. **Sociability**- the relative tendency or disposition to be sociable or associate with one's fellows. The quality or state of being sociable; also: the act or an instance of being sociable.
- IV. **Mental health**- mental health is a term used to describe either a level of cognitive or emotional well-being or an absence of a mental disorder. A person's overall psychological and emotional condition. Good mental health is a state of well-being in which a person is able to cope with everyday events, think clearly, be responsible, meet challenges, and have good relationships with others.
- V. **Interpersonal relations**- An interpersonal relationship is an association between two or more people that may range from fleeting to enduring. This association may be based on limerence, love and liking, regular business interactions, or some other type of social commitment.

Instructions for administration-

There is no time limit should be given for completing the scale; however, most of the respondents should finish it in 15-20 minutes. It should be emphasized that there is no right or wrong answer. The statements are designed to have differences in individual reactions to various situations. It should be duly emphasized that all the statements have to be answered. Scoring is to be done manually. No scoring key is required.

Scoring

The scale consists of 50 statements. All statements are of positive manner. 5 marks to strongly agree, 4 marks to agree, 3 marks to undecided/Neutral, 2 marks to disagree and 1 mark to strongly disagree responses are assigned. The sum of marks is obtained for the entire scale. The higher the score more is the well-being.

Table 1.

Norms for interpretation of the raw scores (for each area)

Scores	Level of psychological well-being
10-12	Very low
12-16	Low
16-43	Moderate
43-48	High
48-50	Very high

Table 2.

Norms for interpretation of the raw scores (for entire scale).

Scores	Level of psychological well-being
50-58	Very low
58-83	Low
83-217	Moderate
217-242	High
242-250	Very high

D. CONDUCT OF THE STUDY;

1. Permission letter

Permission was sought to conduct the study from the principal of GCT (Government College of Technology). The principal was kind enough to grant the permission after the investigator oriented about the study.

2. Rapport Building

Permission was sought to conduct the study from the principal of GCT college. The principal of the college was kind enough to grant the permission after investigator oriented about the study. The investigator established a good rapport with the respondents and explained the importance of the study. Considerable time was spent on rapport building to make the students feel less pressured. Prior to data collection, proper meeting with the school authorities was held to secure the cooperation and ensure quality control.

3. Collection of data

The most important and crucial part of research is data collection. The data for this research study was collected through the formulated general profile and the questionnaires were prepared to appraise the social media addiction by using the 'social media addiction scale' and the psychological well-being by using 'psychological well-being scale'. The questionnaires were prepared in google forms as offline sample collection was not allowed due to the covid. All the students were also attending their classes through the online mode. Hence, meeting the students personally was not possible. An assurance of confidentiality was given to the teachers and students so that they could share their responses without any hesitation. Before starting the data collection, the investigator approached the teachers and explained them in briefly about what type of information is to be acquired and its purpose and how they were expected to fill the data based. Enough instructions were given were provide to the respected class teachers so that they could explained it to their respective students as the investigator was not allowed to meet the students personally.

E. ANALYSIS OF THE DATA

The collected information was consolidated coded, scored and tabulated accordingly providing a raw data which were ready to be analysed. The data were analysed by using SPSS software. For this present study analysis following the statistical procedures was used;

Chi square test

The Chi-Square test is a statistical procedure for determining the difference between observed and expected data. This test can also be used to determine whether it correlates to the categorical variables in our data. It helps to find out whether a difference between two categorical variables is due to chance or a relationship between them. In the present study this test was used to reveal the socio-demographic factors associated with social media addiction and psychological well-being of adolescents.

T-test

A *t*-test is a tool for evaluating the means of one or two populations using hypothesis testing. A *t*-test may be used to evaluate whether a single group differs from a known value (a one-sample *t*-test), whether two groups differ from each other (an independent two-sample *t*-test), or whether there is a significant difference in paired measurements (a paired, or dependent samples *t*-test). In the present study the *t*-test was used to check the influence of gender and area of residence on the social media addiction and psychological well-being of adolescents.

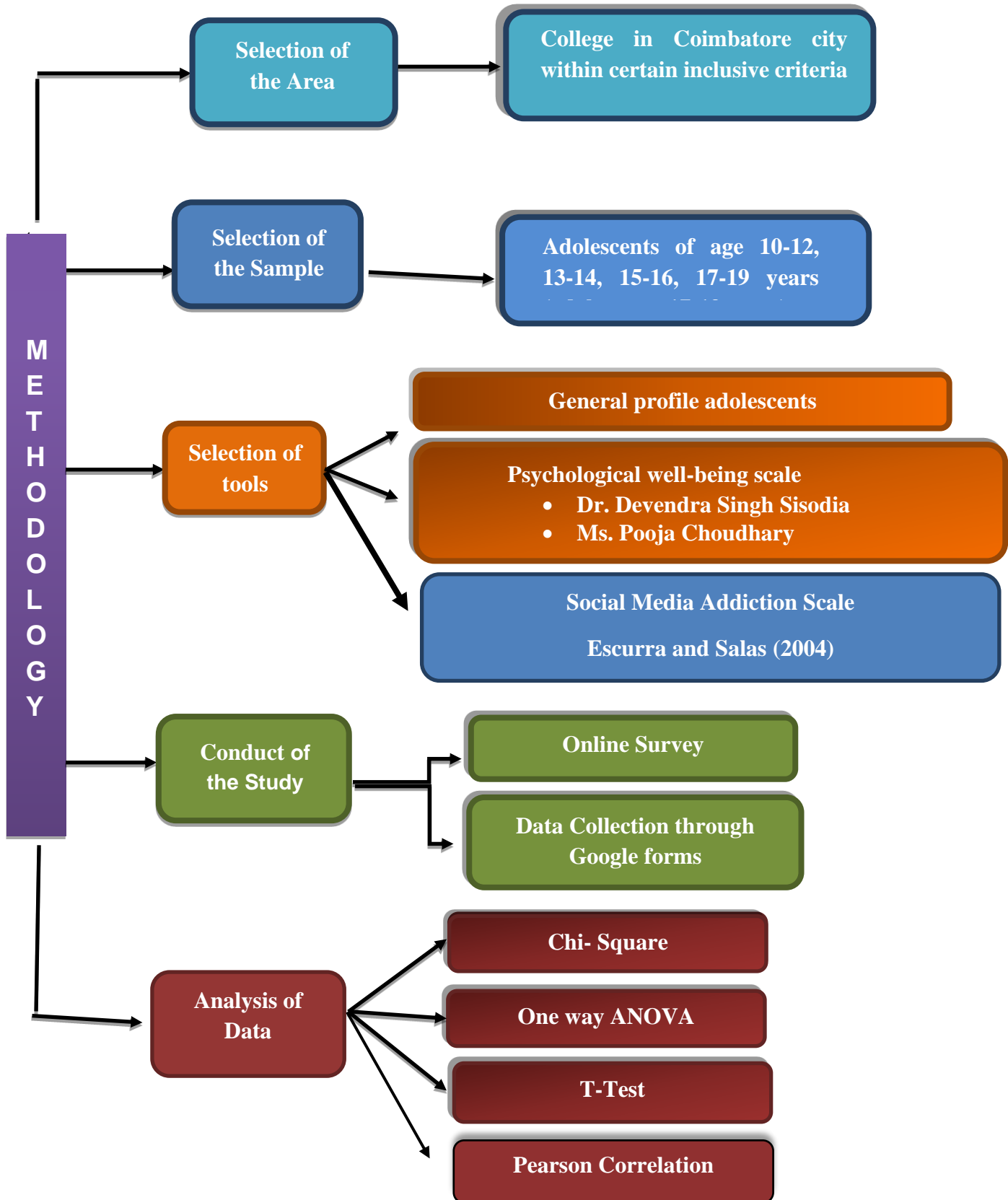
One-way ANOVA

A one-way ANOVA is used to compare two means from two independent (unrelated) groups using the F-distribution. The null hypothesis for the test is that the two means are equal. Therefore, a significant result means that the two means are unequal. The current study was done to reveal the influence of the given variables to social media addiction and psychological well-being of adolescents.

Correlation

Correlation coefficients are used to measure how strong a relationship is between two variables. There are several types of correlation coefficient, but the most popular is Pearson's. Pearson's correlation is a correlation coefficient commonly used in linear regression. If you're starting out in statistics, you'll probably learn about Pearson's *R* first. In fact, when anyone refers to the correlation coefficient, they are usually talking about Pearson's. The present study has used correlation test to check the Correlation between the social media addiction and psychological well.

METHODOLOGY AT GLANCE



CHAPTER IV

RESULTS AND DISCUSSION

IV. RESULTS AND DISCUSSION

The analyzed data and corresponding discussions of the study entitled “**Social Media Addiction and Psychological Well-being of Adolescents**” were thrashed out under the subsequent headings

- A. Socio demographic profile of the selected adolescents**
- B. Social media addiction and its variables**
- C. Psychological well-being and its variables**
- D. Social media addiction and psychological determining factors**
- E. Correlation between social media addiction and psychological well-being**

A. General profile of the selected adolescents

The personal information of the study covers the base of any effective research work. All the adolescents selected from the particular place were selected for the survey. The socio demographic profile of the adolescents was procured as an attempt to match the cures to the causes of the growing social media addiction and psychological well-being of the adolescents.

Table I shows the general profile of the adolescents pertaining to age, religion, community, gender, area of residence, family type, parent’s education and occupation. The current study had 116 female and 94 male respondents as the sample.

TABLE I
SOCIO DEMOGRAPHIC INFORMATION OF THE SELECTED SAMPLE.

Variables	category	frequency	percentage
Age	10-12	17	8.1 %
	13-14	17	8.1 %
	15-16	31	14.8 %
	17-19	145	69 %
Religion	Christian	10	4.8 %
	Hindu	147	70 %
	Muslim	16	7.6 %
	Other	37	17.6 %
Community	OC	15	7.1 %
	Other	68	32.4 %
	SC	65	31 %
	ST	62	29.5 %
Gender	Female	116	55.2 %
	Male	94	44.8 %
Area of residence	Rural	102	48.6 %
	Urban	108	51.4 %
Family type	Joint	75	35.7 %
	Nuclear	118	56.2 %
	Other	17	8.1 %
Father's education	Graduate	50	23.8 %
	High School	58	27.6 %
	Illiterate	23	11 %
	Post Graduate	24	11.4 %
	Primary	55	26.2 %
Father's occupation	Bussiness	45	21.4 %
	Government	56	26.7 %
	Non-Government	30	14.3 %
	other	79	37.6 %
Mother's education	Graduate	26	12.4 %
	High School	68	32.4 %
	Illiterate	54	25.7 %
	Post Graduate	9	4.3 %
	Primary	53	25.2 %
Mother's occupation	Business	21	10 %
	Government	18	8.6 %
	Housewife	142	67.6 %
	Non-Government	16	7.6 %
	Other	13	6.2 %

As it can be seen from the data, the age composition of the selected adolescents was categorized under three age groups (10-12,13-14, 15-16 and 17-19), where the majority of the contribution were from 17-19 years (69 %) followed by the age group of 15-16 having 14.8% and both 13-14, 15-16 years (8.1%) having the same percentage and

After glancing at the religion of the respondents, the majority of them belong to Hindu (70%) which was later followed by Other that is (17.6%), Muslim that is (7.6%) and Christian with (4.8%).

Community of the respondents, a vast majority of them belongs to other category with a percentage of (32.4%) which is then followed by SC (31%), ST category (29.5), only least percentage OC category (7.1%).

According to the data of gender, it is seen that majority of the respondents were female (55.2%) as compared to male with (44.8%).

The data of area of residence denotes that majority of the respondents belonged to urban area with (51.4%) and the rest were from rural area (48.6%).

The family type shows that a majority of 56.2% of them belonged to the nuclear family, followed by joint family with (35.7%) and the least belonged to other family type (8.1%).

Glancing at the education qualifications of the parents of selected respondents, it is clear that majority of parents completed their studies till high school with (27.6%), followed by primary (26.2%), graduate (23.8%), post graduate (11.4%) and the least were illiterate (11%).

Glancing at the occupational status of the parents of selected respondents, it is clear that majority of parents were working at other sector (37.6%), followed by government employees (26.7%), business (21.4% and the least doing non-government job (14.3%).

The educational qualifications of the selected respondents' mother are seen to be higher in high school with (32.4%) followed by illiterate (25.7%), primary (25.2%), graduate (12.4%) and the least belonged to post graduate with (4.3%).

After investigating the occupational status of the selected respondent's mother, it was seen that the highest number of mothers belonged to as housewives (67.6%), followed by business (10%), government (8.6%), non-government (7.6%) and the least number belongs to other with (6.2%).

B. SOCIAL MEDIA ADDICTION

Today, the internet has become one of the most powerful means of socializing (Douglas et al., 2008). It is observed that people use internet mostly for social purpose. The social networks, which reached a great usage rate by the general public, have changed the communication habits and accordingly the lifestyles (Akyazı and Tutgun-Ünal, 2013). This change is highly felt particularly in the youth at the adolescence period. It is observed that the use of internet and social media rapidly become widespread among the adolescents with the increasing opportunities for access to internet, and with the rapid changes in the technological devices (computer, tablet, smart phones, etc.).According to a report published by the United Nations International Children Emergency Found (2017), the highest rate of internet access was conducted by the youth in the 15-24 age group, and it is also reported that approximately one third of all internet users worldwide is comprised of children and adolescents below 18.

1.Association Between the Socio-Demographic Variables and Social Media Addiction

Present study too aims at understanding the Association Between the Socio-Demographic Variables and Social Media Addiction. Table 1 represents the above.

According to the study of Lam et al 2009, it suggested that 50% increased odds for males to be addicted to the Internet when compared to females. Other potential risk factors included drinking behavior, family dissatisfaction, and experience of recent stressful events. Stress-related variables were associated with Internet addiction among adolescents as they are also related to other addictions.

TABLE II
ASSOCIATION BETWEEN THE GIVEN VARIABLES AND SOCIAL MEDIA ADDICTION OF ADOLESCENTS

AGE	Level of social media addiction						Total		Chi Square	p-value
	High		Low		Moderate					
	N	%	N	%	N	%	N	%		
10-12	0	0.0	0	0.0	17	10.0	17	8.1	18.925	0.004**
13-14	0	0.0	0	0.0	17	10.0	17	8.1		
15-16	1	3.2	0	0.0	30	17.6	31	14.8		
17-19	26	96.3	13	100.0	106	62.4	145	69.0		
Total	27	100.0	13	100.0	170	100.0	210	100		
Gender										
Female	14	51.9	11	84.6	91	53.5	116	55.2	4.863	0.088 ^{ns}
Male	13	48.1	2	15.4	79	46.5	94	44.8		
Total	27	100.0	13	100.0	170	100.0	210	100		
Area of residence										
Urban	16	40.7	5	61.5	81	52.4	102	48.6	1.825	0.42 ^{ns}
Rural	11	59.3	8	38.5	89	47.6	108	51.4		
Total	27	100.0	13	100.0	170	100.0	210	100		
Type of family										
Nuclear	8	48.1	9	30.8	58	59.4	75	35.7	14.873	0.005**
Joint	13	29.6	4	69.2	101	34.1	118	56.2		
Other	6	22.2	0	0.0	11	6.5	17	8.1		
Total	27	100.0	13	100.0	170	100.0	210	100		
Father's education										
Graduate	2	7.4	4	30.8	44	25.9	50	23.8	10.074	0.26 ^{ns}
High School	8	29.6	6	46.2	44	25.9	58	27.6		
Illiterate	3	11.1	0	0.0	20	11.8	23	11		
Post Graduate	3	11.1	1	7.7	20	11.8	24	11.4		
Primary	11	40.7	2	15.4	42	24.7	55	26.2		
total	27	100.0	13	100.0	170	100.0	210	100		
Father's occupation										
Bussiness	2	7.4	5	38.5	38	22.4	45	21.4	12.221	0.057 ^{ns}
Government	4	7.1	3	5.4	49	87.5	56	26.7		
Non-Government	5	16.7	0	0.0	25	14.7	30	14.3		
other	16	59.3	5	38.5	58	34.1	79	37.6		
Total	27	100.0	13	100.0	170	100.0	210	100		
Mother's education										
Graduate	2	7.4	4	30.8	20	11.8	26	12.4	7.937	0.44 ^{ns}
High School	6	22.2	4	30.8	58	34.1	68	32.4		
Illiterate	9	33.3	2	15.4	43	25.3	54	25.7		
Post Graduate	1	3.7	1	7.7	7	4.1	9	4.3		
Primary	9	33.3	2	15.4	42	24.7	53	25.2		
Total	27	100.0	13	100.0	170	100.0	210	100		
Mother's occupation										
Business	1	3.7	0	0.0	20	11.8	21	10	19.077	0.014*
Government	0	0.0	0	0.0	18	10.6	18	8.6		
Housewife	17	63.0	13	100.0	112	65.9	142	67.6		
Non-Government	5	18.5	0	0.0	11	6.5	16	7.6		
Other	4	14.8	0	0.0	9	5.3	13	6.2		
Total	27	100.0	13	100.0	170	100.0	210	100		

ns= not significant, *= 5% level, **=1% level

Glancing above table, Chi square test was presented in the above table II with the purpose to check on the association between the social media addiction with the given variables namely age, gender, area of residence, type of family and parental education and occupation.

Looking at each predictor, it was clear that both age and type of family (18.92, $p < .01$) (14.873, $p < .01$) showing significance at 1 percent level. The mother's occupation (19.077, $p < .05$) significant at 5 percent level as the most influential predictor of social media addiction. It predicts that of age affects the level of social media addiction among the selected respondents. Furthermore, it is also seen that the age group of 17-19 years were mostly affected by social media addiction as compared to other age groups.

The supportive study done by Vollmer et al (2014) reveals that to examine the prevalence of internet addiction and associated existing psychopathology in adolescent age group. It states that higher the level of age, higher is the level of social media addition among adolescents.

Choi et al., (201), conducted a study to analyze the family types and media addiction among adolescents. It states that the type of family and adolescents' social media addiction was significantly support for present study. Most of families were motivated to play online games to pass the time, and adolescents in multicultural families play online games to engage in social interaction.

C. Psychological well-being and its variables

Adolescence is a very critical and important stage in the development of human being. Most of the physiological, psychological, and social changes within the person take place during this period of life. Psychological well-being of adolescents means being content and satisfied with life and understanding an abundance of positive emotions, when joined with the absence of psychopathology, is linked with greatest academic function, social skills and support and physical health, being a stage that lays strong foundation for future personality and a critical period during human development in which life goals, values, direction and purpose in life are created, guaranteeing psychological wellbeing of adolescents is a socio-psychological necessity.

TABLE III

ASSOCIATION BETWEEN THE AGE AND PSYCHOLOGICAL WELL-BEING OF ADOLESCENTS

Psychological well being	Age	High		Moderate		Very high		Total		Chi square value	p-value
		N	%	N	%	N	%	N	%		
Satisfaction	10-12	0	0.0	17	8.5	0	0.0	17	8.1	4.215	0.648 ^{ns}
	13-14	0	0.0	17	8.5	0	0.0	17	8.1		
	15-16	0	0.0	31	15.4	0	0.0	31	14.8		
	17-19	8	100.0	136	67.7	1	0.7	145	69.0		
	Total	8	100.0	201	100.0	1	100.0	210	100.0		
Efficiency	10-12	0	0.0	17	8.1	17	0.0	17	8.1	3.851	0.697 ^{ns}
	13-14	0	0.0	17	8.6	17	0.0	17	8.1		
	15-16	1	8.3	30	15.2	30	0.0	31	14.8		
	17-19	11	91.7	133	67.5	133	100.0	145	69.0		
	Total	12	100.0	197	100.0	197	100.0	210	100		
Sociability	10-12	0	0.0	17	8.3	0	0.0	17	8.1	1.828	0.935 ^{ns}
	13-14	0	0.0	17	8.3	0	0.0	17	8.1		
	15-16	0	0.0	31	15.0	0	0.0	31	14.8		
	17-19	3	100.0	141	68.4	1	100.0	145	69.0		
	Total	3	100.0	206	100.0	1	100.0	210	100.0		
Mental Health	10-12	0	0.0	17	8.3	0	0.0	17	8.1	1.828	0.935 ^{ns}
	13-14	0	0.0	17	8.3	0	0.0	17	8.1		
	15-16	0	0.0	31	15.0	0	0.0	31	14.8		
	17-19	3	100.0	141	68.4	1	0.7	145	69.0		
	Total	3	100.0	206	100.0	1	100.0	210	100		
Interpersonal relations	10-12	0	0.0	17	8.8	0	0.0	0	8.1	4.215	0.648 ^{ns}
	13-14	0	0.0	17	8.8	0	0.0	0	8.1		
	15-16	2	12.5	29	15.0	0	0.0	0	14.8		
	17-19	14	9.7	130	89.7	1	0.7	1	69.0		
	Total	16	100.0	193	100.0	1	100.0	1	100.0		

ns= not significant

Going through the data of table III, where the psychological well-being of the selected respondents in reference to age was categorized under five areas namely satisfaction, efficiency, sociability, mental health and interpersonal relations.

Looking into the chi square and p-value of all the mentioned areas, it is clearly shown that the age of the selected respondents is insignificant. Which means that the age doesn't influence the psychological well-being of the adolescents.

TABLE IV

ASSOCIATION BETWEEN GENDER AND PSYCHOLOGICAL WELL BEING

Psychological well being	Gender	High		Moderate		Very high		total		chi square value	p-value
		N	%	N	%	N	%	N	%		
Satisfactory	Female	6	75.0	110	54.7	0	0.0	116	55.2	2.519	0.284 ^{ns}
	Male	2	25.0	91	45.3	1	100.0	94	44.8		
	Total	8	100.0	201	100.0	1	100.0	210	100.0		
Efficiency	Female	6	50.0	110	55.8	0	0.0	116	55.2	1.396	0.498 ^{ns}
	Male	6	50.0	87	44.2	1	100.0	94	44.8		
	Total	12	100.0	197	100.0	1	100.0	210	100.0		
Sociability	Female	3	100.0	113	54.9	0	0.0	116	55.2	3.677	0.159 ^{ns}
	Male	0	0.0	93	45.1	1	100.0	94	44.8		
	Total	3	100.0	206	100.0	1	100.0	210	100.0		
Mental health	Female	2	66.7	114	44.7	0	0.0	116	55.2	1.393	0.498 ^{ns}
	Male	1	33.1	92	44.7	1	100.0	94	44.8		
	Total	3	100.0	206	100.0	1	100.0	210	100.0		
Interpersonal relationship	Female	10	62.5	106	54.9	0	0.0	116	55.2	1.583	0.453 ^{ns}
	Male	6	37.5	87	45.1	1	100.0	94	44.8		
	Total	16	100.0	193	100.0	1	100.0	210	100.0		

ns= not significant

The next table IV contains the chi-square and p-value data of all the named areas; satisfaction, efficiency, sociability, mental health and interpersonal relation with reference to gender and its association with the psychological well-being of adolescents.

Looking into the results, the chi square and p-value of all the given areas is seen to be insignificant. Revealing that there is no significant relation between the gender in the stability of the psychological well-being. The reason for the present study can be due to the environment of the selected adolescents. Maybe the selected respondents, environments are set in a protective and supportive way. The environment which provides positive factors usually rejects the poor psychological well-being of the children. The children at these areas tends to have more higher level of psychological well-being as compared to the children with lower levels.

The supportive study done by Geng et al., (2021), examined the gender differences in children's psychological well-being along with protective factors and their effects on psychological well-being. the study states that certain protective factors are associated with children's competence and protective factors in their family and school systems could promote the psychological well-being of both boys and girls.

TABLE V

ASSOCIATION BETWEEN AREA OF RESIDENCE AND PSYCHOLOGICAL WELL BEING

Psychological well being	Area of residence	High		Moderate		Very high		Total		chi square value	p-value
		N	%	N	%	N	%	N	%		
Satisfaction	Rural	5	62.5	96	47.8	1	100.0	102	48.6	1.733	0.42 ^{ns}
	Urban	3	37.5	105	52.2	0	0.0	108	51.4		
	Total	8	100.0	201	100.0	1	100.0	210	100.0		
Efficiency	Rural	8	66.7	93	47.2	1	100.0	102	48.6	2.778	0.249 ^{ns}
	Urban	4	33.3	104	52.8	0	0.0	108	51.4		
	Total	12	100.0	197	100.0	1	100.0	210	100.0		
Sociability	Rural	1	33.3	100	48.5	1	100.0	102	48.6	1.338	0.512 ^{ns}
	Urban	2	66.7	106	51.5	0	0.0	108	51.4		
	Total	3	100.0	206	100.0	1	100.0	210	100.0		
Mental Health	Rural	1	33.3	100	48.5	1	100.0	102	48.6	1.338	0.512 ^{ns}
	Urban	2	66.7	106	51.5	0	0.0	108	51.4		
	Total	3	100.0	206	100.0	1	100.0	210	100.0		
Interpersonal relation	Rural	12	75.0	892	46.1	1	100.0	102	48.6	5.999	0.05 ^{**}
	Urban	4	25.0	104	53.9	0	0.0	108	51.4		
	Total	16	100.0	193	100.0	1	100.0	210	100.0		

ns= not significant, **= 1% level

This table VI represent the association between the type of family and psychological well-being of adolescents.

Looking into the results, Satisfaction (14.191, $p < 0.007$), Efficiency (11.628, $p < 0.02$), Sociability (13.752, $p < 0.008$), Mental health (11.69, < 0.02) were significantly associated at 1% level with the selected respondents. Hence, it was representing a positive relation between type of family and psychological well-being, it's seeming to higher the score higher the psychological well-being of adolescents.

Shek et al., (1997), conducted a study which measured the family environment including perceived paternal and maternal parenting styles, family functioning, and conflict with father and mother. It states that adolescents' perceptions of parenting styles, family functioning, and parent-adolescent conflict were significantly associated. The findings suggest that family factors play an important role in influencing the psychosocial adjustment, particularly the mental health of adolescents.

TABLE VI

ASSOCIATION BETWEEN TYPE OF FAMILY AND PSYCHOLOGICAL WELL-BEING OF ADOLESCENTS

Psychological well being	Type of family	High		Moderate		Very high		Total		Chi Square value	P-value
		N	%	N	%	N	%	N	%		
Satisfaction	Joint	5	62.5	70	834.8	0	0.0	75	35.7	14.191	0.007**
	Nuclear	3	37.5	115	57.2	0	0.0	118	56.2		
	Other	0	0.0	16	8.0	1	100.0	17	8.1		
	Total	8	100.0	201	100.0	1	100.0	210	100.0		
Efficiency	Joint	5	41.7	70	35.5	0	0.0	75	35.7	11.628	0.02**
	Nuclear	6	50.0	112	56.9	0	0.0	118	56.2		
	Other	1	8.3	15	7.6	1	100.0	17	8.1		
	Total	12	100.0	197	100.0	1	100.0	210	100.0		
Sociability	Joint	0	0.0	75	36.4	0	0.0	75	35.7	13.752	0.008**
	Nuclear	3	100.0	115	55.8	0	0.0	118	56.2		
	Other	0	0.0	16	7.8	1	100.0	17	8.1		
	Total	3	100.0	206	100.0	1	100.0	210	100.0		
Mental Health	Joint	1	33.3	74	35.9	0	0.0	75	35.7	11.69	0.02**
	Nuclear	2	66.7	116	56.3	0	0.0	118	56.2		
	Other	0	0.0	16	7.8	1	100.0	17	8.1		
	Total	3	100.0	206	100.0	1	100.0	210	100.0		
Interpersonal relation	Joint	5	31.3	70	36.3	0	0.0	75	35.7	1.296	0.862 ^{ns}
	Nuclear	9	56.3	108	56.0	1	100.0	118	56.2		
	Other	2	12.5	15	7.8	0	0.0	17	8.1		
	Total	16	100.0	193	100.0	1	100.0	210	100.0		

ns= not significant, **= 1% level

This table VI contains the data of type of family and its association with the psychological well-being of adolescents.

Looking into the results, Satisfaction (14.191, $p < 0.007$), Efficiency (11.628, $p < 0.02$), Sociability (13.752, $p < 0.008$), Mental health (11.69, < 0.02) is showing significant by 1% level meaning that the selected respondent's type of family has a positive relation between the psychological well-being of the adolescents.

Shek et al., (1997), conducted a study which measured the family environment including perceived paternal and maternal parenting styles, family functioning, and conflict with father and mother. It states that adolescents' perceptions of parenting styles, family functioning, and parent-adolescent conflict were significantly related to scores on measures of psychological well-being (general psychiatric morbidity, life satisfaction, purpose in life, hopelessness, and self-esteem), school adjustment (perceived academic performance and school conduct), and problem behavior (smoking and psychotropic drug abuse). The findings suggest that family factors play an important role in influencing the psychosocial adjustment, particularly the mental health of adolescents.

TABLE VII
ASSOCIATION BETWEEN FATHER'S EDUCATION AND PSYCHOLOGICAL WELL BEING

Psychological well being	Father's education	High		Moderate		Very high		total		chi square value	p-value
		N	%	N	%	N	%	N	%		
Satisfaction	Graduate	1	12.5	49	24.4	0	0.0	50	23.8	18.655	0.017*
	High School	1	12.5	57	28.4	0	0.0	58	27.6		
	Illiterate	0	0.0	22	10.9	1	100.0	23	11.0		
	Post Graduate	0	0.0	24	11.9	0	0.0	24	11.4		
	Primary	6	75.0	49	24.4	0	0.0	55	11.4		
	total	8	100.0	201	100.0	1	100.0	210	100.0		
Efficiency	Graduate	0	0.0	50	25.4	0	0.0	50	23.8	15.175	0.053 ^{ns}
	High School	5	41.7	53	26.9	0	0.0	58	27.6		
	Illiterate	2	16.7	20	10.2	1	100.0	23	11.0		
	Post Graduate	0	0.0	24	12.2	0	0.0	24	11.0		
	Primary	5	41.7	50	25.4	0	0.0	55	26.2		
	total	12	100.0	197	100.0	1	100.0	210	100.0		
Sociability	Graduate	0	0.0	50	24.3	0	0.0	50	23.8	12.954	0.113 ^{ns}
	High School	2	66.7	56	27.2	0	0.0	58	27.6		
	Illiterate	0	0.0	22	10.7	1	100.0	23	11.0		
	Post Graduate	1	33.3	23	11.2	0	0.0	24	11.4		
	Primary	0	0.0	55	26.7	0	0.0	55	26.2		
	total	3	100.0	206	100.0	1	100.0	210	100.0		
Mental health	Graduate	0	0.0	50	24.3	0	0.0	50	23.8	16.117	0.041*
	High School	3	100.0	55	26.7	0	0.0	58	27.6		
	Illiterate	0	0.0	22	10.7	1	100.0	23	11.0		
	Post Graduate	0	0.0	24	11.7	0	0.0	24	11.4		
	Primary	0	0.0	55	26.7	0	0.0	55	26.2		
	total	3	100.0	206	100.0	1	100.0	210	100.0		
Interpersonal relation	Graduate	3	18.8	46	23.8	1	100.0	50	23.8	9.176	0.328 ^{ns}
	High School	2	12.5	56	29.0	0	0.0	58	27.6		
	Illiterate	4	25.0	19	9.8	0	0.0	23	11.0		
	Post Graduate	1	6.3	23	11.9	0	0.0	24	11.4		
	Primary	6	37.5	49	25.4	0	0.0	55	26.2		
	total	16	100.0	193	100.0	1	100.0	210	100.0		

ns= not significant, *= 5% level

In the next table VII, it has been clearly mentioned that the fathers' educational qualifications (18.655, $p < 0.017$) and (16.117, $p < 0.041$) was significance at 5% level. It predicts that the educational qualifications of the father are one of the most predictor of psychological well-being of the selected adolescents.

The study done by Shek et al., (2005) showed that parental parenthood variables were concurrently associated with different measures of adolescent psychological well-being and problem behavior. The study suggested that the influence of fathers' adjustment of adolescents experiencing economic disadvantage vary with the gender of the adolescents.

TABLE VIII
ASSOCIATION BETWEEN FATHER'S OCCUPATION AND PSYCHOLOGICAL WELL-BEING OF ADOLESCENTS

Psychological well being	Age	High		Moderate		Very high		Total		Chi square	P-value
		N	%	N	%	N	%	N	%		
Satisfaction	Bussiness	2	25.0	43	21.4	0	0.0	45	21.4	4.952	0.55 ^{ns}
	Government	1	12.5	55	27.4	0	0.0	56	26.7		
	Non-Government	0	0.0	30	14.9	0	0.0	30	14.3		
	Other	5	62.5	73	36.3	1	100.0	79	37.6		
	Total	8	100.0	201	100.0	1	100.0	210	37.6		
Efficiency	Bussiness	1	8.3	44	22.3	0	0.0	45	21.4	13.329	0.038 ^{ns}
	Government	1	8.3	55	27.9	0	0.0	56	26.7		
	Non-Government	0	0.0	30	15.2	0	0.0	30	14.3		
	Other	10	83.3	68	34.5	1	100.0	79	37.6		
	Total	12	100.0	197	100.0	1	100.0	210	100.0		
Sociability	Bussiness	0	0.0	45	21.8	0	0.0	45	21.4	3.154	0.789 ^{ns}
	Government	1	33.3	55	26.7	0	0.0	56	26.7		
	Non-Government	1	33.3	29	14.1	0	0.0	30	14.3		
	Other	1	U33.3	77	37.4	1	100.0	79	37.6		
	Total	3	100.0	206	100.0	1	100.0	210	100.0		
Mental Health	Bussiness	0	0.0	45	21.8	0	0.0	45	21.4	8.988	0.174 ^{ns}
	Government	0	0.0	56	27.2	0	0.0	56	26.7		
	Non-Government	2	66.7	28	13.6	0	0.0	30	14.3		
	Other	1	33.3	77	37.4	1	100.0	79	37.6		
	Total	3	100.0	206	100.0	1	100.0	210	100.0		
Interpersonal relation	Bussiness	3	18.8	42	21.8	0	0.0	45	21.4	6.401	0.38 ^{ns}
	Government	4	25.0	52	26.9	0	0.0	56	26.7		
	Non-Government	3	18.8	26	13.5	1	100.0	30	14.3		
	Other	6	37.5	73	37.8	0	0.0	79	37.6		
	Total	16	100.0	193	100.0	1	100.0	210	100.0		

ns= not significant

As per the table VIII, the chi square and p-value of all the five areas including satisfaction, efficiency, sociability, mental health and interpersonal relations reveals that all the areas are classified as insignificant. The hypothesis stating that the father's occupation influences the psychological well-being of the adolescents is thus rejected.

The reasons could be that the father's despite being overloaded with all external and internal stress try to build a close and happy relation with the children. Closeness of fathers makes a unique contribution to offspring happiness, life satisfaction, and psychological distress.

TABLE IX

ASSOCIATION BETWEEN MOTHER’S EDUCATION AND PSYCHOLOGICAL WELL BEING

Psychological well being	Mother’s education	High		Low		Moderate		total		chi square value	p-value
		N	%	N	%	N	%	N	%		
Satisfaction	Graduate	2	25.0	4	11.9	20	0.0	26	12.4	7.890	0.444 ^{ns}
	High School	6	12.5	4	33.3	58	0.0	68	32.4		
	Illiterate	9	12.5	2	25.9	43	100.0	54	25.7		
	Post Graduate	1	0.0	1	4.5	7	0.0	9	4.3		
	Primary	9	50.0	2	24.4	42	0.0	53	25.2		
	Total	27	100.0	13	100.0	170	100.0	210	100.0		
Efficiency	Graduate	1	8.3	25	12.7	0	0.0	26	12.4	5.192	0.737 ^{ns}
	High School	3	25.0	65	33.0	0	0.0	68	32.4		
	Illiterate	3	25.0	50	25.4	1	100.0	54	25.7		
	Post Graduate	0	0.0	9	4.6	0	0.0	9	4.3		
	Primary	5	41.7	48	24.4	0	0.0	53	25.2		
	Total	12	100.0	197	100.0	1	100.0	210	100.0		
Sociability	Graduate	1	33.3	25	12.1	0	0.0	26	12.4	11.497	.175 ^{ns}
	High School	1	33.3	67	32.5	0	0.0	68	32.4		
	Illiterate	0	0.0	53	25.7	1	100.0	54	25.7		
	Post Graduate	1	33.3	8	3.9	0	0.0	9	4.3		
	Primary	0	0.0	53	25.7	0	0.0	53	25.2		
	Total	3	100.0	206	100.0	1	100.0	210	100.0		
Mental Health	Graduate	1	33.3	25	12.1	0	0.0	26	12.4	4.946	.763 ^{ns}
	High School	1	33.3	67	32.5	0	0.0	68	32.4		
	Illiterate	0	0.0	53	25.7	1	0.5	54	25.7		
	Post Graduate	0	0.0	9	4.4	0	0.0	9	4.3		
	Primary	1	33.3	52	25.2	0	0.0	53	25.2		
	Total	3	100.0	206	100.0	1	100.0	210	100.0		
Interpersonal relation	Graduate	1	6.3	24	12.4	1	100.0	26	12.4	10.785	0.214 ^{ns}
	High School	4	25.0	64	33.2	0	0.0	68	32.4		
	Illiterate	5	31.3	49	25.4	0	0.0	54	25.7		
	Post Graduate	2	12.5	7	3.6	0	0.0	9	4.3		
	Primary	4	25.0	49	25.4	0	0.0	53	25.2		
	Total	16	100.0	193	100.0	1	100.0	210	100.0		

ns= not significant

After glancing above the table IX, with reference to the selected adolescents' mother's education and its association with the psychological well-being, the chi square and p-value of the mentioned based on that Satisfaction (7.890, $P>.444$) Efficiency (5.192, $P>0.737$), Sociability (11.497, $P>.175$), Mental health (4.946, $P>.763$), and interpersonal relations (10.785, $P> 0.214$), were not significantly associated with predictors. Followed by mothers' education does not so any significant in psychological well-being of the selected respondents.

The finding to be insignificant of mother's education that may be the reason because the most of them were qualified secondary level of education. It may be the researcher opinion based on the findings. Hence, the mother's education will improve adolescent mental health status and reduces the incidence of underweight. Mother's education leads to an increase in family resources for children and an improvement in maternal mental health and parenting, which is interpreted as potential mechanisms.

TABLE X
ASSOCIATION BETWEEN MOTHER'S OCCUPATION AND PSYCHOLOGICAL WELL BEING

Psychological well being	Mother's occupation	High		Moderate		Very high		Total		chi square value	p-value
		N	%	N	%	N	%	N	%		
Satisfaction	Business	1	12.5	20	10.0	0	0.0	21	10.0	2.491	0.962 ^{ns}
	Government	0	0.0	18	9.0	0	0.0	18	8.6		
	Housewife	6	75.0	135	67.2	1	100.0	142	67.6		
	Non-Government	0	0.0	16	8.0	0	0.0	16	7.6		
	Other	1	12.5	12	6.0	0	0.0	13	6.2		
	Total	8	100.0	201	100.0	1	100.0	210	100.0		
Efficiency	Business	2	16.7	19	9.6	0	0.0	21	10.0	5.800	0.67 ^{ns}
	Government	2	16.7	16	8.1	0	0.0	18	8.6		
	Housewife	6	50.0	135	68.5	1	100.0	142	67.6		
	Non-Government	0	0.0	16	8.1	0	0.0	16	67.6		
	Other	2	16.7	11	5.6	0	0.0	13	6.2		
	Total	12	100.0	197	100.0	1	100.0	210	100.0		
Sociability	Business	0	0.0	21	10.2	0	0.0	21	10.0	7.825	0.451 ^{ns}
	Government	0	0.0	18	8.7	0	0.0	18	8.6		
	Housewife	1	33.3	140	68.0	1	100.0	142	67.6		
	Non-Government	1	33.3	15	7.3	0	0.0	16	7.6		
	Other	1	33.3	12	5.8	0	0.0	13	6.2		
	Total	3	100.0	206	100.0	1	100.0	210	100.0		
Mental Health	Business	1	33.3	20	9.7	0	0.0	21	10.0	10.692	0.22 ^{ns}
	Government	0	0.0	18	8.7	0	0.0	18	8.6		
	Housewife	0	0.0	141	68.4	1	100.0	142	67.6		
	Non-Government	1	33.3	15	7.3	0	0.0	16	7.6		
	Other	1	33.3	12	5.8	0	0.0	13	6.2		
	Total	3	100.0	206	100.0	1	100.0	210	100.0		
Interpersonal Relation	Business	3	18.8	18	9.3	0	0.0	21	10.0	15.016	0.059 ^{ns}
	Government	0	0.0	18	9.3	0	0.0	18	8.6		
	Housewife	11	68.8	131	67.9	0	0.0	142	67.6		
	Non-Government	1	6.3	14	7.3	1	100.0	16	7.6		
	Other	1	6.3	12	6.2	0	0.0	13	6.2		
	Total	16	100.0	193	100.0	1	100.0	210	100.0		

ns= not significant

After glancing into the table X, Association between mother's occupational and psychological well-being of selected respondents. The above table represents the chi square and p-value based on that none of the variable showed any significant level among the mother's education and psychological problems of the selected respondents.

The supportive study of Khurshid et al., (2016), investigated the psychological well-being of adolescent children belonging to working and non-working women. The study states that mother's working and nonworking status did not influence the psychological well-being of their adolescent children. In general, the study result demonstrates that working and non-working motherhood did not impact the mental prosperity of their children. Data affirmed that mothers either having working or non-working status are ideal to make positive interest in their youngster's well-being.

D. Social media addiction and psychological well-being determining factors

TABLE XI

INFLUENCE OF SOCIAL MEDIA ADDICTION AND PSYCHOLOGICAL WELL-BEING BASED ON THEIR SOCIO-DEMOGRAPHIC VARIABLES.

Social media addiction	Variable	Category	N	Mean	S. D	t	df	sig value
Social media addiction	Gender	Male	94	74.8404	11.1049	1.542	208	0.169 ^{ns}
		Female	116	72.2759	12.6578			
Psychological well being		Male	94	160.046	22.212	-2.432	208	0.354 ^{ns}
		Female	116	167.112	19.8283			
Social media addiction	Area of residence	Urban	108	72.31	12.358	-1.398	208	0.613 ^{ns}
Psychological well being		Rural	102	74.61	11.611			
		Psychological well being	Urban	108	161.76	18.358	-1.546	208
Rural			102	166.26	23.666			

ns=not significant

The above table represents the influence of social media addiction and psychological well-being based on their socio demographic factors (gender and area of residence). The result predicts that there was no influence factor on independent variables a dependents variable based on the selected respondents.

Looking into each predictor, it was clearly shown that both gender and area of residence (0.169, $p>0.354$), (0.613, $P>0.084$) showing that there was no significant difference observed based on the results, The researcher opinion that most of urban adolescents were used android phones in their school days, after entering to adolescents' stage they are engaged in peer group activities and video making through the app updating their status because most of the time they were in fantasy world.

TABLE XII

INFLUENCE OF THE SOCIAL MEDIA ADDICTION AND PSYCHOLOGICAL WELL-BEING OF ADOLESCENTS BASED ON THEIR SOCIO-DEMOGRAPHIC FACTORS.

Age group		N	Mean	Std. Deviation	F	df	P-value
Social media addiction	10-12 years	17	70.94	3.288	0.726	3	0.538 ^{ns}
	13-14 years	17	70.88	5.231			
	15-16 years	31	72.65	7.328			
	17-19 years	145	74.18	13.869			
	Total	210	73.42	12.028			
Psychological well being	10-12 years	17	147.29	7.278	10.615	3	<.001**
	13-14 years	17	146.82	10.881			
	15-16 years	31	162.13	17.61			
	17-19 years	145	168.3	21.906			
	Total	210	163.95	21.173			
Type of family							
Social media addiction	Joint	75	71.01	13.611	7.777	2	<.001**
	Nuclear	118	73.53	9.789			
	Other	17	83.35	14.146			
	Total	210	73.42	12.028			
Psychological well being	Joint	75	163.72	20.605	0.012	2	0.988 ^{ns}
	Nuclear	118	164	20.199			
	Other	17	164.59	30.133			
	Total	210	163.95	21.173			
Parents education and occupation							
Social media addiction							
Father's education	Illiterate	23	77.26	13.349	1.221	4	0.303 ^{ns}
	Primary	55	74.82	12.53			
	High school	58	71.81	13.279			
	Graduate	50	71.96	9.725			
	Post graduate	24	73.5	10.317			
	Total	210	73.42	12.028			
Occupation	Government	56	71.95	12.06	0.726	3	0.538 ^{ns}
	Non-government	30	75.07	9.329			
	Bussiness	45	69.78	9.446			
	Other	79	75.92	13.63			
	Total	210	73.42	12.028			
Mother's education	Illiterate	54	76.13	12.502	1.926	4	0.107 ^{ns}
	Primary	53	74.62	12.163			
	High school	68	72.37	9.56			
	Graduate	26	69.27	12.453			
	Post graduate	9	70.11	19.884			

	Total	210	73.42	12.028			
Occupation	Housewife	142	72.83	13.056	1.483	4	0.208 ^{ns}
	Government	18	70.61	5.689			
	Non-government	16	78.5	12.028			
	Bussiness	21	73.29	6.732			
	Other	13	77.77	11.98			
	Total	210	73.42	12.028			
Psychological well being							
Father's education	Illiterate	23	171.26	27.656	4.682	4	0.001**
	Primary	55	166	22.687			
	High school	58	169.21	19.209			
	Graduate	50	156.96	17.211			
	Post graduate	24	154.08	15.72			
	Total	210	163.95	21.173			
Occupation	Government	56	157.09	15.728	4.901	3	0.003**
	Non-government	30	161.37	24.46			
	Bussiness	45	162.78	17.49			
	Other	79	170.46	23.489			
	Total	210	163.95	21.173			
Mother's education	Illiterate	54	166.46	21.578	0.776	4	0.542 ^{ns}
	Primary	53	166.49	23.201			
	High school	68	161.37	19.589			
	Graduate	26	161.12	21.334			
	Post graduate	9	161.56	17.812			
	Total	210	163.95	21.173			
Occupation	Housewife	142	165.92	20.858	2.051	4	0.089 ^{ns}
	Government	18	153.56	14.185			
	Non-government	16	162.75	22.14			
	Bussiness	21	157.67	23.236			
	Other	13	168.38	24.452			
	Total	210	163.95	21.173			

**= Significant at 1% level, *= Significant at 5% level, ^{NS}=not significant

In order to contribute to the research literature by exploring the interactive relationship of the social media addiction and psychological well-being of the selected respondents within and among the variables namely age, type of family and parental education and occupation, univariate ANOVA was carried out and the results were presented in above the table.

Glancing at the table XII with reference on psychological well-being based on their age, f value (10.615, $p < .001$) shows that it was significant associated at 1% level. Hence, based on above the results the age group affects the psychological well-being of selected respondents.

The supportive study done by Crouter et al., (1999), states that the connection between parent-adolescent conflict and youth's psychological well-being was significantly associated with present study. So that age group was influencing the factors of psychological well-being of selected respondents.

The socio-demographic factor of family type, (7.777, $p < .001$) is significant at 1% level, which shows that based on the present results the family type affects the social media addiction of the selected respondents.

The supportive study done by Choi et al., (2018), states that newly evolving family types (multicultural/dual-income) affect adolescents' social media addiction. Additionally, adolescents from this type of family revealed significantly higher scores on an addiction factor.

Going through the data of the fathers' education, f value (4.682, $p < 0.001$) clearly shows that was significant by 1% level, Hence, the psychological well-being of the selected respondents is affected by the influence of the fathers' education.

The supportive study done by Schlechter et al., (2010), states that children's whose parents have higher levels of education would choose to pursue higher education for themselves. The parents mold the well-being of the children. So, the fathers' education was seen to affect the psychological well-being of selected respondents.

Based on the factors of the fathers' occupation f value (2.051, $p < 0.003$), shows that the data was significant at 1% level, because the fathers occupation affects the psychological well-being of the selected adolescents.

Crouter et al., (1999), conducted a study which showed that the parents' work stress affects the children's or adolescents' psychosocial functioning. Parents' work experiences indirectly influence children's behavior through their sequential effects on parents' work-related affect and parenting. Hence, the study showed that the fathers' occupation has a positive effect on the psychological well-being of selected respondents.

TABLE XIII
CORRELATION BETWEEN THE SOCIAL MEDIA ADDICTION AND PSYCHOLOGICAL WELL

CORRELATIONS		Social Media	Psychological well-being (Satisfaction)	Psychological well-being (Efficiency)	Psychological well-being (Sociability)	Psychological well-being (Mental health)	Psychological well-being (Interpersonal relation)
Social Media	Pearson Correlation	1	.255**	.217**	.387**	.194**	.169*
	Sig. (2-tailed)		<.001	0.002	<.001	0.005	0.014
	N		210	210	210	210	210
Psychological well-being Area Satisfaction	Pearson Correlation		1	.649**	.441**	.395**	.544**
	Sig. (2-tailed)			<.001	<.001	<.001	<.001
	N			210	210	210	210
Psychological well-being Area-Efficiency	Pearson Correlation			1	.571**	.485**	.646**
	Sig. (2-tailed)				<.001	<.001	<.001
	N				210	210	210
Psychological well-being Area-Sociability	Pearson Correlation				1	.514**	.589**
	Sig. (2-tailed)					<.001	<.001
	N					210	210
Psychological well-being Area-Mental health	Pearson Correlation					1	.478**
	Sig. (2-tailed)						<.001
	N						210
Psychological well-being Area-interpersonal relation	Pearson Correlation						1
	Sig. (2-tailed)						
	N						210

**= 1% level significant, * =5% level significant

Table XIII indicates the correlation between social media addiction and psychological well-being of adolescents.

Looking at each predictor, it was clear that social media addiction with reference to the mentioned area, satisfaction ($p < .001$), Efficiency ($p < 0.002$), sociability ($< .001$), mental health (0.005) was significant at 1% level and interpersonal relation alone (0.014) showed significant at 5% level based on their scores.

The second part of the table lucidly shows that the psychological well-being with reference to the area, satisfaction ($p < .001$), efficiency ($p < .001$), sociability ($p < .001$) and mental health ($p < .001$) were significant at 1% level. Hence, the present study shows that social media with psychological well-being were associated positively. its means that higher their score higher media addiction was found to the present study.

This study supportive of present study Cardak et al., (2013) states that study to examine the relationship between Internet addiction and psychological well-being. the finding of the study proved that Adolescents with higher levels of Internet addiction were more likely to be low level of in psychological well-being.

CHAPTER V

SUMMARY AND CONCLUSION

VI. SUMMARY AND CONCLUSION

The transition to adolescence is characterized by marked increases in developmental plasticity as a result of the considerable changes that take place within individuals and their contexts. At the individual level, pubertal onset initiates substantial hormonal shifts and alterations to brain structure and function that underlie increases in reactivity and sensitivity to environmental stimuli, particularly social stimuli, which allows for vast learning and psychosocial development to take place. As such, early adolescence is characterized by a marked increase in internalizing and externalizing problems. Social media refers to interactive websites or internet applications (“apps”) that allow users to generate and share content with others, create personalized profiles, and develop online social networks. Social media likely plays an important role in the lives of early adolescents due to the salience of identity exploration, autonomy, friendships, and peer acceptance during this developmental stage.

For the present study, 120 adolescents comprising of 116 females and 54 males, which were selected from the Government college of technology (GCT) situated in the Coimbatore district, Tamil Nadu. And the sample was collected using the simple random sampling method. To investigate the social media addiction, the researcher used social media addiction scale developed by Ecurra and Salas (2004) which was translated into English and used to assess the online social media addiction among the adolescents. For the second questionnaire, psychological well-being scale formulated and standardize by Dr. Devendra singh Sisodia and Ms. Pooja Choudhary was used along with the questions of general information of the selected respondents. For the main analysis, chi square, t-test, ANOVA and correlation was done to predict the influence and association of the selected socio-economic variables on the study variables.

KEY FINDINGS OF THE STUDY

A. SOCIO-DEMOGRAPHIC PROFILE OF THE SELECTED SAMPLE

- ❖ Adolescents were categorised under four age group that is 10-12 years, 13-14 years, 15-16 years and 17-19 years where the majority of the contribution were from 17-19 years (69 %) followed by 15-16 years (14.8 %) and the least were from 13-14 years (8.1 %), 10-12 years (8.1%)
- ❖ The majority of the adolescents were Hindus (70 %).
- ❖ 32.4 % of the respondents belonged to the community categorised as other.
- ❖ The maximum samples belonged to females (55.2 %).

- ❖ More than half of them (51.4 %) were urban residents.
- ❖ The majority of the respondents (56.2 %) were from nuclear family.
- ❖ Nearly half of the fathers were high school passed (27.6 %) and the majority of the mothers were illiterates (25.7 %).
- ❖ And nearly half of the fathers were employed in other category (37.6 %) and the majority of the mothers were housewives (67.6 %).

B. Social media addiction and its variables

Association between the socio-demographic variables and social media addiction

- ❖ The chi square value 18.925 and $p < 0.004$ is calculated in order to find out the statistical significance in categorization of the sample associated with the social media addiction with the variables of age. The result shows that it is significant by 1% level.
- ❖ The next variable that has been associated with the social media addiction is the type of family. Which has been calculated with the chi square value 14.873 and $p < 0.005$ revealing that it is significant by 5% level.
- ❖ The chi square test done on the variables namely gender, area of residence, fathers' education, fathers' occupation and mothers' education were not found to be statistically significant with the reference to the association with social media addiction.

C. Psychological well-being and its variables

Association between the socio demographic factors and psychological well-being of adolescents.

- ❖ The area of residence is seen to be statistically significant with 1% level (chi square- 5.999, $p < 0.05$). The results shows that area of residence effects the psychological well-being of selected adolescents.
- ❖ The type of family has a higher influence on the psychological well-being of the selected respondents with 1% level.
- ❖ The socio-demographic factor, fathers' education is statistically significant by with 5% level showing that this factor highly effects the psychological well-being of adolescents.
- ❖ The chi square test done on the fathers' occupation, mothers' education and occupation were not found to be statistically significant with reference to

psychological well-being. Therefore, these factors don't affect the psychological well-being of adolescents.

D. Social media addiction and psychological determining factors

a. Difference in the social media addiction and psychological well-being mean score with reference to gender and type of family.

- ❖ The mean and t value of the variable gender with reference to social media addiction and psychological well-being is found to be insignificant.
- ❖ The area of residence mean value and t value with reference to social media addiction and psychological well-being were not found to be significant.

b. Influence of the given variables to social media addiction and psychological well-being.

- ❖ The results of ANOVA for the age variable with reference to psychological well-being is seen to be significant by 1% level.
- ❖ The significant f value= 7.777 and $p < .001$ with reference to type of family for its influence on social media addiction is significant by 1% level.
- ❖ The ANOVA test done on fathers' education and occupation were found to be statistically significant by 1% level meaning that it this variable influences the psychological well-being of the selected respondents.

E. Correlation between social media addiction and psychological well-being

The statistical value of the data including the relation between social media addiction and psychological well-being reveals that there is a positive relation between the social media addiction and psychological well-being with the significant 1% level and 5% level. Hence, it predicts that the adolescents selected are highly addicted to social media and are having a low psychological well-being.

CONCLUSIONS;

In conclusion, age and type of family are the associated factors of social media addiction which is found to be significant at 1% and 5% level respectively. And, Area of residence, types of family and father education are the associated factors of psychological wellbeing at 1% and 5% level of significant respectively. The study also reveals a significant influence of types of family on social media addiction of the adolescent at 5% level. However, Social media addiction of the adolescents is not significantly influenced by age, gender,

parental education and qualification. Also, age and father education and occupation were found to be factors influencing psychological wellbeing of the adolescents but no significant influenced of gender, types of family and mother's education and occupation on psychological wellbeing was observed. Moreover, social media addiction of the adolescents is found to be significantly positively related with psychological wellbeing of the adolescents.

CHAPTER VI

BIBLIOGRAPY

BIBLIOGRAPHY

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ANNEXURES

ANNEXURE I

INSTITUTION ETHICAL COMMITTEE APPROVAL FORM

INSTITUTIONAL HUMAN ETHICS COMMITTEE



Avinashilingam

Institute for Home Science and Higher Education for Women
(Deemed to be University under Category 'A' by MHRD, Estd. u/s 3
of UGC Act 1956) Re-accredited with 'A++' Grade by NAAC.
Recognised by UGC Under Section 12 B
Coimbatore-641 043, Tamil Nadu, India

24th March 2022

Chairman

Dr. Sudha Ramalingam
Director-Research & Innovation,
Professor-Community Medicine,
PSG Institute of Medical Sciences
& Research, Coimbatore

Member Secretary

Dr. S. Uma Mageshwari
Professor and Head,
Department of Food Service
Management & Dietetics

Members

Mr. K. Arunmoli (Legal Expert)
Dr. Subhashini K. Sripathi
Dr. A. Saraswathy (Medical Officer)
Ms. D. Kavitha
Dr. A. R. Sudamani Ramasamy
Dr. G. Victoria Naomi
Dr. Judith Justin
Dr. Anitha Subash

To
Ms. Lakhilu Mepong
Department of Human Development
Avinashilingam Institute for Home Science and
Higher Education for Women
Coimbatore – 641 043

Dear Lakhilu Mepong ,

Ref: Your proposal No. IHEC/21-22/HD-07 entitled “Social Media Addiction and Psychological Wellbeing of Adolescents” resubmitted for approval to IHEC on 18.03.2021.

The Institutional Human Ethics Committee of our University hereby grants approval to your research proposal No. IHEC/21-22/HD-07 entitled “Social Media Addiction and Psychological Wellbeing of Adolescents” resubmitted by you. The Approval number for the same is AUW/IHEC/HD-21-22/XPD-07.

We wish you all the best in your research endeavours.

Regards,

S. Uma Mageshwari
Dr. S. Uma Mageshwari
Member Secretary



ANNEXURE II

Socio-Demographic Profile

1. Age:

2. Religion: Hindu Muslim Christian Other

3. Community: ST SC OC Other

4. Gender: Male Female

5. Area of residence: Urban Rural

6. Type of family: Joint Nuclear

7. Fathers Education;

Illiterate Primary

High school

Graduate Post graduate

8. Fathers Occupation;

Government Non-Government

Bussiness Other

9. Mother's education:

Illiterate Primary

High school

Graduate Post graduate

10. Mother's occupation:

Government non-Government

Business Housewife Other

ANNEXURE III

Social Networking Sites Addiction Scale

We are interested in learning how you are using the social networking sites. Therefore, please respond to the following statements. Read carefully and choose the appropriate rating. Tick your responds in the provided box in relevant to your answer.

Sl. no	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1	I feel a great need to stay connected a social networking site.					
2	I need more and more time to address my issues related to social networking site.					
3	The time I used to spend before being connected to social networking sites does not satisfy me anymore, I need more.					
4	I'm barely awake and I'm connecting to social networking sites.					
5	I do not know what to do when I am disconnected from social networking sites.					
6	I get upset if I cannot connect to social networking sites.					
7	I feel anxious when I cannot connect to social networking sites.					
8	Entering and using social networking sites gives me relief, it relaxes me.					
9	When I enter social networking sites I lose my sense of time.					
10	I usually spend more time on social networking sites, than I had originally intended.					
11	I think about what may be happening in social networking sites.					
12	I think that I should control my activity of connecting to social networking sites.					

13	I can disconnect from social networking sites for several days.					
14	I propose without success, to control my habits of prolonged and intense use of social networking sites.					
15	Even when I develop other activities, I keep thinking about what happens in social networking sites.					
16	I spend a lot of time of the day connecting and disconnecting from social networking sites.					
17	I stay connected to social networking sites for a long time.					
18	I am aware of the alerts that are sent to me from social networks to my phone or to the computer.					
19	I disregard my friends or relatives for being connected to social networking site.					
20	I neglect homework and studies because I am connected to social networking site.					
21	Even when I'm in class, I connect with dissimulation to social networking sites.					
22	My partner, or friends, or relatives; I have been struck by my dedication and the time destiny to the things of the social networking sites.					
23	When I'm in class without connecting to social networking sites, I feel bored.					
24	I think the intensity and frequency with which I enter and use the social networking sites is a problem.					

Psychological well-being addiction scale

Read each statement carefully and tick any one option you find most appropriate. No answer is right or wrong. Don't spend too much time on any of the statement. Answer all the statements. The information would be kept confidential and will be used for the research purpose only.

Sl. no	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
AREA I						
1	I think I have a particular meaning and purpose of my life.					
2	I have happy memories of past.					
3	I am very much satisfied about everything in my life.					
4	In general, I feel I am incharge of the situation in which I live.					
5	In most ways my life is close to my ideal					
6	The conditions of my life are excellent					
7	So far, I have the important things I want in life.					
8	If I could live my life order, I would change almost nothing.					
9	In many ways, I feel contended about my achievements in life.					
10	I am living the kind of life I wanted to.					
AREA II						
11	I find easy to make decisions					
12	In my daily life I get chance to show how capable I am.					
13	I feel positive and creative.					
14	I find I can think quite clearly					

15	I am quite good at managing responsibilities of my daily life.					
16	For me, life has been a continuous process of learning, changing and growth					
17	I feel that I am capable of working hard.					
18	I feel eager to tackle my daily task or make new decisions.					
19	I feel I can easily handle or cope with any serious problem.					
20	I think it is important to have new experience that challenge how you think about yourself and the world.					
AREA III						
21	I take immense interest in other people.					
22	I always keep committed and involved.					
23	I have adjusting nature and sense of belongingness.					
24	I feel I must do what others expect me to do.					
25	People would describe me as a giving person, willing to share my time with others.					
26	I have good influence on life.					
27	It is always necessary that others approve of what I do.					
28	Maintaining close relationships gives pleasure to me.					
29	I experience warm and trusting relationships with others.					
30	I believe that good people are essentially good and can be trusted.					

AREA IV						
31	I remain energetic, active and vigorous whole day.					
32	Thought of accident doesn't affect me.					
33	Tension in life doesn't affect my health.					
34	I have no difficulty in sleeping.					
35	I keep myself busy whole day.					
36	Illness doesn't affect my mental health.					
37	I feel rested when I wake up in the morning.					
38	Talking or thinking about my illness doesn't make any difference to me.					
39	Usually I don't feel tired, worn out, used up or exhausted.					
40	Age related problems are part of life.					
AREA V						
41	Personal relationship gives me pleasure.					
42	I enjoy company of other people.					
43	I enjoy my personal achievements.					
44	I perform useful activities like reading, gardening etc in my leisure time.					
45	I have no hesitation in talking to anyone.					
46	I like to do any task at right place and right time.					
47	I have good relations with relative and friends.					

48	I feel satisfied by doing religious activities.					
49	I like to watch programs on tv with everyone.					
50	I am always careful about my manner of dress.					

ANNEXURE IV

CONFIRMATION LETTER FROR CONDUCTING THE STUDY



GOVERNMENT COLLEGE OF TECHNOLOGY
COIMBATORE – 641013

Date: 01.03.2022

To

The Head of Department,
Human Development,
Avinashilingam Institute for Home Science and Higher Education for Women,
Coimbatore- 43.

Respected Madam/Sir,

Sub : Granting Permission for data collection reg.

Ref: Letter from Dean, Avinashilingam Institute for Home Science and Higher Education
for women dated on 25.02.2022

With reference cited above, permission is hereby accorded to Lakhilu Mepong II M.Sc in
the Department of Human Development, to collect the data for their PG Research work from our
esteemed college.


Principal 11/3/22
VICE PRINCIPAL
Govt. College Of Technology
Coimbatore - 641 013