



# **A STUDY ON THE USE OF SOCIAL MEDIA AND ITS IMPACT ON THE MENTAL HEALTH OF SENIOR SECONDARY STUDENTS OF KAMRUP RURAL AREA.**

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## ***Abstract:***

This paper examines the impact of social media on the mental health of senior secondary students in and around Kamrup Rural areas considering that social media has been a significant part of daily lives of the students, the effects caused by social media should be clearly identified and understood before using them. Privacy concerns, cyber bullying, and bad effects on schooling and mental health are all risks associated with the usage of social media by adolescents. However, ethical social media use can expand opportunities for connection and conversation, as well as boost self esteem, promote health and gain access to useful information. The hypothetical impact mechanism of social media on mental health should be further explored through qualitative surveys and interviews with specific populations. The study emphasized on methods such as questionnaire and interviews. This study precisely describes the effects and sources of harm caused by social media. The result of the study indicates a strong correlation between social media usage and outcomes, including increased anxiety, depression, sleeplessness and loneliness. It concludes with recommendations to promote healthier use of social media.

**Keywords:** Social media, mental health, self-esteem, cyber bullying.

## **1. INTRODUCTION:**

Human beings are inherently social creatures, and our need for companionship and connection is fundamental to our survival and well-being. From early childhood through adulthood, the relationships we form with others play a crucial role in shaping our identities, influencing our mental health, and helping us navigate life's challenges. Studies consistently show that social connections are vital for alleviating stress, anxiety, and sadness. In contrast, a lack of social engagement can lead to feelings of isolation and loneliness, which can have serious repercussions for our mental health and overall quality of life.

The bonds we create with friends, family, colleagues, and even acquaintances provide us with emotional support, encouragement, and a sense of belonging. These connections help us process our experiences, share our joys and sorrows, and find meaning in our lives. When we feel connected to others, we are better equipped to cope with stressors, whether they be personal, academic, or professional. Social support networks act as a buffer against the difficulties we face, promoting resilience and facilitating personal growth.

In today's rapidly evolving digital landscape, social media has emerged as an indispensable part of our daily lives, transforming the way we communicate and interact with one another. Platforms such as Facebook, Instagram, X (formerly known as Twitter), and WhatsApp have surged in popularity, particularly among younger generations. According to statistics from 2019, the number of social media users worldwide reached a staggering 3.484 billion, reflecting a 9% increase year-on-year. This trend underscores how deeply embedded these platforms have become in our social fabric, altering the dynamics of human interaction.

The rise of social media has undeniably brought about numerous advantages. For instance, these platforms facilitate communication across great distances, allowing individuals to maintain relationships that might otherwise wither due to geographic separation. Social media also provides a platform for people to express themselves, share their passions, and connect with like-minded individuals. This ability to reach a global audience can empower individuals and amplify voices that might otherwise go unheard. Additionally, social media can serve as a valuable source of information, providing users with updates on current events, educational content, and opportunities for personal development.

However, as the prevalence of social media continues to grow, so do concerns about its impact on mental health, particularly among students and young people. While these platforms can foster connections, they can also create an environment where superficial interactions take precedence over meaningful relationships. Many students increasingly prefer engaging with their peers online rather than participating in face-to-face interactions. This trend raises important questions about the nature of social engagement in the digital age and its implications for mental well-being.

The reliance on social media can lead to a dependence on online validation through likes, comments, and shares. This feedback loop can create pressure to present an idealized version of oneself, resulting in anxiety when the expected engagement does not materialize. For many young people, the absence of likes or positive feedback can trigger feelings of frustration, sadness, and even self-doubt. This phenomenon is particularly concerning as it can exacerbate underlying mental health issues, such as anxiety and depression, which are already prevalent among adolescents.

Moreover, the curated nature of social media often leads to unrealistic comparisons. Users are frequently exposed to idealized portrayals of others' lives, showcasing filtered images and highlight reels that may not reflect reality. This constant comparison can erode self-esteem and contribute to feelings of inadequacy, especially when individuals measure their self-worth against these seemingly perfect standards. For students navigating the complexities of adolescence, the pressure to conform to these social ideals can be overwhelming, potentially leading to detrimental outcomes for their mental health.

Research indicates that excessive social media use can also disrupt sleep patterns. The blue light emitted from screens can interfere with the body's natural circadian rhythms, making it more challenging to fall asleep and stay asleep. This disruption can have a cascading effect on mental health, as sleep is critical for cognitive function, emotional regulation, and overall well-being. Students who spend significant time on social media, especially late at night, may find themselves trapped in a cycle of fatigue and diminished focus, further impacting their academic performance and mental resilience.

Additionally, the addictive nature of social media cannot be overlooked. Many users report spending hours scrolling through feeds, often at the expense of more fulfilling activities, such as physical exercise, reading, or spending quality time with family and friends. This compulsive behavior can lead to a decrease in real-life social interactions, further exacerbating feelings of loneliness and isolation. Students, in particular, may find themselves prioritizing online engagements over in-person connections, leading to a cycle that perpetuates their reliance on digital communication.

Despite the potential drawbacks, it is essential to recognize that social media can still play a constructive role in our lives when used mindfully. Encouraging a balanced approach to social media use is vital for

mitigating its adverse effects on mental health. Setting boundaries around screen time, promoting digital detoxes, and fostering in-person interactions can help students cultivate a healthier relationship with technology. By being intentional about their social media habits, individuals can reap the benefits of these platforms while minimizing the risks.

Educational institutions can play a pivotal role in addressing these issues by promoting digital literacy and mental health awareness among students. Incorporating discussions about the impact of social media into the curriculum can empower students to navigate the digital landscape more effectively. By fostering open conversations about the pressures of online engagement and encouraging self-reflection, educators can help students develop a critical understanding of their social media use.

Moreover, encouraging extracurricular activities that promote face-to-face interactions can provide students with opportunities to build meaningful relationships outside of the digital realm. Activities such as sports, clubs, and community service not only facilitate social connections but also contribute to personal development and a sense of purpose. These experiences can serve as a counterbalance to the often superficial interactions that occur online.

In addition to educational institutions, parents and caregivers can also play a crucial role in guiding young people toward healthier social media habits. Open lines of communication about online experiences, monitoring usage, and encouraging outdoor activities and in-person socializing can help mitigate the risks associated with excessive social media use. By modeling healthy behaviors themselves, adults can set a positive example for the younger generation.

Ultimately, the key to navigating the complexities of social media lies in fostering a culture of balance and mindfulness. Recognizing that while these platforms can facilitate connection, they should not replace genuine human interactions is essential. Encouraging individuals to engage in self-care practices, such as spending time in nature, practicing mindfulness, and nurturing face-to-face relationships, can significantly enhance mental well-being.

While social media has become an integral part of modern life, its impact on mental health, particularly among students, warrants careful consideration. By understanding the potential risks and promoting a balanced approach to technology use, we can harness the positive aspects of social media while mitigating its adverse effects. Fostering meaningful connections, both online and offline, is crucial for supporting the mental health and overall well-being of individuals in an increasingly digital world. As we navigate this complex landscape, it is our responsibility to cultivate environments that prioritize authentic relationships and emotional resilience, ensuring that social media serves as a tool for connection rather than a source of anxiety and isolation.

## **1.1 OBJECTIVES OF THE STUDY:**

- a) To systematically study the effects of social media on the mental health of the students.
- b) To study the impact of the duration of use of social media, addiction of students towards social media, lack of attention etc. on the mental health of the senior secondary students.

## **2. LITERATURE REVIEW:**

Previous research on social media and mental health has found mixed results while some studies have found positive effects of social media, including increased social support and self esteem, others have found negative effects such as increased anxiety, depression and loneliness. Additionally, studies also suggest that excessive social media usage can lead to addiction and increase in mental health disorder. For example, a study surveyed a group of eight grade students and found that learners who spend more than 10 hours per week on social media are 56% more likely to be dissatisfied than those who spend less time on social media.

According to the 2019 study, learners who spend more than three hours per day on social media are more likely to struggle with mental health issues like sadness, anxiety, hostility and antisocial conduct. These recent studies have shed light on how social media may have a detrimental impact on people's mental health. It has further been analyzed that likes, comments and followers were biggest contributors to poor mental health.

## **2.1 CRITICAL ANALYSIS & IDENTIFICATION OF GAPS:**

Systematic studies can quantitatively and qualitatively identify, aggregate and evaluate all accessible data to get a warm and accurate response to the research questions involved. In addition, many existing systematic studies related to mental health studies have been conducted worldwide. However, only a limited number of studies are integrated with social media and conducted in the context of social science. A limitation of past studies would be that they mostly focused on the relationship between social media and mental health but not necessarily on the user's own psychological perspectives and application methods towards social media use and mental health. Previous research has not taken into account the variety of user view points and application styles, instead concentrating on the general relationship between social media use and mental health outcomes. Subsequent investigations need to probe more deeply into the subtleties of how social media effects mental health, taking into account the varied viewpoints and strategies utilized by individuals. This more sophisticated knowledge can assist in identifying usage trends, enhance mental health care, and provide users with more confidence when utilizing social media without succumbing to its potential negative influences.

## **3. METHODOLOGY:**

### **3.1 RESEARCH METHOD:**

The first stage of any research method is to identify and define a research problem. Then after literature review, the researcher has to select a particular research methodology to solve the problem. This study was performed as a survey and was conducted to assess the association between social media use and mental health of secondary level learners. It is used to identify what caused social media to affect mental health.

In this study, the quantitative approach was used. It has been widely used because opinions, attitudes, suggestion for improvement of educational practices and instruction and other forms of data are collected through it. Observation and interaction methods have been employed in the present research with a view to filling up of the already structured questionnaire regarding social media and mental health. Quantitative research on social media platforms tells us the 'what' giving you objective information about the habits of a population based on the sample. Social media is a widely used object around the world, and using surveys, it helps gather information more efficiently and effectively. The process of gathering and interpreting numerical data can help identify trends and averages. Meaning that by using quantitative research, the patterns of time spent, age population etc. are being able to be seen.

### **3.2 POPULATION OF THE STUDY:**

In the present study, the investigator has taken class XI and XII students of colleges of different areas as the population to study the impact of social media use on their mental health. All the students are interviewed in a friendly and joyful pre-structured manner. The study was conducted under the Rampur block of Kamrup (Rural) district. The total no. of students comprises of 400 studying in three junior colleges of the area.

The following table shows the total population of Class XI and Class XII respectively of the selected colleges.



**Table 1: Distribution of Population**

SL No	Name of the College	Total population
1	Darwin Academy	100
2	Career Plus Academy	100
3	Salt Brook Academy	200
	TOTAL	400

### **3.3 SAMPLE OF THE STUDY:**

The representative proportion of the population is called a sample. The total Universe of the study constitutes 400 senior secondary students of three junior colleges. Out of the population, 50% students have been selected as samples for the study from the three colleges of different areas on the basis of random sampling technique. From each college, 50% of the population has been selected as sample. The following table shows the list of the sample of colleges taken for the present study.

**Table 2: Distribution of Sample**

Sl No	Name of the College	Total population	%	Total No. of Sample
1	Darwin Academy	100	50%	50
2	Career Plus Academy	100	50%	50
3	Salt Brook Academy	200	50%	100
	TOTAL	400	50%	200

### **3.4 TOOLS FOR DATA COLLECTION:**

Data collection is an essential part of the research process. Based on the collection of data, the researcher identifies valid, verify as correct or reject as unattainable. In order to collect the data for any research problem the researcher must sample the concerned population.

Data collection tool refers to the tools/ devices used for gathering data such as paper questionnaire or a system for computer assisted interviews. It includes case studies, checklists, interviews, observation, surveys as well as questionnaire.

The tools that have been used in this study for data collection are questionnaire and interview schedule. In this study, a close-ended questionnaire has been adopted for collecting the data namely: Questionnaire on Social media and mental health of Secondary studies. The investigator has personally visited three junior colleges of different areas of Kamrup (Rural) district. The researcher has distributed questionnaires to the students and asked them questions during interviews. The researcher observed their excitement when being asked about their social media interactions.

### **3.5 PROCEDURE FOR DATA COLLECTION:**

The investigator at first proceeded to her supervisor, who issued a formal letter of granting permission and requesting the schools to help for data collection. The researcher took prior appointment form the Headmaster/ Headmistress of the Schools. The questionnaires were distributed among the students and after

that some questions were asked through the interview schedule. The researcher discussed, explained the issues and questioned the students. In each sample schools, students were given time to respond to the items in the questionnaire. They were questioned informally and students enjoyed the session. This helped in easily assessing the effect of social media on their mental health. The researcher was present during the entire process. After collecting the data, essential data have been systematically organized. The data has been analyzed scientifically and represented graphically. The analyzed data have been interpreted and properly summarized mentioning their major findings, limitations of the study, recommendation for future research areas and thereafter concluded meaningfully. Finally, the findings have been made available to the readers through print out following standard guidelines for preparing the complete report.

#### **4. ANALYSIS AND RESULTS:**

In the present study, the researcher has selected data by using close ended questionnaire. After collecting the data, essential data have been systematically organized. The data has been analyzed scientifically and represented graphically. The analyzed data have been interpreted and properly summarized mentioning their major findings, limitations of the study, recommendation for future research areas and thereafter concluded meaningfully.

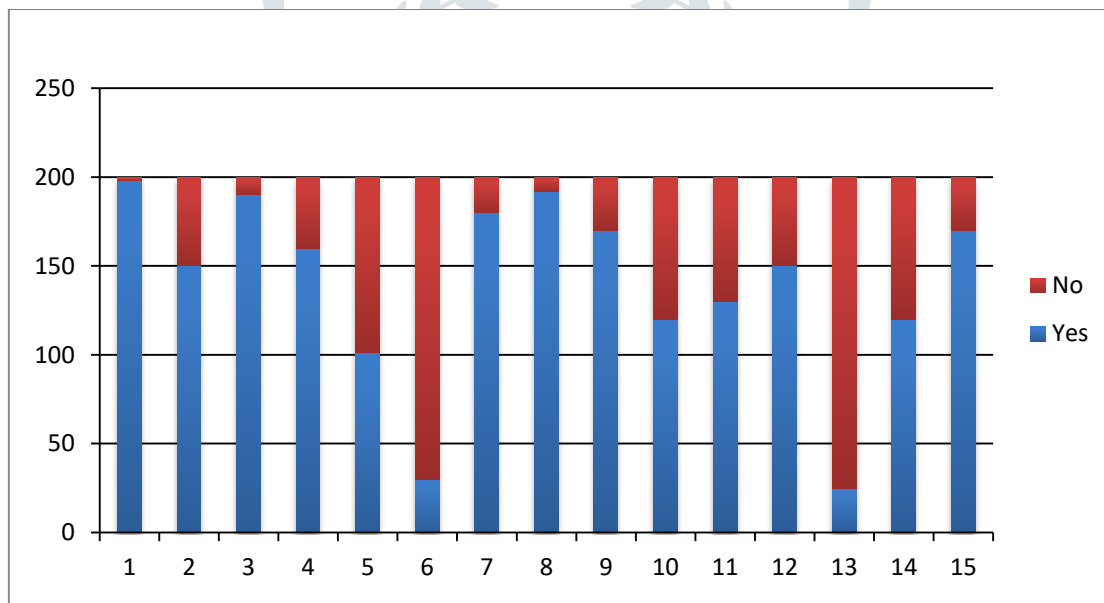
##### **4.1 ANALYSIS OF STUDENT'S QUESTIONNAIRE:**

15 questions have been incorporated in the questionnaire that has been distributed among the students. All the questions are close ended comprising of Yes/No questions only. Questions on the purpose of using social media, addiction towards social media, its impact on student's mental health etc. are included. All the questions are analyzed and interpreted below with the help of tabulation, percentages and graphical representation.

**Table 3: Analyzing the data in the form of Yes/No type questions:**

Ques No.	Contents	Responses			
		Yes	%	No	%
1.	Have an access to social media	198	99%	02	1%
2.	Use social media to see what others think about your looks	150	75%	50	25%
3.	Get affected when post do not get likes	190	95%	10	5%
4.	Exam pressure compels you to use social media	160	80%	40	20%
5.	Use social media to see how others look	101	50.5%	99	49.5%
6.	Social media is a wastage of time and energy	30	15%	170	85%
7.	Get stress when posts do not get positive response	180	90%	20	10%

8.	Feel frustrated when unable to use social media	192	96%	8	4%
9.	Tired after using social media	170	85%	30	15%
10.	Feel social media is a boon	120	60%	80	40%
11.	Do you feel to use social media for longer periods	130	65%	70	35%
12.	Use social media just before sleep	150	75%	50	25%
13.	Can you stay one day without using social media	25	12.5%	175	87.5%
14.	Do you find any health related issues after using social media	120	60%	80	40%
15.	Have mood swings after using social media for a long time	170	85%	30	15%



**FIGURE 1:** Showing analysis of Yes/No type questions in bar diagram.

#### 4.2 INTERPRETATION OF THE DATA:

- In the above table (Question No. 1), the students are asked whether they have an access to social media to which 198 replied in Yes and 2 students replied in No i.e., 99% and 1% respectively.
- In response to Question No. 2, in which they are asked whether they used social media to see what others think about their looks to which 150 students answered in Yes and remaining 50 replied in No. Hence, the percentages are 75% and 25% respectively.
- In response to Question No. 3, students are asked whether they get affected if their posts do not get enough likes to which 190 of them answered in Yes and remaining 10 replied in No. Hence, the percentages are 95% and 5% respectively.

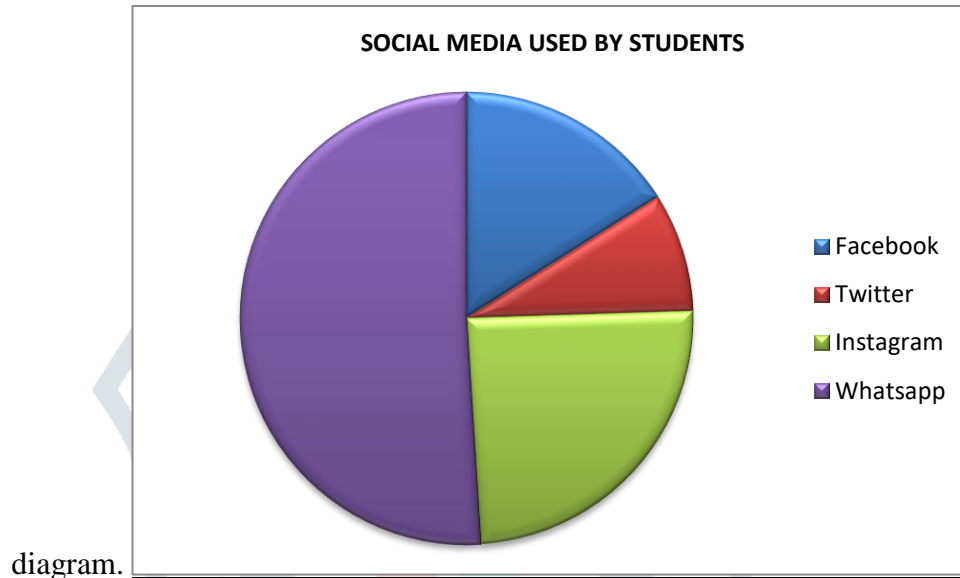
- iv. In response to Question No.4, students are asked if exam pressure compels them to use social media to which 160 of them answered in Yes and remaining 40 replied in No. Therefore, the percentages are 80% and 20% respectively.
- v. In response to Question No.5, when they were asked if they use social media to see how others look, to which 101 students answered in Yes and remaining 99 replied in No. Therefore, the percentages are 50.5% and 49.5% respectively.
- vi. In response to Question No. 6, 30 students replied in Yes and 170 of them replied in No to whether use of social media is wastage of time and energy. Hence, the percentages are 15% and 85% respectively.
- vii. In response to Question No. 7, when they were asked if they feel stressed when their posts do not get positive responses to which 180 students replied in Yes and 20 replied in No. So, the percentages are 90% and 10% respectively.
- viii. In response to Question No. 8, they are asked whether they feel frustrated when unable to use social media, to which 192 of them answered in Yes and 8 replied in No. Thus, the percentages are 96% and 4% respectively.
- ix. In response to Question No. 9, where they are asked if they feel tired after using social media for longer duration, to which 170 students replied in Yes and 30 of them replied in No. Thus, their percentages are 85% and 15% respectively.
- x. In Question No. 10, they are asked if they feel social media is a boon, to which 120 students replied in Yes and 80 of them replied in No. Thus, their percentages are 60% and 40% respectively.
- xi. In response to Question No. 11, where they are asked if they feel to use social media for longer periods, 130 of them replied in yes and remaining 70 replied in No. Thus, the percentage stands out as 65% and 35% respectively.
- xii. In response to Question No. 12, where they are asked whether they use social media just before sleep to which 150 students replied in Yes and the rest replied in No. Hence, the percentage becomes 75% and 25% respectively.
- xiii. In Question No. 13, they are asked if they can stay one day without using social media, to which 25 of the students replied in Yes and the remaining 175 replied in No, rendering the percentage as 12.5% and 87.5% respectively.
- xiv. In response to Question No. 14, when they are asked if they have any health related issues after using social media, 120 of them replied in Yes and the rest replied in No. Hence, the percentages are 60% and 40% respectively.
- xv. In the Question No. 15, they are asked whether they have mood swings after browsing social media sites, 170 of them replied in Yes while the other 30 replied in No. This results in percentages of 85% and 15% respectively.



## 4.2 ANALYSIS AND INTERPRETATION OF INTERVIEW SCHEDULE FOR THE STUDENTS:

- a) In the Question No. 1 of interview schedule, the students are asked which social media sites are they using the most. The response is categorized in four forms. Out of 200 students, 102 students show their preference for Whatsapp, 49 students are interested in using Instagram, 32 are using Facebook and 17 students have access to X.

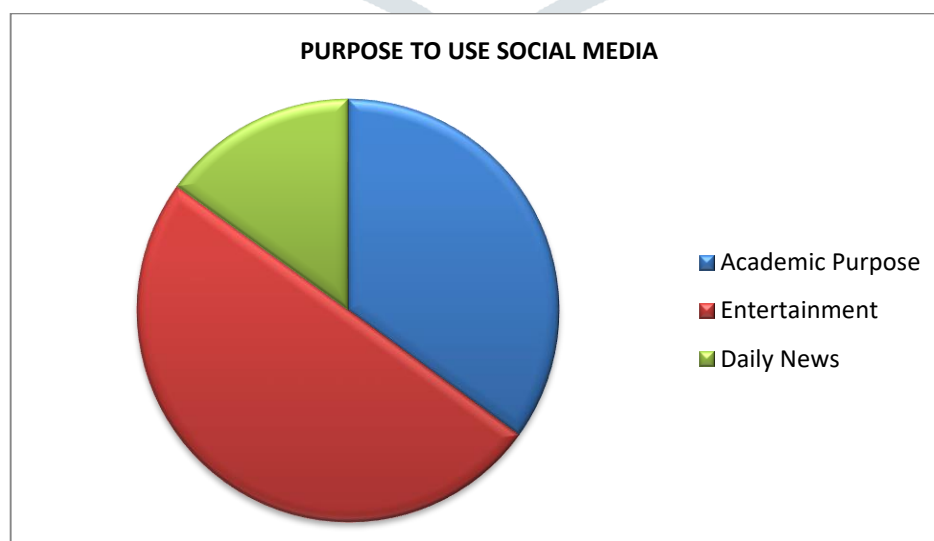
Figure No. 2 showing the graphical representation of the above analysed data with the help of a pie



**Figure 2**

- b) The response to Question No. 2 relating to the purpose of using social media by the students is divided into three groups. Out of 200 students, 100 of them show their preference for entertainment, 70 of them use it for academic purpose and remaining 30 students use it for getting daily news. During interaction, the students state that they mostly use social media for entertainment.

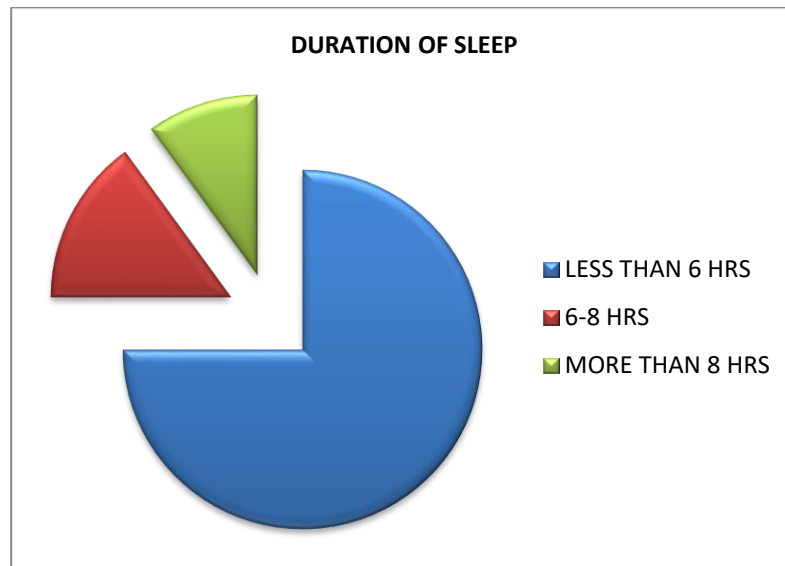
Figure No. 3 shows the responses of the students in terms of their purpose of using social media



**Figure 3**

- c) In the Question No. 3, the students are asked about their duration of sleep after using social media for a long time. Out of 200 students, 150 of them have less than 6 hrs of sleep, 30 of them have 6-8 hrs of sleep and remaining 20 of them have more than 8 hrs of sleep. This indicates that the sleeping patterns of the students have been disturbed by the excess use of social media.

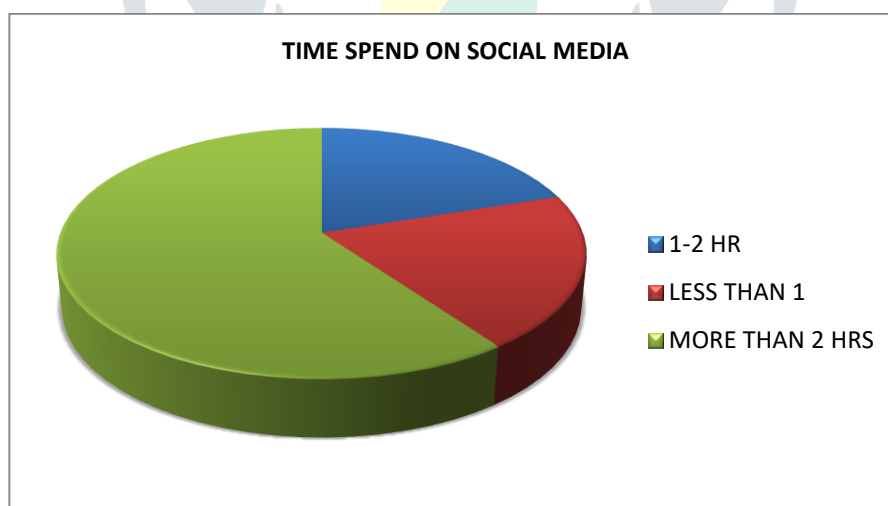
Figure No. 4 shows the responses of the students regarding their sleep patterns.



**Figure 4**

- d) In response to Question No. 4, where students are asked about their duration of time on social media, 60% of them spend more than 2 hrs on social media, 20% spend 1-2 hrs and remaining 20% spend less than 1 hr on social media.

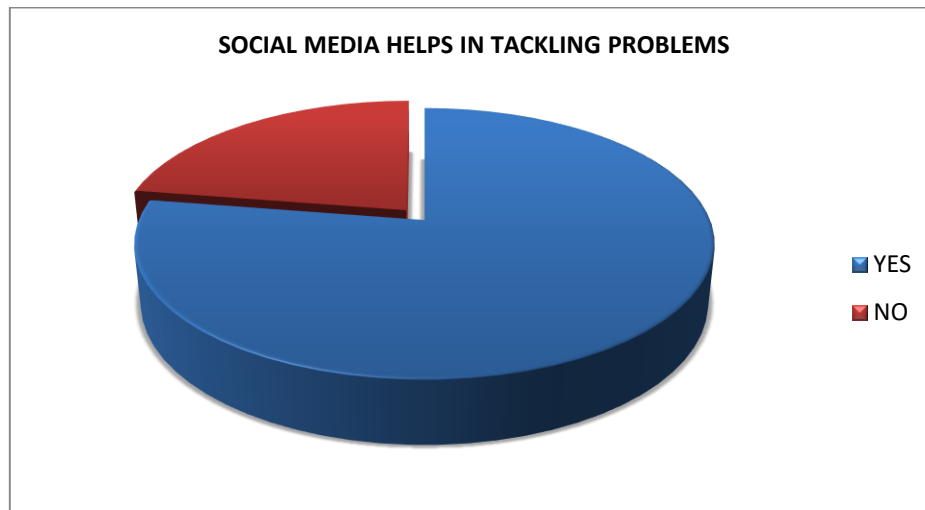
Figure No. 5 shows the time duration of using social media.



**Figure 5**

- e) In the response to Question No. 5, the students are asked whether social media helps in tackling problems. Among 200 students, 155 replied yes and the rest replied no.

Figure No. 6 shows the responses of students on tackling problems using social media.



**Figure 6**

## **5. DISCUSSION:**

The results corroborate earlier research that suggested that excessive social media use, particularly among individuals, may have detrimental effects on mental health. The main risk factors for depression, anxiousness, sleeplessness and emotional distress identified in this report included screen time, behaviours like checking for messages repeatedly, looking at perfect photos, addicted use. Even though there is proof that using social media for extended periods of time and engaging in related activities can lead to depression, other research has found the opposite to be true. An article from Harvard have found that time use could not be the factor that caused mental health issues. The three outcomes are adversely correlated with emotional attachment to social media, such as excessive app checking out of a fear of missing out (FOMO), feeling let down by, or feeling distant from friends while not hooked into social media. In a broader sense, these findings imply that frequent usage might not necessarily be an issue as long as it is used thoughtfully. However, in case of senior secondary students thoughtful and responsible use of social media is another main concern. They are impulsive and often post or act on something without much thought about the outcome. Social media use can be positive for mental health and well-being only if used thoughtfully.

## **6. CONCLUSION:**

### **6.1 SUMMARY OF KEY POINTS:**

The major findings or the key points of the study related to the role of social media and its impact on the mental health of the senior secondary students are summarized below-

- Among the senior secondary students, most of the students have an access to the social media platforms. They prefer to spend most of their time on social media.
- Most of the students have accepted that they are addicted to use social media and they cannot stay one day without using social media.
- They believe that exam pressure, financial problems etc. compels them to use social media.

- d) Most of them use social media for more than 2 hours which leads to sleep disturbances.
- e) Most of them like to scroll social media pages during late hours at night leading to decreased sleep time.
- f) The finding indicates that the increase in duration of the usage of social media also increases the students' mood swings which give rise to mental health issues.
- g) Most of the students feel that social media is a boon in the modern world and so they feel frustrated when unable to use social media for long time.
- h) The majority of students get tired after spending much time on social media and this affects their mental health.
- i) The students were of the opinion that different content available on the social media distracts them and they tend to spend more time on social media unconsciously.

## **6.2 LIMITATIONS:**

The data collected in this survey is locally sourced and has several limitations. Although this data did reflect how social media connects to mental health and suggested the core relationship between each other, it also helped note key points for further research. The findings were not able to give the names of all the participants or the type of social media they used, psychological distress among students who are at higher risk of developing anxiety and depression etc. The scope of this study was restricted to demonstrating the mental health issues of social media. As well, no professional scientific research or data comparisons were done on this subject. As a result, this study is only meant as a reference. Additionally, if some students visit social media that contains more emotional and aggressive content, they may be more affected than others who don't. It seems that most delinquent behaviour involves emotional numbness, especially sadness, fear, anger and shame. So when these emotions cycle back to oneself, such as seeing a situation similar to one's own, it can cause the student to experience these emotions again and feel their feeling, which can lead to depression or delinquency. So, in the future, it might be best to let the students visit specific or similar social media content. However, these small flaws did not affect the overall study and still brought out the main points of this survey and helps give an insight on how time could be a great factor in social media. Reviewing the study, there happen to be some important findings. One finding suggested that specific types of social media content may cause a greater degree of mental health disorder than others. This type of social media involves great connections between the concerned student and the reviews they get back from peers online. Examples are Instagram, Facebook and Snapchat. Additionally, these social media sites allow users to have greater access and communication with strangers, which brought up the possibility of cyberbullying that may also be a factor in mental health disorders like anxiety and depression. Forms of cyberbullying involve threatening or intimidating individuals online, uploading images or videos meant to incite disgust or anguish, encouraging others to make offensive remarks about someone, or sending offensive text messages on a smartphone. In the present study, the above dimensions of mental health issues have not been considered.

## **6.3 RECCOMENDATIONS FOR FUTURE RESEARCH:**

Social media is a platform which is rapidly growing and thereby gaining popularity. The present study has found that social media platforms have adverse effects on the mental health of students. Thus, the following recommendations have been suggested for future studies –

- a) The present research is only limited to the senior secondary level. So, further research can also be done on higher education or undergraduate level.

- b) In the present study, geographical area covers the rural area of Kamrup only. Future researcher can conduct studies on some other districts of Assam.
- c) The investigator has not covered the urban areas of Kamrup district in the present study. So, the future study can be extended to the urban areas of Kamrup district i.e., Guwahati city.
- d) In the present study, impact of social media on the mental health of students has been done. A study on the influence of social media on other dimensions of student life can be made.
- e) The present study has been conducted in 3(three) junior colleges of Kamrup rural area. Further research may be conducted on comparison basis of different states.
- f) The researcher also suggested that future research can be done quantitatively which will make the data collection for research purposes better and more interesting.

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## **APPENDIX-I**

### **QUESTIONNAIRE FOR STUDENT**

Following are the questions which had been a part of data collection to analyse the students,

Note: This questionnaire contains 15 questions. Students are asked to choose from the given the option,

1. Do you have a social media account? YES/NO
2. Do you use social media to see what others think about your looks? YES/NO
3. Does it impact you when your posts do not get enough likes? YES/NO
4. Do you use it to see how others look? YES/NO
5. Do you get stressed when your posts do not get positive response? YES/NO
6. Do you think exam pressure, financial problems compel you to use social media? YES/NO
7. Do you feel frustrated when you are not being able to use social media? YES/NO
8. While using social media, do you feel to use it for longer periods? YES/NO
9. Do you get tired after using social media for a long time? YES/NO
10. Do you think social media is a boon in the modern world?  
YES/NO
11. Do you use social media just before sleep? YES/NO
12. Can you stay one day without social media? YES/NO
13. Do you think spending time on social media is a wastage of time and energy? YES/NO
14. Do you have mood swings after using social media? YES/NO
15. Do you find any health related issues after using social media? YES/NO

**APPENDIX – II**  
**QUESTIONS FOR INTERVIEW SCHEDULE**

1. Which social media platform do you use mostly?  
a) Facebook   b) Twitter   c) Instagram   d) Whatsapp
2. Why so you use social media?  
a) Academic Purpose   b) Entertainment   c) Daily News
3. How much sleep do you get?  
a) Less than 6 hrs      b) 6-8 hrs      c) More than 8 hrs
4. How much time do you spend on social media?  
a) 1-2 hrs      b) Less than 1 hr      c) More than 2 hrs
5. Do you think social media helps in tackling problems?  
a) Yes      b) No

