



Impact of Social Media on Psychosocial Wellbeing among School Children Studying in Classes 10–12 in Selected Schools of Lucknow, Uttar Pradesh

¹Mr. Prabhat Kumar, ²Ms. Khushboo Singh
³Ms. Suman Gandhi, ⁴Ms. Kajal Gautam, ⁵Ms. Nidhi Kumari, ⁶Ms. Anjali Singh

Post Basic B.Sc. Nursing
Department of Nursing
Era College of Nursing
Era University, Lucknow, India

Abstract :

Social media has become an integral part of adolescents' daily lives and significantly influences their psychosocial well-being. This study aimed to assess the impact of social media on psychosocial well-being among school children studying in classes 10–12 in selected schools of Lucknow, Uttar Pradesh.

A quantitative descriptive research design was adopted for the study.

A total of 160 students were selected using a simple random sampling technique.

Data were collected using a structured demographic proforma and a self-structured psychosocial well-being rating scale.

The rating scale was based on a five-point Likert scale.

Descriptive and inferential statistics were used for data analysis.

The findings revealed that the majority of students (81%) had good psychosocial well-being.

About 16% of students showed moderate psychosocial concerns.

Only 4% of students demonstrated excellent psychosocial well-being.

A significant association was found between age and psychosocial well-being.

The study concludes that social media has both positive and negative effects, emphasizing the need for balanced use and supportive intervention

Index terms - Impact, social media, psychosocial wellbeing, school children.

I. Introduction

Adolescence is a crucial developmental period marked by significant physical, emotional, and psychological changes.

According to the World Health Organization, adolescence covers the age group of 10 to 19 years.

During this phase, adolescents develop identity, emotional regulation, and social relationships.

Social media has become a dominant influence in the daily lives of school-going adolescents.

Students in classes 10 to 12 frequently use platforms such as Instagram, WhatsApp, YouTube, and Snapchat.

These platforms allow communication, information sharing, and self-expression.

However, excessive social media use may negatively affect adolescents' mental health.

Common psychosocial issues include anxiety, depression, low self-esteem, and sleep disturbances.

Online comparison and Fear of Missing Out further contribute to emotional distress.

In urban areas like Lucknow, academic pressure adds to these psychological challenges.

Despite these risks, social media can provide emotional support when used appropriately.

It also helps adolescents access mental health information and peer support.

Limited region-specific research is available on this issue in Lucknow.

Therefore, understanding these effects is essential for effective interventions and counseling services.

II. Objective of the study

- 1) To assess the impact of the social media on psychosocial well-being among school children.
- 2) To find out the association between social media on psychosocial well-being among school children with selected demographic variables.

III. Research Methodology

Research Methodology refers to systemic way of solving a Research Problem which includes steps. Procedures and strategies gathering and analyzing research data. This chapter dealt with the research approach and design, setting, sample, sampling technique, criteria for selection of sampling, development and description of tools, data collection procedures and plan for data analysis.

IV. Research Design

It tells the researcher that what data is need to be collected, how to collect data and record it, and how to analyses and interpreted the data.

Research design selected for present study was – “**Descriptive Research Design**”

V. Setting of The Study

The current study was conducted in Shia P.G college Khadra Lucknow, U.P.

VI. Sample

A subset population that is selected to participate in particular study.

Student of 10 to 12 class studying in Shia P.G college Khadra Lucknow and fulfilling the inclusion criteria.

VII. Sample Size

The study comprised of 160 students. The sample size was calculated after estimating the study population size of 270 studying in a period of one year. The sample size was then computed at 160 participants.

VIII. Criteria For Sample Collection

The criteria used for selecting the sample were:

Inclusion Criteria

- Students currently enrolled in Classes 10,11 or 12.
- Students who use social media (any platform such as Instagram, WhatsApp, Snapchat, etc.)

Exclusion Criteria

- Student who does not use social media at all (as they fall outside the study’s scope).
- Students with diagnosed psychiatric disorders (if not part of the research focus, to avoid confounding effects).

IX. Sampling Technique

Simple Random Sampling method was used when selecting participants amongst 10th to 12th class students of Shia P.G College Khadra Lucknow.

X. Data Collection Tool Used For The Study

Standardized tool satisfaction with Interview is used which contained structured questionnaire schedule and demographic proforma was used to collect data. The instruments used in this research study consisted of two sections.

Section A: It consists of Demographic variables.

Section B: It consists of Likert scale student satisfaction psychosocial wellbeing positive and Negative impact.

Evaluation Criteria : The questions gauged on a 1–5-point Likert Scale.

XI. Description of The Tool With Scoring Criteria

Score Range	Interpretation
81- 100	Excellent psychosocial wellbeing
61- 80	Good psychosocial wellbeing
41- 60	Moderate concern
21-40	Poor psychosocial wellbeing
≤ 20	Severe psychosocial distress (rare)

XII. Pilot Study

The pilot study was conducted (03-07-2025) after taking permission from the concerned authorities of BLS Inter college Lucknow. A total sample of 16 student.

XIII. Data Collection Procedure-

The investigator visited the selected colleges after obtaining permission. A brief orientation was given to participants. Data were collected using the printed questionnaire in classroom settings. The average time taken per student was 20 minutes. The data collection period was spread over 2 weeks in June 2025.

Analysis and Interpretation of Data

Description of Demographic Profile

Table 1: Demographic profile of the subjects

Variable	Category	Frequency	Percentage
AGE	13-15	16	10%
	16-18	130	81%
	19-22	14	9%
GENDER	Female	131	82%
	Male	29	18%
EDUCATION	10 th	32	20%
	11 th	49	31%
	12 th	79	49%
AVERAGE DAILY TIME SPENT ON SOCIAL MEDIA	<1hrs	45	28%
	>4hrs	8	5%

	1-2hrs	67	42%
	2-3hrs	27	17%
	3-4hrs	13	8%
MOST FREQUENT SOCIAL MEDIA PLATFORM	Instagram	69	43.1%
	Instagram, ChatGPT	1	0.6%
	Pinterest	1	0.6%
	WhatsApp	20	12.5%
	Whatsapp,Instagram, Youtube	2	1.3%
	YouTube	67	41.9%

Age: - Out of the total 160 participants, the majority (81%) fall within the 16–18 years age group, indicating that this age bracket is the most represented in the study. A smaller proportion, 10%, are aged 13–15 years, and only 9% belong to the 19–22 years group. This suggests that the sample primarily consists of middle to late adolescents, with relatively fewer participants from early adolescence and young adulthood.

Gender: - Out of the total 160 participants, a significant majority are female (82%), while male participants make up only 18% of the sample.

Education: - Among the 160 participants, the highest proportion—49% are studying in 12th grade, followed by 31% in 11th grade, and 20% in 10th grade. This indicates that the sample is largely composed of students at the higher secondary level, particularly those in the final year of school education.

Average daily time spent on social media: - Out of 160 participants, the majority— 42%—reported spending 1 to 2 hours daily on social media. About 28% spend less than 1 hour per day, indicating a relatively moderate usage. Smaller proportions spend 2 to 3 hours (17%), 3 to 4 hours (8%), and more than 4 hours (5%) daily. Overall, this suggests that most participants use social media for up to 2 hours daily, while very few engage in extended use exceeding 3 hours

Most Frequent social Media Platform: - Among the 160 participants, Instagram (43.1%) is the most frequently used social media platform, closely followed by YouTube (41.9%), indicating that these two platforms are almost equally popular. WhatsApp is the primary choice for 12.5% of participants. A very small proportion (less than 2%) reported using multiple platforms such as Instagram, WhatsApp, and YouTube or less commonly used platforms like Pinterest and ChatGPT.

This suggests that visual and video-based platforms like Instagram and YouTube dominate social media usage among the participants, while text-based or niche platforms are used by a minority.

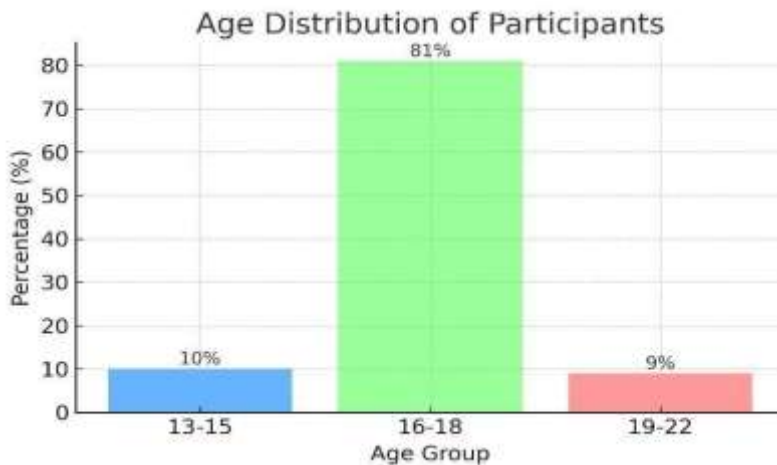


Fig 4.1 Bar Diagram shows the distribution of samples according to age.

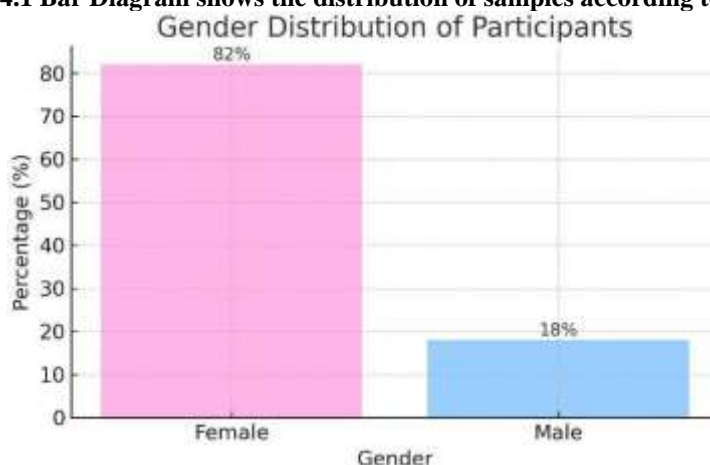


Fig 4.2 Bar Diagram shows the distribution of samples according to gender.

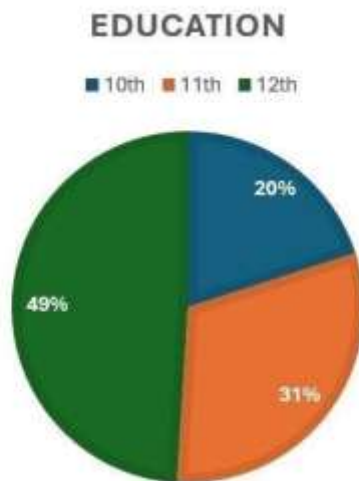


Fig 4.3 Pie Chart shows the distribution of samples according to education

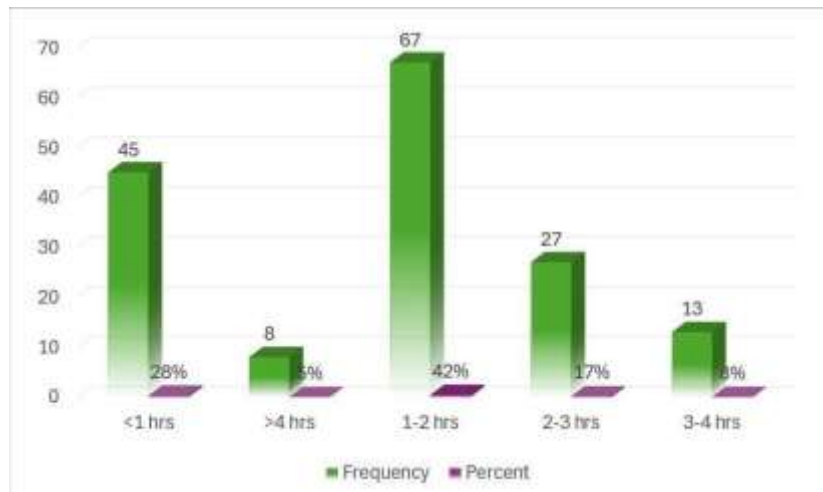


Fig 4.4 Bar Diagram shows the distribution of samples according to the average daily time spent on social media.

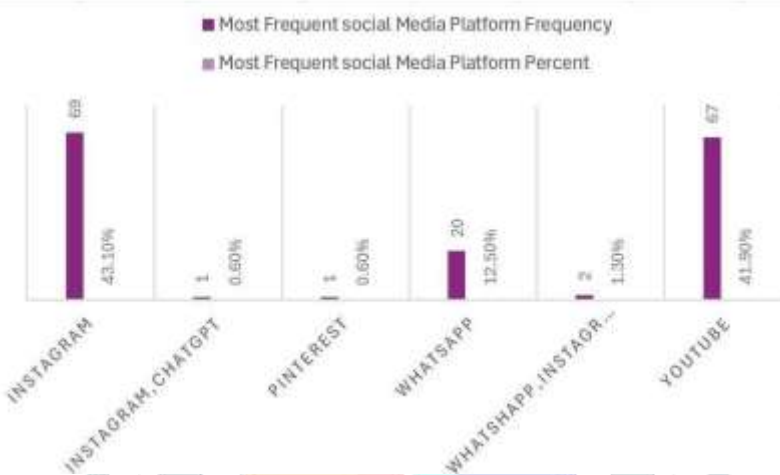
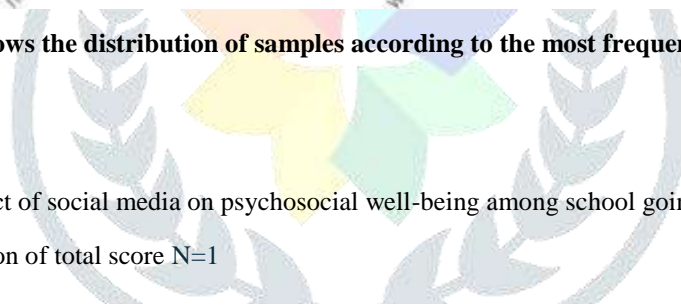


Fig 4.5 Bar Diagram shows the distribution of samples according to the most frequent social media platform.

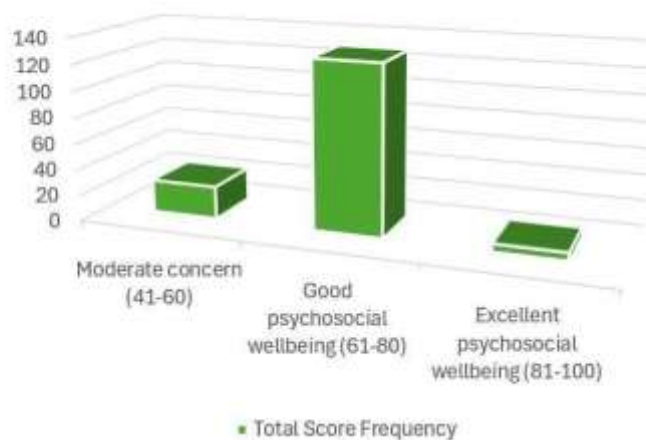
Section-B

Objective 1: To assess the impact of social media on psychosocial well-being among school going children

Table-2: Frequency & distribution of total score N=1



Total Score Frequency



Total Score	Frequency	Percentage
Moderate concern (41-60)	25	16%

Good psychosocial well-being (61-80)	129	81%
Excellent psychosocial wellbeing (81-6100)	6	4%
Total	160	100%

Fig 4.6 3D Bar Diagram shows the distribution of samples according to the total score

Objective 2- To find out the association between social media on psychosocial wellbeing among schoolgoing children with selected demographic variables

Table-3: Association of total score and their demographic variables

Demographic Variables and Psychosocial Wellbeing

Demographic Variable	Moderate concern	Good psychosocial wellbeing	Excellent psychosocial wellbeing	Chi-Square	df	Sig	Result
Gender				1.524	2	0.428	No Significant
female	22	103	6				
male	3	26	0				
Education qualification				5.028	4	0.244	No Significant
10th	3	26	0				
11th	7	40	2				
12th	15	63	1				
Average daily time spent on social media				5.654	8	0.641	No Significant
<1 hrs	10	33	2				
>4 hrs	0	8	0				
1-2 hrs	11	53	3				

2-3 hrs	4	22	1				
3-4 hrs	0	13	0				
Age				11.004	4	0.014	Significant
13-15	2	11	3				
16-18	18	109	3				
19-22	5	9	0				

1. Gender and Psychosocial Wellbeing

- Females (n=131): 22 had moderate concern, 103 had good wellbeing, and 6 had excellent wellbeing.
- Males (n=29): 3 had moderate concern, 26 had good wellbeing, and none had excellent wellbeing.
- Chi-Square = 1.524, df = 2, p-value = 0.428
- Interpretation: The association between gender and psychosocial wellbeing is not statistically significant ($p > 0.05$). This means gender does not have a significant impact on psychosocial wellbeing in this sample.

2. Education Qualification and Psychosocial Wellbeing

- 16% 81% 4% 0% 20% 40% 60% 80% 100% Moderate concern (41-60) Good psychosocial wellbeing (61-80) Excellent psychosocial wellbeing (81-100) Total Score
- Most participants across all education levels showed good wellbeing, with a few showing moderate concern or excellent wellbeing
- Chi-Square = 1.524, df = 2, p-value = 0.428
- Interpretation: The association between education level and psychosocial wellbeing is not statistically significant. This suggests that educational qualification is not a major determinant of psychosocial wellbeing among the participants.

Average Daily Time Spent on social media and Psychosocial Wellbeing

- Highest proportion of participants spending 1–2 hours daily had good wellbeing.
- Very few participants with >4 hours or 3–4 hours showed excellent wellbeing or moderate concern.
- Chi-Square = 5.654, df = 8, p-value = 0.641
- Interpretation: No significant association is observed between time spent on social media and psychosocial wellbeing. This implies that daily social media use does not significantly influence psychosocial wellbeing in this group.

3. Age and Psychosocial Wellbeing

- 13–15 years: 2 moderate, 11 good, 3 excellent – highest proportion of excellent wellbeing found here.
- 16–18 years: Majority (109) had good wellbeing, with 18 showing moderate concern.
- 19–22 years: 5 moderate, 9 good, no excellent.
- Chi-Square = 11.004, df = 4, p-value = 0.014
- Interpretation: The association between age and psychosocial wellbeing is statistically significant ($p < 0.05$). This suggests that age has a meaningful impact on psychosocial wellbeing, with younger participants (especially 13–15 years) showing slightly better psychosocial outcomes

Discussion

The present study explored the impact of social media on psychosocial well-being among school-going adolescents in Lucknow. The finding that a majority of participants exhibited good psychosocial well-being suggests that social media use, when moderate, may not be inherently harmful. This aligns with previous studies indicating that the quality and context of social media use are more influential than duration alone.

The lack of significant association between time spent on social media and psychosocial well-being contrasts with some international studies that report increased psychological distress with prolonged screen time. This discrepancy may be attributed to differences in usage patterns, cultural contexts, and support systems. Many participants in the present study reported limited daily usage, which may mitigate negative effects.

The significant association between age and psychosocial well-being highlights developmental differences within adolescence. Younger adolescents demonstrated slightly better psychosocial outcomes, possibly due to lower academic pressure and reduced exposure to social comparison. Older adolescents, particularly those preparing for board examinations and career decisions, may experience heightened stress, which can interact with social media exposure.

These findings reinforce the concept that social media acts as a double-edged sword. While it can promote social support, information sharing, and emotional expression, it may also intensify stress, anxiety, and comparison when used excessively or without guidance. Implications for Nursing and Educational Practice

School nurses and mental health professionals play a critical role in identifying early signs of psychosocial distress among adolescents. Incorporating digital well-being education into school health programs can equip students with skills to manage online stressors effectively.

Educators can integrate media literacy sessions into the curriculum to help students critically evaluate online content and develop healthy digital habits. Parents should be encouraged to maintain open communication with adolescents and provide supportive guidance rather than restrictive control.

Limitations

The study was conducted in a single institution, limiting the generalizability of findings. Self-reported data may be subject to recall or social desirability bias. Additionally, the cross-sectional design restricts causal interpretation of the relationship between social media use and psychosocial well-being.

Recommendations

Future studies should employ longitudinal and mixed-method designs to explore long-term psychosocial outcomes of social media use. Research across diverse geographical and socio-economic settings is recommended to enhance generalizability. Schools should implement structured digital wellness and counseling programs targeting older adolescents who may be at greater psychosocial risk.

Conclusion

The study concludes that social media has a mixed but largely manageable impact on adolescents' psychosocial well-being. While most school-going adolescents demonstrated good psychosocial health, age emerged as a significant factor influencing outcomes. Moderate and purposeful use of social media, supported by effective coping strategies and adult guidance, can minimize risks and enhance benefits. Collaborative efforts among schools, parents, nurses, and policymakers are essential to promote healthy digital engagement and psychosocial resilience among adolescents.

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