

# **A Study on the Effect of Social Media on Social Behaviour and Habits of Adolescents**

## **Session – 2018–19**



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Research Submitted Under the National Population  
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## ***Certificate***

*It is certified that M. Vijaya Lakshmi,(A.P.,C.T.E.) has completed a research on the title **A Study on the Effect of Social Media on the Social Behaviour and Habits of Adolescents in District Raipur, Chhattisgarh.***

*This is her original piece of work.*

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## ***Preface***

*Knowledge is the base of development .A society which wants to develop, needs to gain knowledge from every possible source of the world. Continuous inflow of knowledge can lead the society towards development. Research work always generates new knowledge ,new ideas and thoughts thus giving a chance of improvement in existing conditions.*

*Identification of problem is an important factor for research and for researcher the problem was **A Study on the Effect of Social Media on the Social Behaviour and Habits of Adolescents** because in this modern age most of the higher secondary students are using social media. Effect of Social Media is growing day by day on the youth . Resaercher felt a strong need to explore the effect of social media on Social Behaviour and Habits of adolescents because in the age of adolescenc,social behavior and habits play an important role on their personal and social life. In this study 400 higher secondary students both urban and rural were taken as sample from 04 districts of Chhattisgarh.*

*With this research the researcher is hopeful that the findings will be helpful to all the students,parents and their teachers who are studying in the higher secondary classes and they will take enough actions in this regard. The researcher will highly appreciate and welcome all the valuable suggestions and constructive ideas for bringing improvement in the research.*

***M. Vijaya Lakshmi***

*Assistant Professor*

*C.T.E., Raipur*

## ***Acknowledgement***

*The title of my Research A Study on the Effect of Social Media on the Social Behaviour and Habits of Adolescents is chosen to find out the effect of social media on adolescents because this is one of the burning issue in the present scenario and certainly there is a need to explore this field and researcher has tried her level best to explore this field.*

*I sincerely thank National Population Education Programme for giving me such an interesting and useful idea for research. I wholeheartedly thank Smt. Anupama Nalgundwar, Assistant professor, SCERT, Raipur and programme co-ordinator, and Smt. Jyoty Chakraborty, Assistant professor, SCERT, Raipur, for their continuous verbal and moral support which could give this research a final shape. I am very much thankful to my principal Dr. Yogesh Sheohare and Shri U.K. Chakraborty, Assistant professor, CTE, Raipur for their support at every stage to complete this work.*

*I extend my sincere thanks to the teacher educators of DIET Kanker, Janjgeer-Champa, and Mahasamund for their cooperation in data collection which was a great support in conducting this research. Further I am thankful to my family members for bearing with me in my busy schedule and pupil teachers of B.Ed. as without their support it was an impossible task for me.*

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## ***Executive Summary***

***Title- A Study on the Effect of Social Media on the Social Behaviour and Habits of Adolescents***

***Introduction*** - From students to journalists, one direction to the prime minister lots of people use social media sites for both work and pleasure. According to oxford dictionary “social network” is a dedicated web site or other application that enables users to communicate with each other by posting informations, comments, images, messages etc. Children are growing up surrounded by mobile phones and interactive social networking sites such as twitter, facebook, whatsapp, which has made the social media a vital aspect of their life.

*Social media is a comprehensive term comprising mobile or web based platform where an individual or an organization communicates and it refers to any interaction where people create, share and exchange information and ideas in virtual communities or networks.*

*Social behaviour is a behaviour that is directed towards society or organism of the same species. Social behavior is followed by social actions which is directed towards other people and designed to induce a response. This further includes social interaction and social relation. Social behavior is a process of communication. It is caused by others or affects other people . Behaviourally adolescence is associated with volatile emotions, assert personal identity, learn to navigate peer relationship, transition to independence, emergence of sexual behavior, decision making dilemmas etc.*

*The Adolescent's Habits refer to behaviors, which becomes more or less automatic due to practice and tend to be frequently repeated. They may be good or bad like reading newspaper, getting up early in the morning, smoking, drinking alcohol, etc. Adolescents like other people vary with respect to habits. Habits can be*

*considered from the social and personal perspectives. social habits manifest themselves in the form of customs, norms, and culture. Personal habits reflect preference for food activities, friend, and approaches to life, and personal idiosyncrasies.*

*In the present age of increased use of social media it is important to find out the effect of social media on social behavior and habits of adolescents therefore the problem of this study is quite relevant in the present age.*

**Objectives of the study** -*The objectives of the study are:*

- 1.To find out the level of usage of social media by the Adolescents of Chhattisgarh state.*
- 2. To find out the Social behaviour of Adolescents of Chhattisgarh state.*
- 3. To find out the Habits of Adolescents of Chhattisgarh state.*
- 4.To compare the Social behaviour of Urban and Rural Adolescents of Chhattisgarh state.*
- 5. To compare the Habits of Urban and Rural Adolescents of Chhattisgarh state.*
- 6. To find out the effect of Social behaviour on the Habits of Urban and Rural Adolescents of Chhattisgarh state.*

**Hypotheses of the Study** - *The hypotheses of present study are:*

*H<sub>01</sub> There is no difference in use of Social media by urban and rural adolescents.*

*H<sub>02</sub>. There is no significant difference between the Social behaviour of urban and rural adolescents.*

*H<sub>03</sub>There is no significant difference between the Study habits of urban and rural adolescents.*

*H<sub>04</sub> There is no significant difference between the Extra – curricular habits of urban and rural adolescents.*

*H<sub>05</sub>There is no significant difference between the Technology use of urban and rural adolescents.*

*H<sub>06</sub> There is no significant difference between the Experimentation behaviour of urban and rural adolescents.*

*H<sub>07</sub> There is no correlation between Social behaviour and study habits of urban adolescents.*

*H<sub>08</sub> There is no correlation between Social behaviour and extra – curricular habits of urban adolescents.*

*H<sub>09</sub> There is no correlation between Social behaviour and technology use of urban adolescents.*

*H<sub>010</sub> There is no correlation between Social behaviour and experimentation behaviour of urban adolescents.*

*H<sub>011</sub> There is no correlation between Social behaviour and study habits of rural adolescents.*

*H<sub>012</sub> There is no correlation between Social behaviour and extra – curricular habits of rural adolescents.*

*H<sub>013</sub> There is no correlation between Social behaviour and technology use of rural adolescents.*

*H<sub>014</sub> There is no correlation between Social behaviour and experimentation behaviour of rural adolescents.*

**Area & Delimitation of the Research-** *This study is delimited to 4 districts of Chhattisgarh namely Raipur, Mahasamund, Kanker and Janjgeer – Champa and also delimited to Social behaviour and habits of adolescents. Under habits this study is limited to 4 aspects namely study habits, extra – curricular habits, technology use and experimentation behaviour.*

**Method -** *For this study **Discriptive Survey Method** was used .*

*sample -400 higher secondary school students of 04 districts of Chhattisgarh.*

**Tools –**

- 1. Adolescent habit scale AHS-LVNS By Dr. Vijaya Lakshmi and Dr. Shruti Narayan(2014)*
- 2. Social preference and social behaviour inventory SP SBI – JP By Doctor M C. Joshi and doctor Jagdish Pandey( 2018)*
- 3. Self Made tool to assess the level of the use of Social Media by adolescents*

**Techniques of Data analysis –**

- 1. Mean*
- 2. Standard Deviation*
- 3. Critical ratio*
- 4. Coefficient Of Correlation*

**Results of Data Analysis-**

*1. No difference was found between the urban and rural students about the usage of social media. On analyzing the tool of usage of social media, the following facts were found –*

- 1. All the 400 students were found using social media.*
- 2. Most of the students use Whatsapp, Facebook, Youtube and Google.*
- 3. Only 1 – 2 % students use Twitter and Instagram.*
- 4. Most of the students use social media for 0 – 2 hours.*
- 5. Only 5 – 6 % students use social media for 2 – 4 hours.*
- 6. No student was found using social media for more than 4 hours.*

*2. Mean scores of Social behaviour of rural and urban areas adolescents were found to be 105.99 and 107.02 respectively. On the basis of social behaviour inventory*

*manual's table number 13 both the rural and urban adolescents possess average level of social behaviour and according to the inventory this level is graded as level 'D'.*

*3. Mean scores of Study Habits of urban and rural area adolescents were found to be 52.55 and 52.83 respectively. On the basis of Habits of adolescents inventory manual, both the rural and urban adolescents possess high level of study habits.*

*4. Mean scores of Extra curricular habits of urban and rural area adolescents were found to be 18.80 and 20.65 respectively. On the basis of Habits of adolescents inventory manual, both the rural and urban adolescents possess average level of Extra curricular habits.*

*5. Mean scores of Technology use of urban and rural areas adolescents were found to be 16.32 and 17.49 respectively. On the basis of Habits of adolescents inventory manual, both the rural and urban adolescents possess average level of Technology use.*

*6. Mean scores of Experimentation behaviour of urban and rural area adolescents were found to be 29.28 and 29.25 respectively. On the basis of Habits of adolescents inventory manual, both the rural and urban adolescents possess Low level of Experimentation behaviour.*

*7. Mean Scores of social behaviour of urban and rural adolescents was 105.99 and 107.99 respectively and Standard Deviation was 13.48 and 16.94 respectively. At 392 degree of freedom and 0.05 level of significance t-value was 0.8006 which was not found significant. Hence, there is no significant difference between the social behaviour of urban and rural adolescents.*

*8. Mean Scores of Study Habits of urban and rural adolescents was 52.55 and 52.83 respectively and Standard Deviation was 1.14 and 1.39 respectively. At 396 degree of freedom and 0.05 level of significance t-value was 0.3310 which was not found*

*significant. Hence, there is no significant difference between the Study Habits of urban and rural adolescents.*

**9.** *Mean Scores of Extra Curricular Habits of urban and rural adolescents was 18.80 and 20.65 respectively and Standard Deviation was 1.023 and 1.048 respectively. At 261 degree of freedom and 0.05 level of significance t-value was 2.0337 which was found significant. Hence, there is a significant difference between the Extra Curricular Habits of urban and rural adolescents.*

**10.** *Mean Scores of Technology use of urban and rural adolescents was 16.32 and 17.49 respectively and Standard Deviation was 0.8164 and 1.6329 respectively. At 396 degree of freedom and 0.05 level of significance t-value was 2.7736 which was found significant. Hence, there is a significant difference between the Technology use of urban and rural adolescents.*

**11.** *Mean Scores of Experimentation Behaviour of urban and rural adolescents was 29.28 and 29.25 respectively and Standard Deviation was 1.1547 and 1.2401 respectively. At 392 degree of freedom and 0.05 level of significance t-value was 0.0607 which was not found significant. Hence, there is no significant difference between the Experimentation Behaviour of urban and rural adolescents.*

**12.** *Mean scores of Social behaviour and study habits of Urban adolescents was found 105.99 and 52.55 and coefficient of correlation was found -0.23 which was found significant at 0.05 significance level which shows a negative correlation. Hence, both the variables are negatively correlated in the case of urban adolescents.*

**13.** *Mean scores of Social behaviour and Extra Curricular habits of Urban adolescents was found 105.99 and 18.80 and coefficient of correlation was found 0.0108 which was not found significant at 0.05 significance level which shows a correlation. Hence, both the variables are not correlated in the case of urban adolescents.*

**14.** *Mean scores of Social behaviour and Technology use of Urban adolescents was found 105.99 and 16.32 and coefficient of correlation was found 0.0381 which was not*

*found significant at 0.05 significance level which shows no correlation. Hence, both the variables are not correlated in the case of urban adolescents.*

*15. Mean scores of Social behaviour and Experimentation Behaviour of Urban adolescents was found 105.99 and 29.28 and coefficient of correlation was found -0.0162 which was not found significant at 0.05 significance level which shows no correlation. Hence, both the variables are not correlated in the case of urban adolescents.*

*16. Mean scores of Social behaviour and study habits of rural adolescents was found 107.02 and 52.83 and coefficient of correlation was found 0.0155 which was not found significant at 0.05 significance level which shows no correlation. Hence, both the variables are not correlated in the case of rural adolescents.*

*17. Mean scores of Social behaviour and Extra curricular habits of rural adolescents was found 107.02 and 20.65 and coefficient of correlation was found 0.0155 which was not found significant at 0.05 significance level which shows no correlation. Hence, both the variables are not correlated in the case of rural adolescents.*

*18. Mean scores of Social behaviour and Technology use of rural adolescents was found 107.02 and 17.49 and coefficient of correlation was found 0.1357 which was not found significant at 0.05 significance level which shows no correlation. Hence, both the variables are not correlated in the case of rural adolescents.*

*19. Mean scores of Social behaviour and Experimentation Behaviour of rural adolescents was found 107.02 and 29.25 and coefficient of correlation was found 0.0716 which was not found significant at 0.05 significance level which shows no correlation. Hence, both the variables are not correlated in the case of rural adolescents.*

**Conclusions** – *From the above analysis the following conclusions were drawn –*

*1. Out of 400 adolescent, every student whether urban or rural was found to use social media, so the level of usage of social media is 100%.*

2.No significant difference was found between the social behaviour of urban and rural students but the mean of rural students was greater than urban students hence, rural students have better social behaviour than urban students.This may be because of the rural environment as the level of usage of social media is similar. Further the level of social behavior was found average for both urban and rural student and the reason behind this may be the excessive use of social media as it has been found that the adolescents whether rural or urban are using the social media in the same manner. It shows the use of social media has a great influence on their social behaviour.

3.No significant difference was found between the study habits and experimentation behaviour of urban and rural students but there is a significant difference between extra – curricular habits and technology use of urban and rural students. In both the significant values **rural students show higher means scores in their extra – curricular habits and technology use.**

Overall we can say that usage of social media is constant factor among urban and rural students but still some of the behaviours and habits exhibit different values. These behaviours and habits are affected by social media to some extent but various factor are there which affect or govern these behaviours and those factors are needed to be explored.

### **Suggestions -**

1.For administration - The results of this research shows that all the adolescents are using social media and it can be concluded that there is a universalisation of social media among adolescents.Review of related literature shows that there are positive and negative effects of social media on adolescents.If they are using these tools for educational purpose then it will certainly have a positive effect on adolescents.In Chhattisgarh,Department of School Education is preparing multimedia textbooks for the students in all subjects with the QR code.These textbooks will be available for them in the mobile phones.Under ‘SKY’ scheme Chhattisgarh government has distributed smartphones to every college students which provided every student with access to

*internet and Browse any site whether useful or not. This study has revealed that 100% Higher Secondary students are using social media hence it is clear that they have access to internet, in case they are watching educational sites it is beneficial for them but if they are watching those sites which are harmful for them then there is a need to restrict the access to educational sites only in educational institutions. For this administration should take care with the help of network provider that the students can have access to educational sites only, more over there is a need for such sites which can address issues of adolescence. Issues of adolescence may include health and hygiene, social relations, career guidance, hobbies, motivational, issues of national interest, Indian and world economy, trading, small scale Industries, skill development, personality development, communication etc. For restricted access to the network **Firewall services** should be installed in every educational institutions.*

*2. For parents-It is the moral responsibility of parents to socialize their children. The results of this study revealed that the social behaviour of adolescents of both Urban and rural areas are average which shows a relation with use of social media, which is responsible for lesser social interaction that is leading them towards 'D' grade social behaviour. It is the responsibility of parents to keep an eye on the activities of their children. They should be well acquainted with the activities of their children. They should monitor the children whether they are spending lot of time on their mobile phones. Excessive use of mobile phones may lead to many health issues such as headache, strain on eyes, sleeplessness, obesity due of lack of physical activities and many more. At the same time this excessive use may also lead to social problems because of the lesser interaction with family members, friends and other members of society which will gradually lead to loneliness and lack of socialization. The children will start living in a virtual world and slowly they will cut off themselves from society. To save the children from this alarming situation parents must give due attention to the children and their activities in order to socialize them properly.*

*3. Teacher are suggested to ensure the fruitful engagement of Internet in classrooms: it may be access to various kinds of materials, activities, projects and online questionnaires. The access to the world of knowledge should lead the children to cross the barrier of textbooks but in the same there is a caution for misuse of the open world. Teachers are suggested to take care of the adverse effect of the internet use.*

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# CHAPTER-1

# **Chapter – I**

## **Chapter 1**

- 1.0.0. Background of the study**
- 1.1.0 Introduction**
- 1.2.0 Rationale of the study**
- 1.3.0 Need and Significance of the study**
- 1.4.0 Educational implications of the Study**
- 1.5.0 Statement of the problem**
- 1.6.0 Operational definitions of important terms**
- 1.7.0 Objectives**
- 1.8.0 Hypothesis**
- 1.9.0 Delimitation of the study**

# Chapter – I

## 1.0.0:Background of the study :

### 1.1.0:Introduction :

Today, we live in a world where contacting someone, sharing our thoughts is just one click away. Social networking sites are now available to cater to ones immediate social needs. The world has been made flat by the word wide web(www), social networking sites have made it possible for us to chat with friends, share with them pictures and videos of whatever we are up to instantly. It is very hard

to find a teenager who doesn't have an account which they use to keep in touch with friends. No doubt social networking sites are great help in the youth's daily life. The youth of today use social networking sites in order to pore out all their ideas and emotions, knowledge which are not taught in school. By sharing links, picture or videos about details of a place, a thing or a topic which has been over looked during a discussion in the classroom indeed. The young people are able to benefit from the social networking sites. However, there are also negative effects which go with this. The young people use these sites in order to communicate with other people. They are able to keep in touch with their friends without having to exert money and effort in meeting up with them at some place. It makes communication easier and faster. One is able to communicate with their friends at any time of the day.

**The use of social networking sites** -From students to journalists, one direction to the prime minister, lots of people use social media sites for both work and pleasure. According to oxford dictionary "social network" is a dedicated web site or other application that enables users to communicate with each other by posting information, comments, images, messages etc. Children are growing up surrounded by mobiles devices and interactive social networking sites such as twitter, facebook, what's app, which has made the social media a vital aspect of their life.

There are also who prefer to explore the more functional side of these networking sites by using it for academic purpose. There are students who would arrange online conference in order to talk with each other regarding group projects after college hours. They form these groups in order to remind each other about home works and projects which are nearing the deadline. They sometimes use these to announce upcoming school events as well as the details of the projects given by the professors.

It is becoming increasingly clear that social networks have become part of people's life. Many young people are using their tablet computers and smart phones to check tweets and status updates from their friends and family. As technology advance people are pressurized to adopt different lifestyles. Social networking sites can be more socially capable.

Social media has become prominent part of life for many young people today. Social media has changed the way people interact in many ways, social media has led to positive changes in the way people's communication and share information, however, it has a dark side as well. Social networking can sometimes result in negative outcomes, some with long term consequences.

**The impact of social networking on youth-**There are certain studies which show that excessive of thoughts can lead to turning our youth vain and ego-centric. There are those who take pictures of themselves just to post them in facebook, twitter and other social sites. It's as if they are documenting their life using these sites using them as their "public diaries". Cyber bullying also emerged because of this, people blackmail people. Sometimes embarrassing regarding that person if they don't abide by what the cyber bully wants.

The relative freedom afforded by social networking services has caused concern regarding the potential of its misuse by individual patrons. In October 2006, a fake my space profile created in the name of Josh Evane by Lori Jemie led to the suicide of Megan Meier, the event of invited global concern regarding the use of social networking services for bullying purpose. The more time the young people spend on these social media sites, the less time they will spend socializing in person with others. They reduce their communication skills. They will not be able to communicate and socialize effectively in person with others. Privacy concerns with social networking sites has been raised growing concerns among users on the dangers of giving out much personal information. Youth mostly use slang words or shortened forms of words on social networking sites. They start relying on the computer grammars and spelling check features, while searching and studying online, get attracted to using social media sites and sometimes they forget why they are using internet. They waste their time and sometimes students are not able to deliver their work in the specific time frame.

The over use of these sites on a daily basis has many negative effects on the physical and mental health of students. Students who are using technology including the social networking sites on a regular basis tend to have sleeping problems as well as anxiety and depression. Daily overuse of these social networking sites tends to have a negative effect on the health of youngster's as it makes them more susceptible to various health problems in the future.

So, we can say that, no doubt, social networking sites are of great help in the youth's daily life, it has positive and negative effects which depends on how person will utilize it. Social networking sites can benefit us in numerous ways and that it can make life easier for us. We should always set out priorities straight and remember that despite being given all that we need, a little extra work would not do harm.

**Social media** – These are computer tools that allow people to share or exchange informations, ideas, images, videos etc. It is a platform for people to discuss their views, issues and opinions. Now a days social media has been the important part of ones' life.From shopping to electronic mail ,education and business tools. Social media plays a vital role in transforming people's life style. These tools have become a day to day routine for the people. It can be defined as – “The many relatively inexpensive and widely accessible electronic tools that facilitate anyone to publish and access information ,collaborate on a common effort or build relationship.”Social media mainly include the following websites-

- Facebook
- Instagram
- Twitter
- Youtube
- Whatsapp
- Wikis
- Google

So, Social media is a comprehensive term comprising mobile or web based platform where an individual or an organization communicates and it refers to any interaction where people create, share and exchange information and ideas in virtual communities or networks.

### **Adolescents Habits -**

The Adolescents Habits refer to behaviors, which becomes more or less automatic due to practice and tend to be frequently repeated. They may be good or bad like reading newspaper, getting up early in the morning, smoking, drinking alcohol, etc. Adolescents like other people vary with respect to habits. Habits can be considered from the social and personal perspectives. Social habits manifest themselves in the form of customs, norms, and culture. Personal

habits reflect preference for food activities, friends, approaches to life and personal idiosyncrasies.

Dominance of good habits leads to better adjustment, happier life and higher academics and institutional achievement in adolescents. Some of the habits which are commonly seen in the life of adolescents are study habits, extracurricular habits, watching movies and television, alcoholism, drug abuse, smoking, etc. Researchers have demonstrated that adolescent's academic or life success depends largely on the habits they have developed. Between the age group of 14 to 18 years a person is most likely to be attracted towards the smoking habits and may become an addict for the rest of his or her life. This age represents the growth of maturity where teens make choices for their life style and plan where they want to see themselves in the future. This is the age where the inspirations is at the maximum level and adolescent are more conscious of their personality, styles and making up their role models. On the other hand, this is the age where factors like stress, attention disorder, psychological pressures and conflict from parents play an important role in impacting the individual personality and most of the teens are seen fighting with these kind of problems due to lack of parental interest, or sometime over protectiveness of parents (Khurshid & Ansari, 2012).

The intense desire to belong to a particular group can influence young adolescent to go along with activities in which they would otherwise not indulge. (Santrock, 2001). For many youths of course, the hours are spent in constructive pursuits, such as hobbies, extracurricular activities associated with school, and studying. For others, however, this unsupervised time becomes an opportunity to experiment with sexual behavior, crime and delinquency, or substance abuse. (Sickmund, Synder, & Poe- Yamagata, 1997; U.S. Department of Education & U.S. Department of Justice, 1998). Following four dimensions were seen in the habits of adolescents. A brief description of which is given below:

**Study Habits** – Adolescence is a time of academic pursuits. Doing well in academics depends largely on their study habits. How much time do they spend in studying, what patterns are followed, etc.

**Extracurricular Habits** – The extracurricular habits of adolescents may be of different types like writing, publication, debate, games, sport, etc. They take up any of these activities as per their interest.

**Technology Use** – Today the adolescent are heavy users of technology. The innovation of mobile phones and internet have made the adolescent dependent on it. Texting, chatting, dialing, internet, social networking sites, etc. are inseparable habits of adolescents today.

**Experimental Behaviour** – Adolescence is a time of experimentation. All of the ways adolescents develop-cognitively, physically, socially, emotionally-prepare them to experiment with new

behaviours as they transition from childhood to adulthood. They opt out for new things, experimenting with new products, trying out new behaviours which may be prohibited, exploring new places, etc. It may also include risky behavior in adolescent like substance use especially drug use and alcoholism, accident prone behavior like fast driving, vehicles accidents, trying out cigarette smoking etc.

### **Social Behaviour -**

As the child grows to adolescence his participation in social programs increases which makes him more adjusted individual because of the interaction with different social circumstances and different persons. Generally social behaviour in this age is restrictive and disciplined because of the restrictions by parents and others. External pressure is greater on the social behaviour of girls.

According to Gillin and Gillin "social behaviour means a process by which a person becomes an active member of a group, accommodates with the working of the group, take care about the traditions of the group and develops the ability to cope up with his friends through adopting the social circumstances."

Man is a social animal and always wants to live with each other and in this process their behaviour affects each other mutually. After taking birth as he comes in contact with other persons and groups, his behaviour develops according to the social model and peer group. Each individual is connected with the family, peer group, play group ,friends group ,clubs etc. at the same time. All these groups affect his social behaviour in an important way and in a different way. In modern psychology social behaviour is termed as the work done mentally by the individuals in group conditions with each other.

### **Characteristics of Social behaviour-**

1. Group Behaviour - It is the behaviour of more than one person, the action taken by single person is called individual behaviour and the activities of more than 1 persons is called social behaviour such as academic and cultural fares, family, crowd, community, cast, audience, Nation etc like this small or bigger group members when and work together then and this kind of social action is called social behaviour. Allport revealed that the size of the group plays a direct role in social behaviour whereas the social behaviour of small groups is not as powerful as the social behaviour of large groups.
2. Gathering of persons-gathering of persons is also an important characteristic of social behaviour.

This gathering may be official or accidental. A gathering of persons at the incident of a road accident is termed as accidental gathering and gathering of persons in any pre planned program is formal. The behaviour of group is highly unexpected and uncertain and non systematic, the audience present in any formal programme behave in a certain and institutional manner. Other than this the gathering of persons at certain time and place is also a kind of social behaviour such as gathering in church on Sunday for prayer.

3. Polarisation or attractive forces-It is an important characteristic of social behaviour. According to Allport the characteristic of crowd is to attract the members towards a general stimulus and behave according to the stimulus is called polarization. This general stimulus originates from any incident for any object to which members of group are attracted, sometimes such situations may arise in which all the group members take interest then and that condition works as a motivating power for that group and because of this social behaviour happens.

4. To identify with group members-Group members establish identification with each other. They understand this and except the thoughts, emotions and actions of other persons. By identification one person accepts the situations of other person or persons and acts accordingly. In social behaviour every person uses this identification.It means that if each member of the group associates himself with all the members in emotional way and develops an emotional bonding with each other. The bonding becomes as strong that the success of the group becomes success of individual and the failure of the group becomes the failure of individual.

Hence, we can say that teaching of values, importance to relationships, co-operation, co-ordination and value of empathy plays an important role in the development of good social behaviour.

**Social behavior of Adolescents** – Social behaviour is a behaviour that is directed towards society or organism of the same species. Social behavior is followed by social actions which is directed towards other people and designed to induce a response. This further includes social interaction and social relation. Social behavior is a process of communication. It is caused by others or affects other people. Behaviourally adolescence is associated with volatile emotions, assert personal identity, learn to navigate peer relationship, transition to independence, emergence of sexual behavior, decision making dilemmas etc. In the present age of increased use of social media it is important to find out the effect of social media on social behaviour and habits of adolescents therefore the problem of this study is quite relevant in the present age.

**1.2.0:Rationale of the Study-** This study is related with the use of social media and its effect on adolescents which is highly relevant in present situations .Its relevance can be established by the facts that most of the adolescents have access to smart phones with internet connectivity and 100 % of them are operating it and using it for approximately 02 hours every day. The students who are adolescents and are studying in higher secondary level are indulging in the social media and are getting away from one to one social interaction which is badly affecting their social behavior. Spending lot of time in virtual world is leading them towards unhealthy life practices which is affecting their mental and physical health. The use of social media is also affecting their habits like study habits, extra curricular habits, technology use and experimentation behavior. Hence, the researcher was keen to explore that up to what extent social media is affecting the adolescents habits and their social behavior.

**1.3.0:Need/Importance of the study** - This study is most important from the point of view of present scenario in the world of adolescents as all of them are having access to smart phones with internet connectivity. If the adolescents are using it for their educational purpose then it will enhance their study habits but interacting continuously in virtual world may result in deviated social behaviour. Hence it is important to explore this field and on the basis of findings it will be possible for the parents, teachers and other responsible persons to put a check on those activities which are leading the adolescents towards deviations.

**1.4.0:Educational Implications Of The Study-** This study will be significant in the course of educational process because the findings of this study will help the educationists, teachers, parents and students as well to find out the reasons behind the certain pattern of social behavior and habits. If any discrepancies are seen then it will be possible to take correctional steps accordingly and if there is any kind of improvement in any of the fields of social behavior and habits then also the reasons behind this can be explored and can be implemented further.

- 1) This study will help adolescents to get acquainted with their attraction towards social media and its effect on their social behavior and their habits.
- 2) Remedial suggestions can be provided to adolescents if they are addicted to social media .
- 3) Unjustified desires of adolescents can be counselled in time and can be controlled.
- 4) The ways to get away from bad effects of social media in order to improve their social behavior and habits can be provided.

### **1.5.0: Statement of the Problem-**

#### **A Study on the Effect of Social Media on the Social Behaviour and Habits of Adolescents**

### **1.6.0: Operational definitions of important terms –**

1. Adolescent's Habits – Refers to the Study Habits, Extracurricular Habits, Technology Use and Experimental Behaviour of adolescents studying in higher secondary schools.
2. Social Behaviour – Social behaviour is a behaviour that is directed towards society or organism of the same species. Social behavior is followed by social actions which is directed towards other people and designed to induce a response. This further includes social interaction and social relation. Social behavior is a process of communication.
3. Social Media - Social media in this study mainly include the following websites- Facebook, Instagram, Twitter, Youtube, Whatsapp, Wikis, Google.

**1.7.0: Objectives of the study** - Objectives are well defined and comprehensive statements of attainable goal. Unless the objectives are specified with sufficient precision to ensure that the data collected are relevant to the questions raised, the study may not provide the desired information.

The objectives of the study are-

1. To find out the level of usage of social media by the Adolescents of Chhattisgarh state.
2. To find out the Social behaviour of Adolescents of Chhattisgarh state.
3. To find out the Habits of Adolescents of Chhattisgarh state.
4. To compare the Social behaviour of Urban and Rural Adolescents of Chhattisgarh state.
5. To compare the Habits of Urban and Rural Adolescents of Chhattisgarh state.
6. To find out the effect of Social behaviour on the Habits of Urban and Rural Adolescents of Chhattisgarh state.

### **1.8.0: Hypothesis Of The Study -**

The function of a hypothesis is to direct our research. Hypothesis serves as guide to the kind of data that must be collected in order to test it. A hypothesis is a tentative statement about the solution of the problem. The hypotheses of present study are:

- H<sub>01</sub>. There is no difference in use of social media by urban and rural adolescents.
- H<sub>02</sub>. There is no significant difference between the social behaviour of urban and rural adolescents.
- H<sub>03</sub> There is no significant difference between the study habits of urban and rural adolescents.
- H<sub>04</sub> There is no significant difference between the extra – curricular habits of urban and rural adolescents.
- H<sub>05</sub> There is no significant difference between the technology use of urban and rural adolescents.
- H<sub>06</sub> There is no significant difference between the experimentation behaviour of urban and rural adolescents.
- H<sub>07</sub> There is no correlation between social behaviour and study habits of urban adolescents.
- H<sub>08</sub> There is no correlation between social behaviour and extra – curricular habits of urban adolescents.
- H<sub>09</sub> There is no correlation between social behaviour and technology use of urban adolescents.
- H<sub>010</sub> There is no correlation between social behaviour and experimentation behaviour of urban adolescents.
- H<sub>011</sub> There is no correlation between social behaviour and study habits of rural adolescents.
- H<sub>012</sub> There is no correlation between social behaviour and extra – curricular habits of rural adolescents.
- H<sub>013</sub> There is no correlation between social behaviour and technology use of rural adolescents.
- H<sub>014</sub> There is no correlation between social behaviour and experimentation behaviour of rural adolescents.

### **Area & Delimitation Of the Research-**

1. This study is delimited to 4 districts of Chhattisgarh namely Raipur, Mahasamund, Kanker and Janjgeer - Champa.
2. This study is delimited to the social behaviour and habits of adolescents, under habits this study is limited to 4 aspects of habits namely study habits, extra – curricular habits, technology use and experimentation behaviour.

# CHAPTER-II

## **CHAPTER - 2**

**2.0.0 Introduction**

**2.1.0 Description of Related Literature**

**2.2.0 Conclusion**

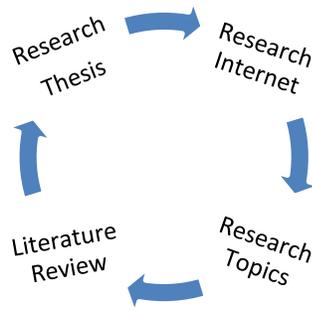
## CHAPTER - 2

### REVIEW OF RELATED LITERATURE

#### **2.0.0 : Introduction -**

Literature review – A written document that develops a case to establish a thesis, this case is based on a comprehensive understanding of the current Knowledge of pertaining to the research Question. This synthesis is the foundation that comes through the use of logical argumentation, allows the researchers to build a convincing thesis case.

The steps of literature review :-



#### **2.1.0:Definition of literature Review :-**

“A literature review is a written document that presents a logically argued case founded on the current state of Knowledge about a topic of study. This case establishes a convincing answer to the study’s question.”

The literature review is a critical thinking process. It has the following steps :-

1. Selecting a topic – Recognize and define a problem .
2. Developing tools of Argumentation – Create process for solving the problem.
3. Searching the literature – Collect and compile information.
4. Literature survey – Discover the element and build the argument.
5. Critique the literature – Draw conclusion.
6. Write thesis – communication and the conclusion.

#### **2.2.0: The Purpose of a Literature Review :-**

“Writing of a literature is an adventure to begin with it is a toy and an amusement, then it becomes a mistakes, and then it becomes a master and then a tyrant. The last phase is that just as you are about to be reconciled to your servitude, you kill the monster, and fling him out to the public.

- Winston Churchill

Its purpose is to provide the background and justification for the research undertaken.

### **2.3.0: Meaning of Literature –**

“ A process of finding the sources of relevant material for particular topic or subject”

**- Elvin**

“It is an evidence based review of relevant reference material.”

**-Lawrence & McEvoy**

Thus we can say that literature means writings on a particular style on a particular subject. Literature means the selections of available document (both published and unpublished) on the topic which contain information, idea, data and evidence written from a particular standpoint to fulfill certain aims or express certain views on the nature of the topic and the effective evaluation of these document in relation to the research being proposed.

### **What is literature Review ?**

A literature review is a body of text that aims to review the critical point of current knowledge including substantive findings as well as theoretical and methodological contribution to a particular topic, literature review as secondary sources and as such, do not report any new or original experimental work. Also a literature review can be interpreted as a review of an abstract accomplishment.

Literature review typically includes scholarly journals, scholarly books, authoritative database and primary sources. Sometimes it includes newspapers, magazines, other books, films, audio and video tapes also and other secondary sources.

**2.4.0: Objectives of Literature Review :-** The deep study and assessment of preceding research is an essential part of any research work. The main objectives of literature review are :-

1. Researcher can know the special findings from the related literature of his/her research topic.
2. Its guides the researcher towards the meaningful correction of research work.
3. Researcher can develop own beliefs and thoughts through the study of related literature.
4. It can save the time and energy with giving authentication of the information which was retrieved with such genuine effort.
5. Researcher can find that which method and ideas would be fruitful for the present research.
6. Researcher can know the errors and specials facts of the related literature.
7. He can know the problems and deficiencies which may arise earlier, which he can reduce in his present topic.
8. It can be helpful to the researcher to decide their limitation.
9. It gives new ideas, methods and approaches to deal with research problems.
10. With the help of literature review researcher can be able to provide his/her topic with his strong findings and recommendations.

### **Sources of Literature Review :-**

- Thesis and dissertation.
- Books.
- Journal articles.
- Conference proceedings.
- Internet.
- Govt/Corporate reports.
- CD-ROMS Academic libraries.
- Magazines.
- Educational research surveys
- Central and State Government schemes etc.

### **2.5.0:Related literature of Use of Social Media By Adolescents-**

**1 . K. Anuradha and G. Vani Prasanthi ,Determinants of Internet Addiction among Adolescents** focused their study on the Objectives1. To assess the internet browsing behaviour of students studying intermediate and under graduation courses2. To measure the internet addiction of sample students using Internet Addiction Scale.3. To assess the relationship among internet addiction, gender, type of college and type of course .and worked on these hypotheses-1. Students did not differ significantly in their internet addiction scores according to gender 2.Students did not differ significantly in their internet addiction scores according to type of college and3. Students did not differ significantly in their internet addiction scores according to type of course studied.with using the tools1. General Information Schedule and Internet Addiction Test (Kimberly Young, 1998)and concluded that1. Students differed significantly in internet addiction according to gender- comparatively boys scored more on internet addiction score (34.50 SD=16.415) than girls (18.39 SD=15.431).2. Students differed significantly in internet addiction according to type of course they were studying.- Students studying B. Pharmacy and B. Tech courses have high internet addiction scores than students studying degree and intermediate 3. Students differed significantly in their internet addiction scores according to type of college studied- Comparatively students studying in private college have high internet addiction score than students of Govt. college.

**2.Kokila ,K.Social Media Network Participation and Academic Performance in High Schools in Tirupati** directed her study on the objectives1. To identify social network sites and their usage among students 2. To ascertain the effect of social media on students grammar and spelling in academic work 3. To find out the effects of social network participation on the students' academic performance 4. To

make appropriate recommendations based on the findings of the study and revealed that despite the benefits that come with the participation of students on social media networks, it could impact negatively on their academic performance if not used properly. A lot of benefits abound in the use of social media networks such as sharing information and ideas, improving reading skills etc. Despite the benefits that comes with the participation of students on social media networks, its misuse could affect the academic life of the student and thereby their performance. Social media networks compete with academic work for students' attention. It is therefore the responsibility of the student to make the right decision in relation to the use of social media networks. The learning outcomes of students are influenced by the students' decision on his choice of situation (social media networks and participation) and peers (friendship networks) they could make the right decision in the usage of these media to bring about the positive outcome (academic performance) that is desired.

**3.Syamala K.& Arjun P., Impact of Social Media on Adolescent Girls:A Case Study of Visakhapatnam City** found in their research that the excessive users in the educational computer labs use the social media forms for comments, chatting, image and video sharing and texting etc. This average touches the almost half of the sampled population. This shows that they ignore their primary focus on their study and research related activities while utilizing the facility of internet in connecting with their friends on the social media networking forums with their average utilized time between 30 to 60 minutes. But the actual results may cross this maximum time period while utilizing the social media forms as 13 percent responded that they use it more than 2 hours in a single day. Their important features while using social media are SMS, video clips, sharing links and comments. The users mostly face problems such as unwanted messages, unwanted friends request and controversial political links and unethical pictures and links, irrelevant religious and anti-religious messages and useless information. Despite agree with the argument that social media is affecting the life of the youth, the sampled youth population is continuously using the social media. It has deliberately affected the physical and sports activities which is being replaced by social media. The negative images, messages, video links, voice messages are creating negative influence in the society and social groups especially for girls at the minor level to penetrate to destabilize the inter-state harmony in the international relations. Majority of the sampled population is agreed with this argument that the positive use of social media forms can brought socio-political awareness, enhance the different skills like increase language proficiency, develop online communication skills, create broader visionary power and connectivity. It is also useful for advertising, job hunting portals.

**4.Bhavani, P.and T.G.Amuthavally.Addiction of Adolescents to Social Networking Sites and Electronic Gadgets : Positive And Negative Aspects** Concluded that the media has a disturbing potential to negatively affect many aspects of adolescents healthy development, including weight status, sexual initiation, aggressive feelings and beliefs, consumerism and social isolation. Media also has potential for positive effects on their health. The growth of social media sites shows an important change in Indian Students and teenagers behavior in their life. It could extinct the future of Indian teenagers and children and it had a very bad effect on education as it is argue above. We need to find ways to optimize the role of media in our society, taking advantage of their positive attributes and minimizing their negative ones. The ultimate goal is to reach youth with positive messaging. Embracing media rather than trying to counteract it promises to be an effective tool in shaping the behavior of children and adolescents. It is also a strong recommendation for international and Government cyber control to take part and ban these type of social networking websites, other than government and jurisdiction, every parents should closely banned the use of social networks on their children and secure their future.Social media comes in different forms and structures. Mapping social media networks can enable a better understanding of the variety of ways individuals form groups and organize online. Social media is used by millions of individuals who collectively generate an array of social forms from their interactions. Social media network maps can be useful in understanding the variety of social structures that emerge. Network maps can reveal the structures of the crowd and highlight strategic locations or roles in these webs of connection. By mapping social media network spaces, researchers and practitioners can learn about the most common and best uses for these communication services.

**5.Constanze Pfeiffer,et.al.The use of Social Media among Adolescents in Dar es Salaam and Mtwara, Tanzania** found in their study that Internet users' background and behaviour when asked in the in-depth interviews ,fewer girls than boys said they were internet users, girls were scared of disclosing their interest in the internet to guardians and teachers because internet use by adolescent girls is less accepted than by boys. This was due to concerns about negative influences, such as meeting the “wrong” people. In addition, girls' behaviour was generally more restricted culturally than boys'. It is well known that boys like using the internet, so they are not afraid of it for girls it is because of rumours and accusations made by parents and teachers and other people who believe that the internet is a bad thing, it destroys the youth.” (Girls, age 17, Dar es Salaam)“Girls spend most of their time at home, doing household work that is why girls do not know how to use or access the internet.” (Boy, age 16, Mtwara) “My parents do not allow me to go to the internet café they use their mobile phone to access the internet but my phone does not have access to the internet. Boys are free to go to the internet cafe while we girls are not allowed”(Girl, age 17, Mtwara) Results from the questionnaires showed that

accessing the internet via mobile phone was the preferred medium among the majority of the 60 respondents; 68% accessed the internet with their own mobile phone, 25% by borrowing or renting a phone, 17% through internet cafes, and 8% with their own computer. When asked how their friends accessed the internet, 93% guessed they used mobile phones. Boys were more likely to own phones than girls, 76% compared to 47% of the girls. A strategy mentioned by some of the girls to escape restrictions on them was borrowing smart phones from friends. No age differences related to internet use were found. Nor were there differences in how many owned a phone between Mtwara and Dar es Salaam, but in Dar es Salaam 17% of interviewees also used their own computer.

**6. Dana Reid & Paul Weigle, Roswell, Social Media Use among Adolescents: Benefits and Risks** found in their study that this newer form of communication has many benefits to adolescents and plays an important role in their social lives. Despite the numerous benefits of these technologies, there are also several potential risks that can be detrimental to the mental health and well-being of adolescents. It is critical that child psychiatrists and other mental health providers be informed of these potential risks so they can more effectively educate and treat their adolescent patients and their families.

**7. S.M. Al-Jubayer, The Use of Social Networking Sites Among Teenagers: A Study of Facebook Use in Dhaka City** found that Facebook is currently being used by millions of people across the globe. This social networking site provides its users with the activities of their contacts, but also can be a poison for relationships. As revealed in a recent study, it is increasing jealousy and tensions between their supporters. According to the study of Muise (2009), Facebook may lead to serious situations of jealousy with a continuous flow of information about what they do, who are friends, and what photos appear online. This also may result in a disregard for human privacy and rights of what will or will not be posted about an individual. The teenage years are a time when a person is developing emotionally. The individual is shifting from child to adulthood. The behavior patterns of teenagers change quickly because of the complex and rapid physical and mental changes. During this time frame, teenagers begin to expect and demand more privacy and freedom from their guardians, however, they are not yet emotionally mature enough to understand adulthood and the responsibilities that go along with it. Further, teenagers are generally very much influenced by their peer groups. Because of the rapid growth in technology (e.g., cell phones, laptops, netbooks, wireless Internet, and more), urban teenagers have more access to and enjoy spending their free time online. Males are more prone to interest in online gaming and chatting, where females are more likely to enjoy posting pictures, chatting, and social networking on Facebook. In their quest for building relationships, higher personal status with peers, and recreation, these urban teenagers are often misguided and become more prone to misuse of online

technology. Some patterns of Facebook misuse by teenagers are: Spending long hours online, in particular with social networking sites Facebook is very important for 27 percent of the teenagers surveyed and important for 25 percent of the teenagers surveyed. Over half of the respondents in this study indicated Facebook as an important part of their life. The remaining 48 percent indicated Facebook was somewhat important or not very important. This may be a result of having lack of access to internet on a regular basis. A common issue in the developing world, particularly for low-income families. Twenty-seven percent of the teenagers indicated they are online more than 10 hours per week, while 23 percent of the respondents are online 8 to 10 hours a week and 26 percent are online 5 to 7 hours per week. Half of the respondents are online and using Facebook on a fairly regular basis. It would appear that majority of the teenagers surveyed are spending a great deal of time on Facebook. The hours actually reported are probably significantly less than what they do spend online as it is easy to lose track of the time when an individual is checking out other people's profiles, updating his or her own profile, chatting and playing games.

The respondents were asked to indicate the times of the day they are most likely to be on their Facebook account. Forty-six percent of the teenagers in the study indicated the time they were most likely online was between 10 p.m. to 12 a.m. The question comes to mind why this would be a peak time for most teenagers. Many would perhaps have completed homework at this time and finished dinner. However, it is also a critical time period for young people to be sleeping. Another 12 percent of the respondents indicated that, they were online from 12 a.m. to 2 a.m. which is past the time that most household members would be sleeping. Further, this is only reported time spent on one site (Facebook), it does not take into account the actual amount of time that a teenager spends online looking at other sites.

As many reported, they also are frequent users of various other internet sites such as Google, YouTube, Yahoo Messenger, MSN, or other entertainment and social networking sites. The amount of time actually spent online is far greater than one could speculate. The time amount may be grossly underreported as the users lose track of the time they are spending online, particularly those who would have regular access to a personal computer and Internet from home where they are not actually paying by the hour for time used in cyber-café's or school labs. The respondents who report going on Facebook for shorter amount of time such as two to four hours a week or less than one hour per week are more likely unable to access the Internet as they do not have a personal computer and internet access. It would be a more likely accurate count of their time spent if they are paying by the hour to go online through a cyber-café.

The respondents were asked if Facebook has affected their ability to complete homework. The majority have responded (79%) that their use of Facebook does not affect their ability to complete

homework. Twenty-one percent of the teenagers surveyed said that it has affected their schoolwork. There is no doubt that television, interactive video games, and the Internet can be sources of education as well as entertainment for teenagers. Too much screen time, however, can have unhealthy side effects. The American Academy of Pediatrics (AAP) recommends that parents should monitor and limit the time children spend playing games, watching television, and being on the Internet. They recommend children under the age of two should not have any “screen time” while children over two years old should have no more than one to two hours a day of “quality programs.” They also recommend that children should be given a wide variety of free-time activities such as reading, playing with friends, and sports, which can all play a vital part in helping them develop a healthy body and mind (Gavin, 2011). Gavin (2011) further recommends the following to parents concerning online use for children: Parents should become computer literate by learning how to block objectionable material. Families should keep computers in a common area where children’s use can be monitored. Parents should share an email account with younger children to monitor incoming messages. Teach children about Internet safety and have rules regarding internet use. Bookmark preferred and favorite sites. This ensures that children will have easy access and be less likely to make a typo that could lead to inappropriate content. Additionally, parents should spend time online together with their children to teach appropriate online behavior. Sixty-six percent of the respondents in this research reported their parents had knowledge of their Facebook use while thirty-four percent of the teenagers indicated their parents did not have knowledge about the amount of time they spent on Facebook. The concern is parents do not know what their children are doing or who they are talking to online.

**8.Siddiqui , Shabnoor & Singh , Tajinder, Social Media its Impact with Positive and Negative Aspects** Concluded that as the technology is growing the social media has become the routine for each and every person, people are seen addicted with these technology every day. With different fields its impact is different on people. Social media has increased the quality and rate of collaboration for students. Business uses social media to enhance an organization’s performance in various ways such as to accomplish business objectives, increasing annual sales of the organization. Youngsters are seen in contact with these media daily .Social media has various merits but it also has some demerits which affect people negatively. False information can lead the education system to failure, in an organization wrong advertisement will affect the productivity, social media can abuse the society by invading on people’s privacy, some useless blogs can influence youth that can become violent and can take some inappropriate actions. Use of social media is beneficial but should be used in a limited way without getting addicted

**9. Christopher T. Barry, et.al. (2017) Adolescent social media use and mental health from adolescent and parent perspectives** found that adolescent participants were generally active on social media in that 82.1% of adolescents reported having had social media accounts for at least one year, and 92.9% reported having at least one social media account. Parent reports were largely consistent with these data. Adolescents were reportedly engaged with social media on a consistent basis in that 68.1% of participants reported checking their social media accounts at least once a day. Most adolescents (63.3%) and parents (70.8%) reported that parents monitor the adolescents' social media accounts. 84 adolescents (74.3%) reported being friends with, or connected with, their parents on social media. Regarding the number of accounts adolescents had, adolescent and parent reports were highly correlated. In addition, parent and adolescent reports of the amount of time since adolescents began using social media were highly correlated,  $r = 0.74$ ,  $p < .001$ . They also examined correlations between demographic variables (i.e., gender, age, ethnicity coded as White vs. non-White, family income) and the variables of interest. gender was not correlated with indicators of social media activity in this sample besides likelihood of being friends with parents on social media. Specifically, male adolescents were more likely than females to report being friends with their parents on social media. Not surprisingly, age was positively correlated with parent-reported,  $r = 0.30$ ,  $p = 0.001$ , and adolescent-reported,  $r = 0.30$ ,  $p = 0.002$ , time since initiation of social media use. Ethnicity and income were not related to any of the social media variables investigated.

## **2.6.0: Related literature of Habits of Adolescents-**

**1. Bora, Bhargab Pratim, A study on habits of the secondary school students of south Kamrup area of Assam in relation to their home environment** focused on the objectives 1) To study the level of Habits of the Secondary School students of South Kamrup Area of Assam. 2) To study the level of Habits of the Secondary School students of South Kamrup Area of Assam regarding to its dimensions which are i) Study Habits ii) Extracurricular Habits iii) Technology Use and iv) Experimentation Behaviour 3) To study the level of Home Environment of the Secondary School students of South Kamrup Area of Assam. 4) To study the level of Home Environment of the Secondary School students of South Kamrup Area of Assam regarding to its dimensions which are i) Control ii) Protectiveness iii) Punishment iv) Conformity v) Social isolation vi) Reward vii) Deprivation of Privileges viii) Nurturance ix) Rejection and x) Permissiveness 5) To study the relationship between Habits and home Environment of the Secondary School students of South Kamrup Area of Assam. His research questions were 1) What is the level of Habits of the Secondary School students of South Kamrup Area of Assam? 2) What is the level of Habits of the Secondary School students of South Kamrup Area of Assam regarding to its

dimensions. 3) What is the level of Home Environment of the Secondary School students of South Kamrup Area of Assam? 4) What is the level of Home Environment of the Secondary School students of South Kamrup Area of Assam regarding to its dimensions. Hypothesis was 1) There is no significant correlation between Habits and Home Environment of the Secondary School Students of South Kamrup Area of Assam and Major findings of the study are 1. most of the Secondary School students (46.67%) have average level of Habits. It is also remarkable that no student have low level of habit. 2) Regarding the Dimensions of Habits, most of the Secondary School students have high level of study habits. On the other hand regarding the extracurricular habit most of the students have poor level of extracurricular habits. 3) The study has also shown that majority of the Secondary school students have Average level of habits regarding Technology use and experimentation behaviour. 4) From the study it has been found that most of the Secondary School students have Average level of Home Environment. 5) Regarding the dimensions of Home Environment it has been found that most of the Secondary School students have fallen under the category of Average level of Control, Protectiveness, Social Isolation, Nurturance and Permissiveness in Home Environment. 6) Again it has been also found that regarding the dimension of Punishment, Conformity and Reward in Home Environment most of the students fall under the Above Average level category. 7) Regarding the dimension of Deprivation of Privileges and Rejection in Home Environment most of the students have fallen under the High level category. 8) The study reveals that there is a significance relationship between the Habits and Home Environment of the Secondary School Students of South Kamrup area of Assam.

### **2.7.0: Related literature of Social behavior of adolescents-**

1. **Dahiya, Geeta(2016) Study of curiosity social behaviour obedient - disobedient tendency and school satisfaction of girls of various categories of higher secondary level** the study revealed that the level of social behaviour was high Among the girls and the level of social behaviour of of general category girls was higher than scheduled caste girls.

2. **Sarah Ruth Halcrow, ( 2007)Understanding Low Social Acceptance In Adolescence: The Roles Of Social Behavior And Representations Of Peers** found that Adolescent social behavior is linked to social acceptance. Peer-reported adolescent prosocial behavior is positively related to social acceptance. Peer-reported adolescent aggressive behavior is negatively related to social acceptance. Peer-reported adolescent disruptive behavior is negatively related to social acceptance. Peer-reported adolescent shy behavior is negatively related to social acceptance. Adolescent peer representations are linked social acceptance. Adolescent negative peer representations (i.e., expectations that their peers will be unhelpful, unsupportive, and insensitive in times of need) are negatively related to social acceptance.

Peer-reported adolescent social behavior mediates the link between peer representations and social acceptance. Peer-reported adolescent prosocial behavior mediates the link between negative representations of peers and low social acceptance. Peer-reported adolescent aggressive behavior mediates the link between negative representations of peers and low social acceptance. Peer-reported adolescent disruptive behavior mediates the link between negative representations of peers and low social acceptance. Peer-reported adolescent shy behavior mediates the link between negative representations of peers and low social acceptance. Adolescents' representations of peers mediate the link between social acceptance and social behavior. A. Adolescents' negative representations of peers mediate the relation between peer reported social acceptance and social behavior (i.e., prosocial, aggressive, disruptive, and shy behavior).

**3. De,Kankana ,Study of Bio-Social Behaviour of Rural Adolescent Girls** found that relation of mean age, menarche and nutritional status is shown which shows the girls who belong to normal body mass index experiences menarche at age of 11 years; 268 girls experience menarche at age of 12 years. Negative impact of occupation in mean age at menarche 1.08% adolescent experience severe anemia which proves under nutrient adolescent. 13 girls belong to chronic energy deficiency 12.30% adolescent are of age 10-14 years. At stage puberty girls need nutritive food which stimulate their growth, due to lack of nutrition they become under nutrient and in future when they become mother they give birth to underweight children, so stop this cycle people should take care of girls and girls should learn about hygiene, menstrual health to fight against all reproductive health issue.

**4.Buwalda B, et.al., Social behavior and social stress in adolescence: a focus on animal models** Found in their study that adolescence is a transitional phase during which the juvenile develops into an independent adult individual. In this period in particular frontal cortical brain regions and related neural circuitry are structurally remodeled to a relatively high extent resulting in a refined connectivity and functionality of these brain regions in adulthood. In this review we aim to address the question whether a high structural neuronal plasticity during adolescence makes this developmental period particularly vulnerable to lasting detrimental effects of stress. To answer this question we focus on results from experimental animal research on behavioral, physiological and neurobiological consequences of stress during adolescence. There are indeed results from animal models on stress that confirm that adolescent stress can lastingly alter adult brain and behavior. Since many studies, however, have shown that long-lasting effects of stress also occur in other phases of life as the perinatal period and adulthood, the data do not suggest that adolescents are particularly vulnerable to the negative consequences of stress. The outcome of many of the studies on adolescent stress also emphasizes the high resilience of adolescent

animals to develop long-lasting psychopathological changes in behavior after being exposed to adolescent stress.

**5. Burnett S, et.al. The social brain in adolescence: evidence from functional magnetic resonance imaging and behavioural studies** found in their study that Social cognition is the collection of cognitive processes required to understand and interact with others. The term 'social brain' refers to the network of brain regions that underlies these processes. Recent evidence suggests that a number of social cognitive functions continue to develop during adolescence, resulting in age differences in tasks that assess cognitive domains including face processing, mental state inference and responding to peer influence and social evaluation. Concurrently, functional and structural magnetic resonance imaging (MRI) studies show differences between adolescent and adult groups within parts of the social brain. Understanding the relationship between these neural and behavioural observations is a challenge. This review discusses current research findings on adolescent social cognitive development and its functional MRI correlates, then integrates and interprets these findings in the context of hypothesised developmental neurocognitive and neurophysiological mechanisms.

**6. Blakemore SJ, Development of the social brain in adolescence** found that the brain has evolved to understand and interact with other people. We are increasingly learning more about the neurophysiological basis of social cognition and what is known as the social brain, that is the network of brain regions involved in understanding others. This paper focuses on how the social brain develops during adolescence. Adolescence is a time characterized by change - hormonally, physically, psychologically and socially. Yet until recently this period of life was neglected by cognitive neuroscience. In the past decade, research has shown that the brain develops both structurally and functionally during adolescence. Large-scale structural MRI studies have demonstrated development during adolescence in white matter and grey matter volumes in regions within the social brain. Activity in some of these regions, as measured using fMRI, also shows changes between adolescence and adulthood during social cognition tasks. I will also present evidence that theory of mind usage is still developing late in adolescence. Finally, I will speculate on potential implications of this research for society.

**7. Blakemore SJ and Mills KL, Is adolescence a sensitive period for sociocultural processing?** revealed that adolescence is a period of formative biological and social transition. Social cognitive processes involved in navigating increasingly complex and intimate relationships continue to develop throughout adolescence. Here, we describe the functional and structural changes occurring in the brain during this period of life and how they relate to navigating the social environment. Areas of the social brain undergo both structural changes and functional reorganization during the second decade of life,

possibly reflecting a sensitive period for adapting to one's social environment. The changes in social environment that occur during adolescence might interact with increasing executive functions and heightened social sensitivity to influence a number of adolescent behaviors. We discuss the importance of considering the social environment and social rewards in research on adolescent cognition and behavior. Finally, we speculate about the potential implications of this research for society.

**8.Lamblin M, et.al., Social connectedness, mental health and the adolescent brain** explored that Social relationships promote health and wellbeing. Brain regions regulating social behavior continue to develop throughout adolescence, as teens learn to navigate their social environment with increasing sophistication. Adolescence is also a time of increased risk for the development of psychiatric disorders, many of which are characteristically associated with social dysfunction. In this review, we consider the links between adolescent brain development and the broader social environment. We examine evidence that individual differences in social ability, partly determined by genetic influences on brain structure and function, impact the quality and quantity of social ties during adolescence and that, conversely, the structure of one's social network exerts complex yet profound influences on individual behavior and mental health. In this way, the brain and social environment sculpt each other throughout the teenage years to influence one's social standing amongst peers. Reciprocal interactions between brain maturation and the social environment at this critical developmental stage may augment risk or promote resilience for mental illness and other health outcomes.

**9. Brandi Parker Cotton, APRN, Residential Mobility and Social Behaviors of Adolescents: A Systematic Review of the Literature** found in their systematic literature review in order to synthesize research that measured mobility and at least one social behavior among participants 11 thru 18 years of age. The systematic search yielded 22 studies. Findings and conclusions of the study are residential mobility is associated with negative behaviors among adolescents, including social problems, delinquency, substance and nicotine use, and adolescent pregnancy. However, these effects are explained by neighborhood disadvantage and inherent differences between movers and non movers. For youth from disadvantaged backgrounds, moving may be one indicator of problem behaviors. Attending to when and why youth move—and to where—contributes to an understanding of the etiology of risky behaviors.

**2.8.0:Conclusions** –Reviewing the above literature the researcher has found that none of the research has dealt with use of social media and its effect on social behaviour and habits of adolescents together. Hence ,researcher has found its importance and peculiarity and tried to explore these fields.

# CHAPTER - III

## **Chapter III**

### **Methodology**

**3.0.0 Introduction**

**3.1.0. Method**

**3.2.0 Population and Sample**

**3.3.0 Tools**

**3.4.0 Procedure of data collection**

**3.5.0 Techniques of data analysis**

## Chapter III

### Research Methodology

**3.0.0 : Introduction** :- Research methodology constitutes a significant aspect of any scientific investigation and dependability of its finding, depends upon the extent to which the researcher has incorporated the sophisticated research Methodology, which includes the sampling techniques employed, the instruments used, the research designs operated and the method and procedure evidence.

It is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. It involves the systematic procedure by which the researcher starts from the initial identification of the problem to its final conclusion. The role of the methodology is to carry on the research work in a scientific and valid manner.

In it we study the various steps that are generally adopted by a researcher in studying his research problem along with the logic behind them. It is necessary for the researchers to know not only the research method techniques but also the methodology.

Thus, research methodology consists of all general and a specific activity of research mastery of the research. Methodology invariably enhances understanding of the research activities without a strong base of clear-cut theory educational research does not lead to any sound results. It should be based on broad foundations. Research methodology is an essential and powerful tool in leading man towards progress. Without systematic research there would have been little progress.

The direct relationship of technique is with the tool of analysis. But before administering the test, the first step is to decide about the sample, which is drawn from population because administration of test is not feasible on the population.

After taking decision about the selection and identification of the problem, the objectives and hypotheses of the research study, the researcher is supposed to step further in the task of the research design in which the following steps are involved –

- (a) Method
- (b) Design
- (c) Population and sample
- (d) Tools.

In the present chapter the investigator has given a brief description about the population, sample, Instrument of the study, procedure and the treatment of data.

**3.1.0:Method** - In order to achieve the objectives of the present study descriptive survey method has been used. Survey studies may take different forms depending upon the scope, nature and purpose of the problem under investigation. They may be broad and narrow in scope. Survey data may be collected from every unit of a population or from a representative sample. In the present study, the investigator has used the descriptive survey method to study the problem.

### **3.2.0: Population and sample**

**3.2.1:Population of the study** – Population means the aggregate or totality of objects, subjects or individuals regarding which inferences are to be made. A population is any group of individuals that have one or more characteristics in common that are of interest of the researcher. So, the wider group is ‘population’ or ‘Universe’ from which sample is drawn.

Population in the present study are the higher secondary school students of Chhattisgarh state.

**3.2.2:Sampling** – A research method involving special methods to select a group of subjects of the research study from its parent population enabling the researcher through its study to draw inferences about the characteristics of the population is called sampling . A sample when properly selected, offers an unbiased, practical and valid method of describing various aspects of the entire population. So, In present study 2 step probability sampling has been done through simple Random sampling strategy. In the first step 04 districts were selected for this study on the basis of convenient sampling and then 02 schools from each district one urban and one rural were selected randomly. In this way a total of 08 schools were selected .In the next step the 50 students from each school were selected randomly.

**3.2.3:Sample** – A sample is a small proportion of a population selected for observation and analysis. By observing and analyzing the sample, a researcher makes certain inferences about the characteristics of the population from which it is drawn. Sample in present study is shown in the below table-

Table- 3.1: Showing the sample

S. No.	Type of School	School	No. of Students
1.	Urban	1.Govt. Hr. Sec. School Bhojpur, Janjgir-Champa District	50
		2. Govt. Hr. Sec. School Mowa, Raipur District	50
		3. Govt.D.M.S. Hr. Sec. School Mahasamund District	50
		4. Govt.P.V.S. Hr. Sec. School Govindpur. Kanker District	50
2.	Rural	1.Govt. Hr. Sec. School Sivni, Janjgir-Champa District	50
		2. Govt. Hr. Sec. School Kachna, Raipur District	50
		3. Govt.Hr. Sec School, Bemcha, Mahasamund District	50
		4. Govt.Hr. Sec. School Kokpur and Singarbhat, Kanker District	50
		Total	400

**3.3.1. Tools** -While planning for conducting research, it is necessary for the researcher to obtain a research or data collection tool. These data collection tools may vary in their nature in view of varying research need of the researcher. After selecting and defining research problem, setting the objectives of the study and taking decision about the subject of the study, It is now required to focus on the collection of data / needed information's / evidences for fulfilling the objectives of the study which may give proper answers to research study. These collected evidences or information's are helpful in answering the research problem are called data in research terminology and the techniques or tools employed for collecting the data are called data collection tools.

The tools should have the following characteristics-

- It should be economical.
- It should be able to provide a definite answer to the problem.
- The result obtained should be reliable.
- The result obtained should be valid.

**3.3.2:Description of the Tools** - For data collection purpose the following tools were used -

**1. Adolescents habits scale** - This scale was developed by Dr.Vijaya Lakshmi and Dr.Shruti Narayan. It has been design for use with 12 years to 24 years of students. Habits refer to behaviour which becomes more or less automatic due to practice and tend to be frequently repeated. They may be good or bad like reading newspaper, getting up early in the morning, smoking, drinking alcohol etc. Adolescents like other people vary with respect to habits. Some have larger number of good habits and some have larger number of bad habits as defined by the society in which they live.

Habits can be we considered from the social and personal perspectives. Social habits manifest themselves in the form of customs, norms and culture. Personal habits reflect preferences for food activities, friends and approaches to life and personal idiosyncrasies.

Dominance of good habits leads to better adjustment, happy life and higher academic and institutional achievements in adolescents. Some of the common habits which are commonly seen in the life of adolescents are study habits, extra curricular habits, watching movies and television, alcoholism, drug abuse, smoking etc.

Researchers have demonstrated that adolescent's academic or life success depends upon largely on the habits that they have developed. Between the age group of 14 to 18 years a person is most likely to be attracted towards the smoking habit and may become an addict for the rest of his or her life. This age represents the growth of maturity where teens make choices for their lifestyle and plan

where they want to see themselves in the future. This is the age where the inspiration is at the maximum level and adolescents are more conscious of the personality styles and making up their role models. On the other hand this is the age where factors like stress, attention disorder, psychological pressures and conflicts from parents play an important role in impacting the individual personality and most of the teens are seen fighting with these kind of problems due to lack of parental interest or sometimes overprotectiveness of parents(Khurshid and Ansari 2012).

The intense Desire to belong to a particular group can influence young adolescents to go along with activities in which they would otherwise not engage (Santrock,2001). For many, youth of course, the hours are spent in constructive pursuit, such as hobbies, extra curricular activities associated with school and studying. For others however this unsupervised time becomes an opportunity to experiment with sexual behaviour, crime and delinquency or substance abuse. (Sickmund, Snyder and Poe,- Yamagata,1997;US Department of Education &US Department of Justice,1998). After extensive review of literature following four dimensions were finally included in the scale. The brief description of which is given below-

- (1) Study habits-adolescence is a time of academic pursuit. Doing well in academic depends largely on their study habits. How much time do they spend in studying, what pattern are followed etc.
- (2) Extra curricular habits-the extra curricular habits of adolescence may be of different types like writing, Publication, debate, games, sports etc. They take up any of these activities as per their interest.
- (3) Technology use-today the adolescents have heavy use of Technology. The innovations of mobile phones and internet has made the adolescent dependent on it. Texting, chatting, dialling internet, social networking sites etc. are inspirable habits of adolescence today.
- (4) Experimentation behaviour- adolescence is a time of experimentation. All of the ways adolescence develop-cognitively, physically, socially, emotionally-prepare them to experiment with new behaviour as they transition from childhood to adulthood. They opt out for new things experimenting with new products, trying out new behaviour which may be prohibited exploring new places etc. It may also include risky behaviour in adolescents like substance use especially drug use and alcoholism, accident prone behaviour like fast driving, vehicular accidents, trying out cigarette smoking etc.

**Description of Items -**

1. Items related to study habits are 1, 5,9 ,13, 15, 19, 22, 27, 28, 30, 32, 34, 36 and 38.
2. Items related to extra curricular habits are 26, 11, 16, 20 and 24.

3. Items related to technology used are 4, 7, 12, 17, 21 and 25.

4. Items related to experimentation behaviour are 3, 8, 10, 14, 18, 23, 26, 29, 31, 33, 35 and 37.

**Item analysis** - At first the items were written and submitted to group of language experts to make necessary corrections and modifications. Subsequently they were submitted to a group of experts (teachers) of psychology and sociology for knowing about any disparities in meaning of the contents of the items. It is a likert-type scale having 5 options where 5 stands for always, 4 almost always, 3 for sometimes, 2 for almost never and 1 for never. The response of the subjects on each type was scored and the total score was obtained, then obtain total scores were arranged from the highest level in decreasing order to the lowest level and the median value was obtained from it .Item analysis was done dividing the total score into two categories, median and above median one category and below median the other category. By clubbing the response categories 1 to 3 into one and 4-5 into another one, thus 2×2 contingency table was prepared for the purpose. Then chi-square was calculated and then its obtained value was converted into Phi- Coefficient (Singh 2013) some values were found significant and some values were not significant. finally a set of 38 items were written for adolescent's habit scale, there were 32 positive items and 6 negative items.

**Administration** - Adolescence habit scale is mean to assess the patterns of behaviour practiced by the students in the age group range of 12 years to 24 years i.e. roughly students from class 7 to post graduate level. The scale can be administered either by self or by the investigator, it may be used in group as well as individual condition. There is no fixed time as such. however it generally takes about 15 to 20 minutes in its completion. For smooth administration of habits scale clear instructions are printed at the top of the first page.

**Scoring** - The scoring of positive items of adolescent's habits scale was done by giving the score 5, 4, 3, 2, 1 for always, almost always, sometimes, almost never and never respectively and negative items were scored as 1, 2, 3, 4 and 5 respectively. Scores thus obtained were added together to yield total score for each dimension.

**2. Social preference and social behaviour inventory SP SBI – JP** by Doctor M C. Joshi and doctor Jagdish Pandey 2018.

**About the inventory**-This inventory originally known as the Minnesota Inventory of social preference and behaviour consists of two forms containing 40 items in each and is designed to measure two personality traits. form P is called Inventory of social preferences and Form B is called Inventory of social behaviour. Form P includes questions designed to measure preferences in the extent and type of

desired social relationships ranging from a desire to restrict one's social relationships to a very few contacts, to the opposite-extreme of those who wish to have relatively unrestricted, social contacts. Form B include questions which sample an individual's estimate of his own behaviour and feelings in social situations, ranging from the extremely shy to the extremely active individual in social relationships. Therefore the instruments of this type are very necessary in the field of social adjustment. Williamson and Darley (1937) prepared these to meet the following needs-(a) in school or class surveys to identify students needing personal and social guidance (b) To check teachers observations and judgements of social adequacy (c) before counselling interviewees to provide leads for locating and diagnosing and teaching problems of emotional and social relationships (d) in research to determine the relationship with other personality traits (e) to compare groups, class, sexes, and colleges with regard to the characteristics of the students and (f) in counselling individual students.

**Hindi adaptation of the inventory-**For adaptation of this alien inventory in Indian socio-cultural setup the statements without person reference about attitudes of people were translated in Hindi with the precaution that sentences may maintain the natural flow of the language and also preserve the original implication. for convenience of subjects, most easy, appropriate words of general use were chosen. Thus, maximum approximation of a true transliteration was attempted. Besides all these precautions the cultural differences were also kept in view because it is well recognised fact that cultural differences create differences in social attitudes by re- in forcing those that are non conducive to its preservation. But fortunately all the statements of both the forms were found to belong to nearly common areas of social preference and behaviour hence eliminations and replacements were found unnecessary. In this way, the Hindi form of the inventory was prepared in consumable booklet form. The inventory has two parts , part 1 is social preferences and part 2 is social behaviour. Each part is separate of each other and has 34-34 items. The inventory is in consumable booklet form and both the parts are to be answered by the subjects one after other. The distribution of items in positive and negative type in both parts of the inventory has been given below –

1.Positive Items-1,2,3,7,10,14,15,18,19,20,21,22,23,24,26,27,29,30,31,32

2.Negative items-4,5,6,8,9,11,12,13,16,17,25,28,33,34

**Scoring system** -The inventory is lickert type Five point alternative response and has both positive and negative type items, therefore for both parts of inventory it's scoring system has been given in the below table –

Type of Items	Always	Frequently	Sometimes	Rarely	Never
Positive	5	4	3	2	1
Negative	1	2	3	4	5

For smooth scoring, ● Indicate negative items in both the parts of inventory

**Item analysis**-The following attempts were made-

(1) Item-discrimination: the sign test of Dixon and Mood (Edward, 1954) was used to test whether the two subgroups differed significantly in the mean rating per item. The median split was used. Z values, thus obtained in the sign test for forms P and B were 4.59 and 3.95 respectively much greater than required at 0.01 level of confidence. It implies that items are discriminating significantly between the high and low subgroups. The Z values were found still higher for 27% cut for the both.

(2)Internal constituency:(a) Amazon among the parts of the inventory the two forms P and B were split into 4 equal parts and the coefficients of internal constituency were obtained for different forms are suggested that there were moderately High inter-correlations among items of both the forms. Even the lowest correlation between part 3-4 of MISB is significant beyond 0.01 level of confidence.(b) second approach towards the examination of internal consistency of items was also based on Pearson's product moment method. In this attempt item total score (item versus total score minus that item score) correlations were obtained for the forms P and B.As a result of the study (Pandey 1966) 6 items namely item numbers 11,25, 32, 36, 38 and 40 of Form P and 13,17,23,26,33 and 39 of Form B were found unsatisfactory in Indian situation hence were dropped. An investigation was made to bring out the influence of response set, if any, but no trace was found on either of the scores (Pandey 1966; 67)

**Reliability**-The following four aspects of Reliability were established:

(1)Co-efficient of Stability-Two independent groups of 44 and 37 students were tested at the interval of 75 days and 15 days, the obtained  $r_{12}$  for 75 days interval yielded the coefficients of 0.795 and 0.520 for social preference and social behaviour respectively and 0.845 and 0.740 for the two forms P and B respectively when the time interval was 15 days only. These results supported the reliability of SP and SB scores.

(2) Co-efficient of consistency: the odd – even reliability of each form was also calculated separately and was found to be 0.685 and 0.915 forms P and B against the original findings 0.898 and 0.922 by Williamson and Darley(1937a)

(3)Standard error of measurement: the  $SE_{mmts}$ , obtained for the forms P and B were 5.87 and 3.26 which are considerably a small values and indicate that there is very narrow range of deviation of the obtained scores from the four scores and thus the reliability of the scores is found to be satisfactory.

(4)The index of Reliability: when applied this measure of establishing liabilities of these two forms the calculated indices of Reliability were found to be equal to 0.95 and 0.88 respectively for MISB and MISB. These indices are highly satisfactory.

**Validity-**The following validity studies were made-

(1)Introversion-extroversion personality types as a criterion: a great many studies dealing with the concept of social adjustment appear to make assumption that social activities and social adjustment are very highly correlated with personality contact traits like extroversion and introversion. Gustard (1952) compared the number of social activities and found typically that "the better adjusted student tended to take part in more activities. "similar and supporting is made by Eysenck (1961) that "tough-mindedness" is a projection into the field of social attitude of extroverted personality type while 'tender-mindedness' is a projection of the introverted personality type."Thus, it was hypothesized that extroverted persons will have higher positive correlation with the scores of MISB and MISB inventories were correlated with the respective factors of 16 P.F. Questionnaire (A,H,L,M and Q<sub>2</sub>) concerned with introversion-extroversion. Since the high scores of these inventories suggested good adjustment, therefore correlation coefficients with factors A and H were expected to be positive and negative with factors L,M and Q<sub>2</sub>. Three factors (A,H and Q<sub>2</sub>)have been predicted very successfully by the social preference inventory and the RS with A and H are also in the anticipated direction with regard to social behaviour scores. The Other negative scores are also in desired direction. Thus, the hypothesis that extroverted persons will have better scores on these inventory is fully supported and external validity of MISB and MISB scores is well maintained.

(2) Discriminative power (well adjusted vs poorly adjusted Ss as criterion)-besides the fact that personality types-introversion-extroversion have some definite relationship it has been often noted that there is a marked difference in the social attitudes of well adjusted and poorly adjusted persons. Fine, Fulkerson and Philips and others(1955) state that "degree of social effectiveness bears a direct relation to the degree of mal adjustment". Therefore when the scores of these inventories of 429 students was

studied in relation to their P C L(problem checklist) scores a marked difference was found between the scores of well adjusted and poorly adjusted adolescents.

(3) Correlation with the Mooney Problem Checklist Scores-third approach towards the validity of this inventory is adopted by correlating the scores of each of these two tests with the total score on the Hindi adaptation of Mooney problem checklist (joshi and Pandey 1988) scores higher indicate poor adjustment as it means the subject has large number of problems. Low scores on these inventories (MISP and MISB) indicated defective social attitudes- maladjusted tendency. The coefficients found were respectively 0.091 and 0.079 with social preference and behaviour inventories, which are as good as zero correlation as there SEr is 0.084, this study was based on the case of 81. The negligible correlation supports the above assumption that social preferences and behaviour are not related positively to adjustment problem.

**Standardization of the inventory-** For the purpose of standardization and preparing Norms, the inventory was administered to 9th 10th 11th class students in Uttar Pradesh state. The students sample of 848 (both male and female) in the age group of 13 to 20 years with mean age 17 years was randomly selected.

**Statistical results** -on the basis of the scores of 848 protocols of the both parts of the inventory the following statistical results were got social behaviour N is 848, range of scores was 34 to 170 and mean was 107.66 and SD was found 11.97 for social behaviour scale.

**Norms** -on the basis of the statistical results presented in the table z-score norms have been developed for both the parts separately. Norms for interpretation of the level of social preference and social behaviour is given in the table of manual.

3.self made tool to assess the level of usage of social media.

**3.4.0:Procedure of data collection-**The researcher administered the tools on the students of class 12<sup>th</sup>. For sampling and data collection 2 teacher educators from DIETs' of Mahasamund, Kanker and Janjgeer – Champa were given training and they collected data from both urban and rural area students of higher secondary schools of 04 districts.

**3.5.0. Techniques of Data analysis** – The collected data was analyzed using the following statistical techniques :

**1. Mean** - Mean is referred to an average. It is the central value of a series which is the representative and which may be used in place of the whole series. It divides a series into two similar groups. The deviation on both the sides is equal and same calculation of mean by following formula is called short method (assumed mean)

$$M = \frac{AM + S \sum fx}{N}$$

where M = mean

Am = Assumed mean

$\sum fx$  = sum of total deviation

N = total numbers of samples

I = length of the class interval

**2. Standard Deviation** – It is the square root of the mean of the squares of individual deviations from the mean in a series.

$$(\sigma) \text{ S.D.} = i \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

f = Frequency

x = Deviation from assumed mean

n = Total items

i = Class interval

**3. Critical ratio**

$$CR = \frac{M_1 - M_2}{SE}$$

Where  $M_1$  = mean of 1<sup>st</sup> group

$M_2$  = mean of 2<sup>nd</sup> group

SE = standard error

#### 4. Coefficient of Correlation

$$r \text{ or } \rho = \frac{\Sigma fxy - \frac{\Sigma fx \Sigma fy}{N}}{\sqrt{\left[ \Sigma fx^2 - \frac{(\Sigma fx)^2}{N} \right] \left[ \Sigma fy^2 - \frac{(\Sigma fy)^2}{N} \right]}}$$

r = Coefficient of correlation

N = Number of measures in the series

# CHAPTER-IV

## **Chapter IV**

### **Data analysis and Interpretation**

**4.0.0 Introduction**

**4.1.0 Tabulation**

**4.2.0 Analysis of data**

**4.3.0 Graphical representation of data**

**4.4.0 Interpretation as per tool's manual**

**4.5.0 Testing of Hypothesis**

## Chapter IV

### Data analysis and Interpretation

#### 4.0.0.Introduction:

The collected data are known as 'raw data' the raw data are meaningless unless certain statistical treatment is given to them, which is done through analysis and interpretation of the findings.

Analysis of data refers to the breaking down the complex factors of the tabulated material into simpler parts and putting the parts together in new arrangements in order to determine inherent facts or meanings. Analysis of data involves a number of closely related operations that are performed with the purpose of summarizing the collected data and organizing them in such a manner that they will yield answers to the research questions. Analysis of data refers to seeing the data in the light of research questions and the prevailing theories and then drawing conclusions.

The effectiveness of an investigation depends to a large extent on precision and objectivity which have been maintained in the interpretation of the results. The data which has been collected, analyzed and processed have been subjected to statistical treatment which resulted into findings. The present chapter deals with these results, interpretations and their discussions. These results have been presented systematically in sequence of objectives.

Interpretation is the research operation which is geared to exposing or bringing to light the broader meanings of the research findings or conclusions by linking them to other available knowledge, established theories and principles. Thus, the interpretations helps one to understand what the given research findings really means and what the underlying abstract principle is of which the research findings is just one concreteness. Hence, interpretation helps us to understand the ways of the findings, the relation between variables expressed.

#### 4.1.0.Tabulation:

In this way classification is the main base of tabulation. Thus, the collected material is made easier, brief and comprehensive through the tabulation by which it may be feasible to understand it easily. Thus to arrange the facts successively in various rows and columns of tables is called tabulations.

#### **4.2.0. Analysis of Data:**

The analysis of data in any study is designed before the data collected. Process of analysis and interpretation varies from study to study. The term analysis refers to the computation of certain measures along with searching for patterns of relationship that exists among the data components/variable/ groups. Analysis of data refers to breaking down the complex factors of the arrangements in order to determine inherent facts or meaning. Analysis can also be defined as categorizing, ordering, manipulation and summarizing of data and to obtain the answers of the research questions. Analysis is not complete without interpretation and interpretation cannot proceed without analysis. Hence, both are interdependent. The end product of analysis is the setting up of certain general conclusions while the interpretation deals with what these conclusions really mean.

The process of analysis is as following:-

1. Classification of established categories of data.
2. Application of categories to raw data through coding.
3. Tabulation of data.
4. Statistical analysis of data
5. Inferences about casual relations among variables.

Interpretation is the critical examination of results. The essentials of interpretation are an adequate knowledge of one's field of study and capacity to do careful and critical thinking. Through the analysis of gathered data the investigator is able to get the solutions related to the answers.

This chapter deals with the results, their interpretation and discussion of study. In Chapter 2 background of the study, importance of the study ,objectives and delimitations are given ,research methodology has been discussed in detail in which sample, tools, process of data collection and techniques of data analysis has been discussed in the present chapter. Data analysis of present study, explanation and related results, conclusions and educational implications of this study has been discussed point wise. Objective wise and hypothesis wise data analysis and discussions have been given.

### 4.3.0: Graphical Representation Of Data

Figure :1-Mean of habits of Adolescents of Raipur Urban

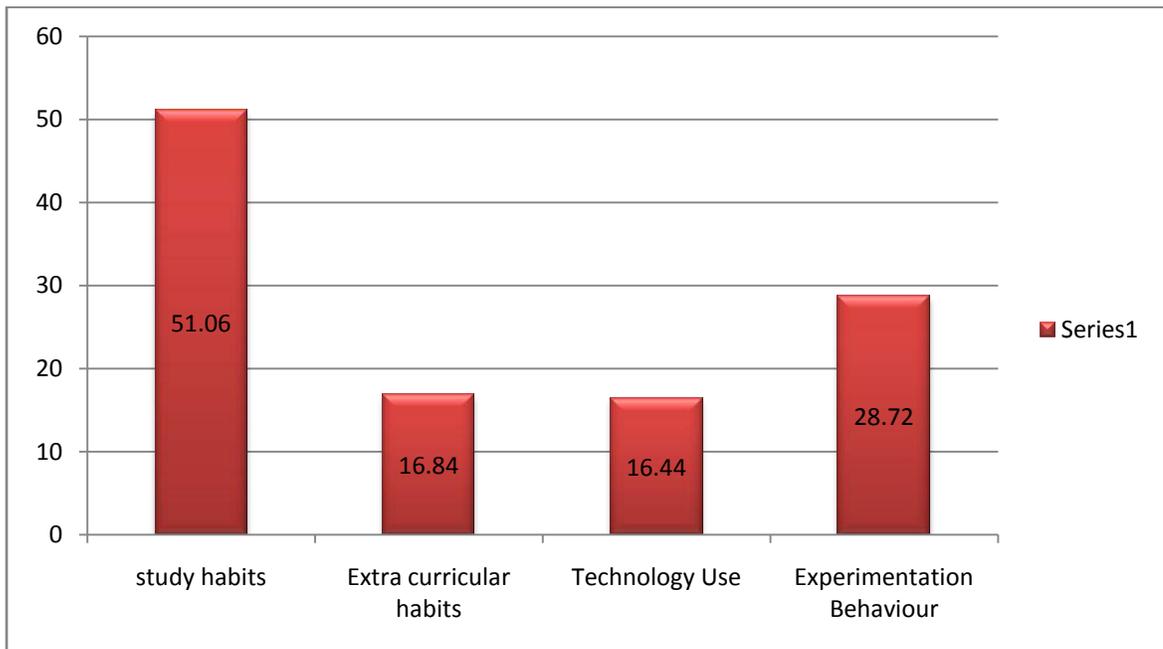


Figure :2-Mean of habits of Adolescents of Janjgeer Urban

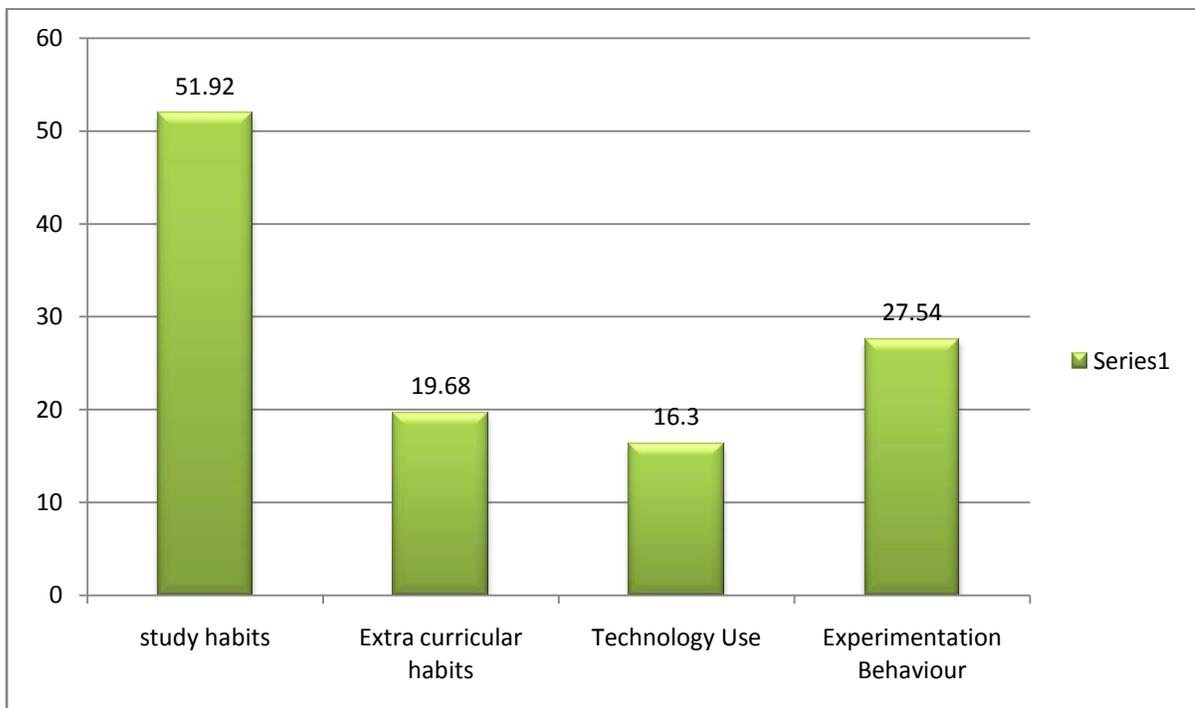


Figure :3-Mean of habits of Adolescents of Kanker Urban

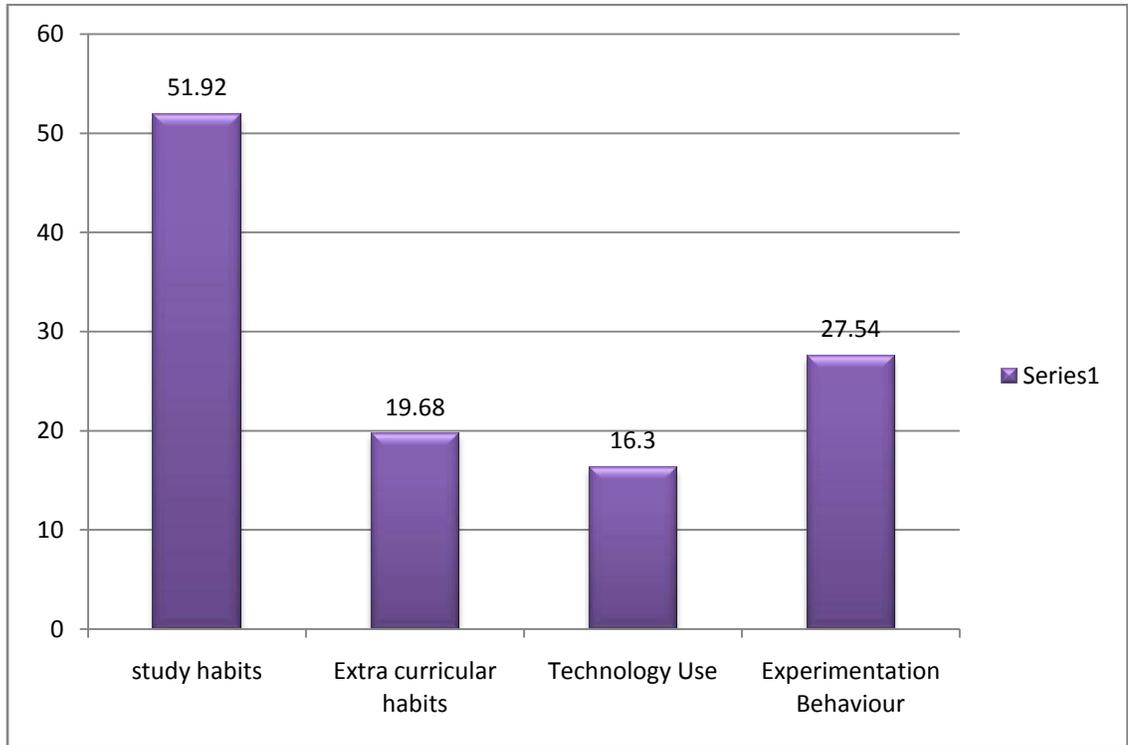


Figure :4-Mean of habits of Adolescents of Mahasamund Urban

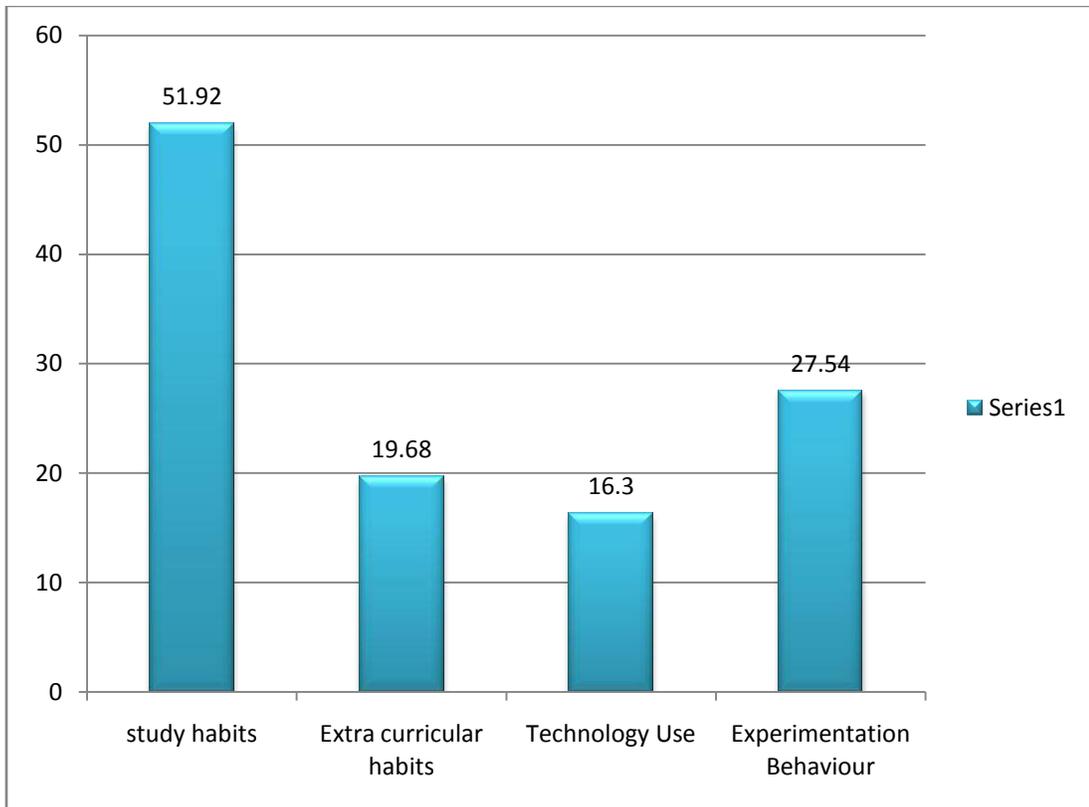


Figure :5-Mean of habits of Adolescents of Raipur Rural

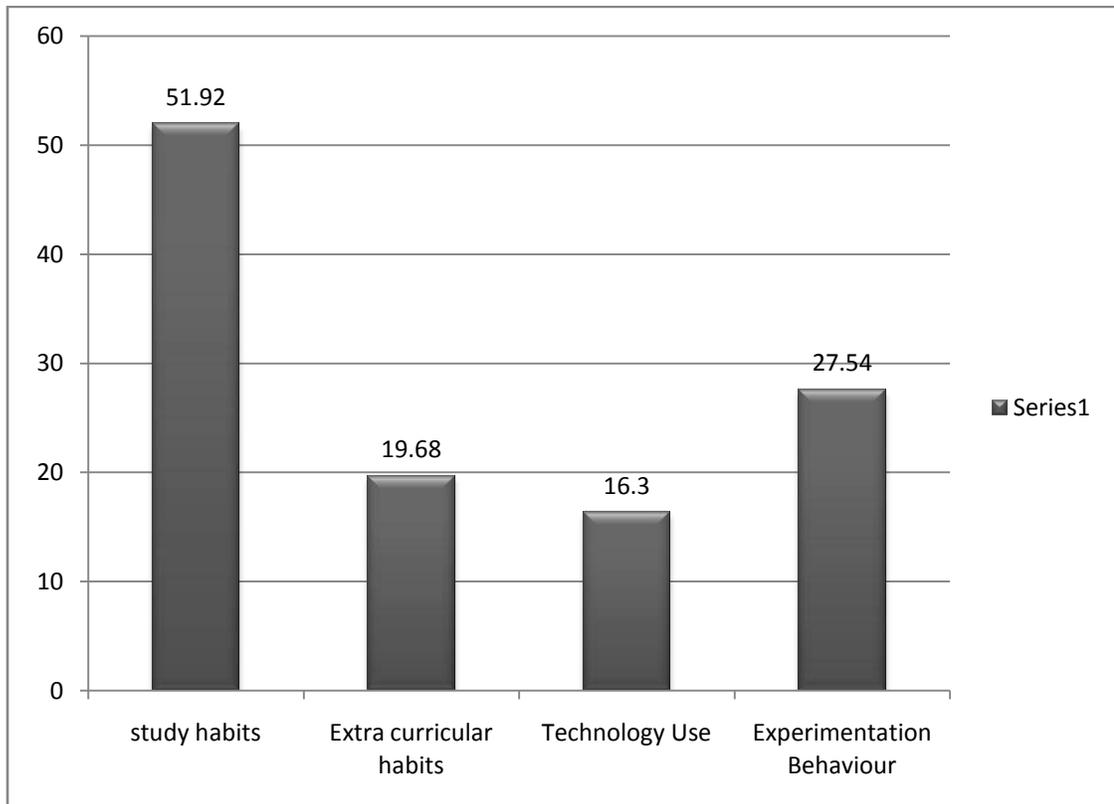


Figure :6-Mean of habits of Adolescents of Janjgeer Rural

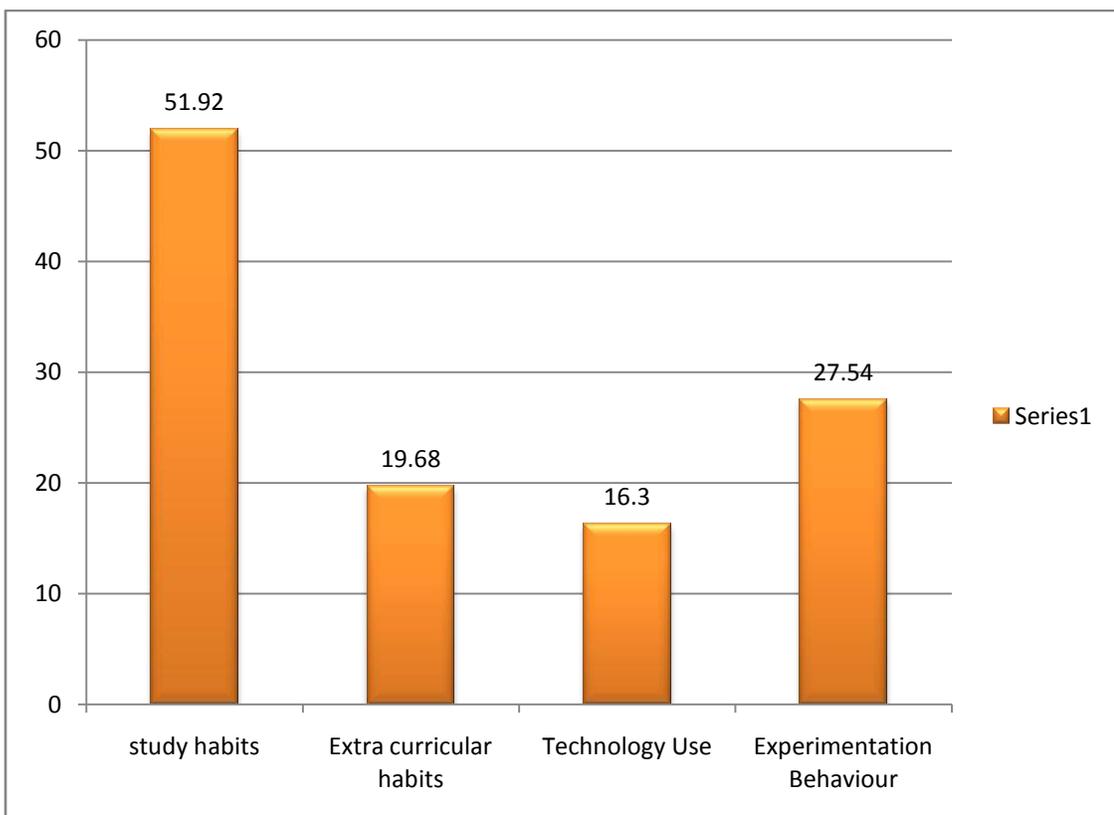


Figure :7-Mean of habits of Adolescents of Kanker Rural

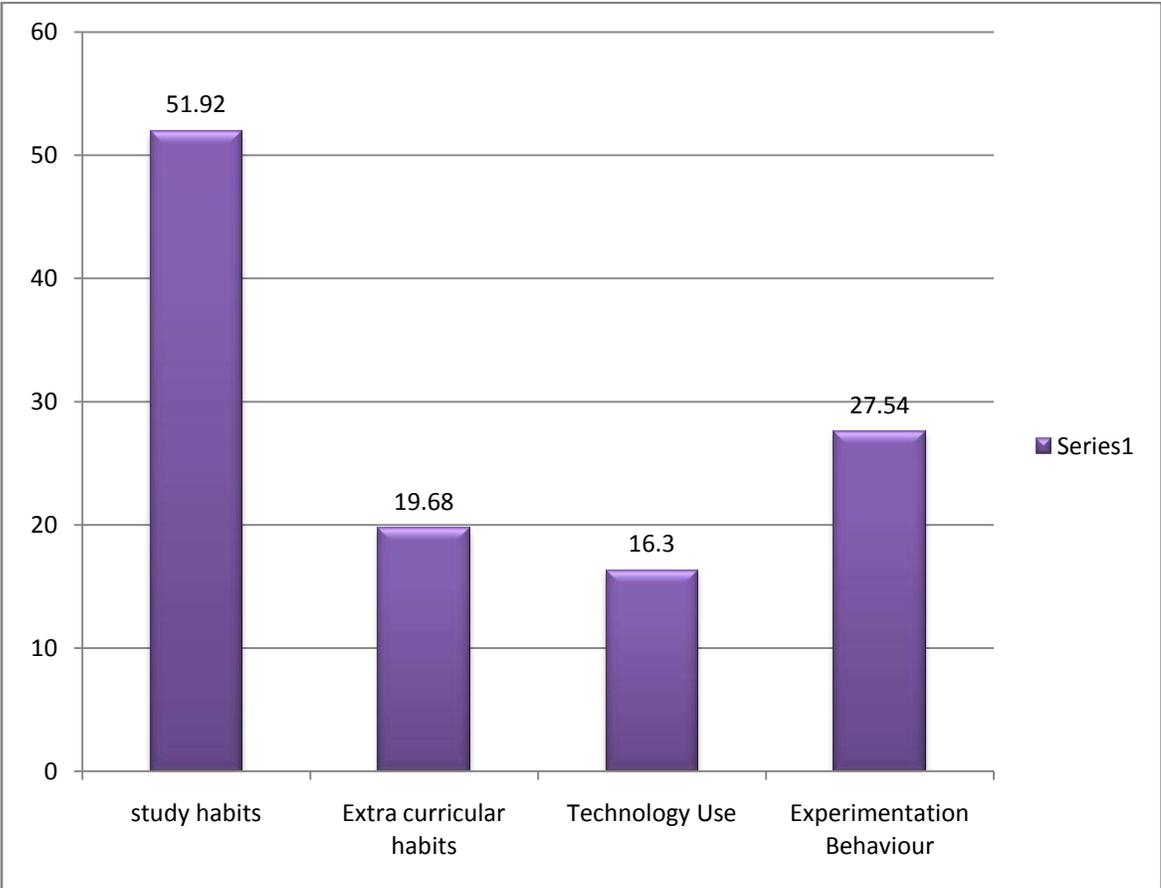
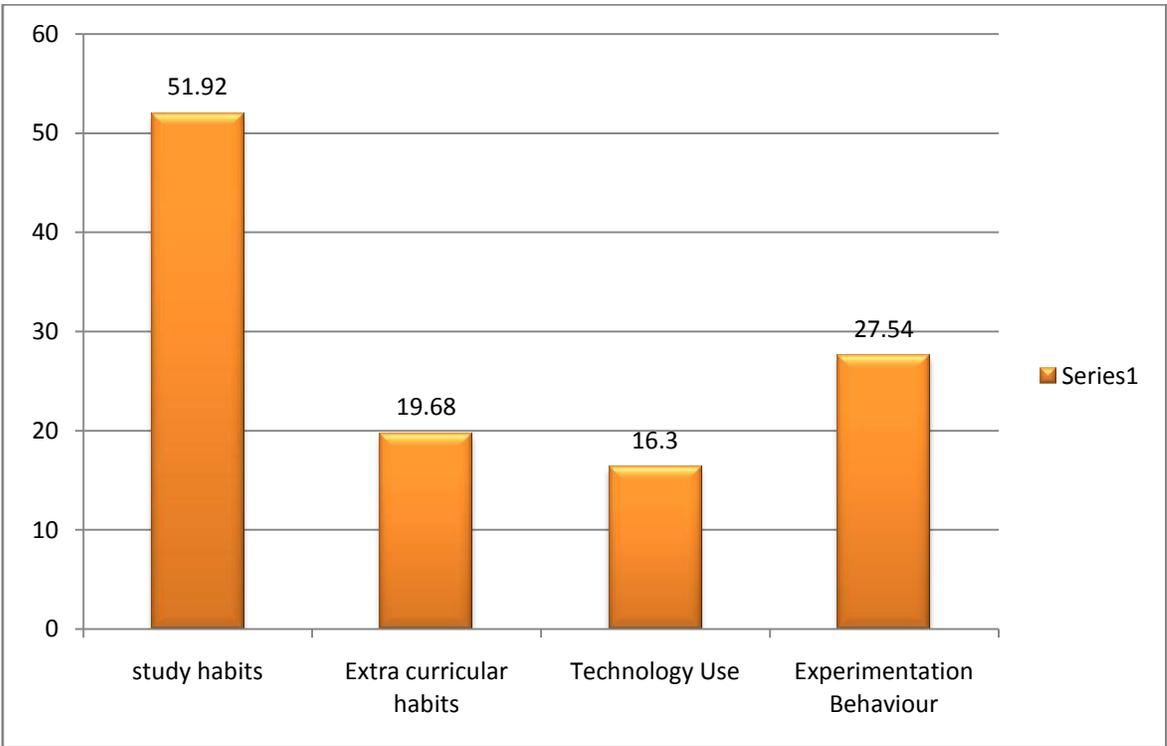


Figure :8-Mean of habits of Adolescents of Mahasamund Rural



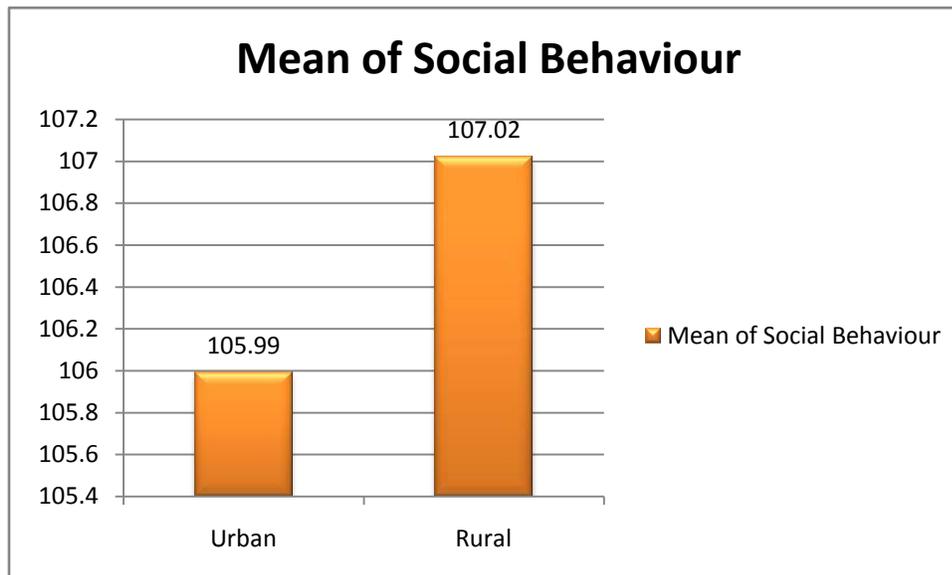
#### 4.4.0: Interpretations of Results as per the Manuals of Tools

1. Means scores of social behaviour of rural and urban areas adolescents were found to be 105.99 and 107.02 respectively. On the basis of social behaviour inventory manual's table number 13 both the rural and urban adolescence possess average level of social behaviour and according to the inventory this level is graded as level 'D'.

Table-4.1: difference in Mean Scores of social behaviour of urban and rural adolescents.

Area	Mean of Social Behaviour	Level	Grade
Urban	105.99	Average	D
Rural	107.02		

Figure :9-Mean of Social Behaviour of Adolescents

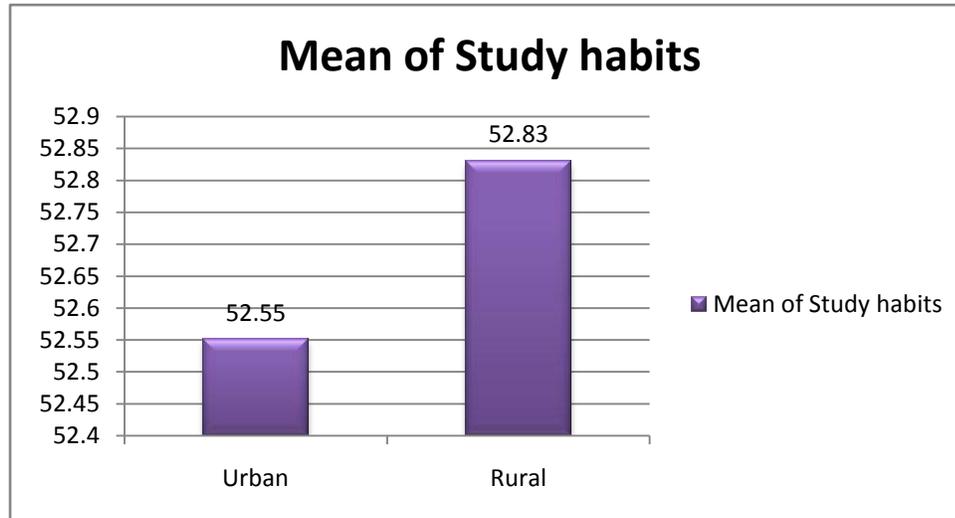


3. Means scores of Study Habits of urban and rural areas adolescents were found to be 52.55 and 52.83 respectively. On the basis of Habits of adolescents inventory manual, both the rural and urban adolescence possess high level of study habits.

Table-4.2: difference in Mean Scores of Study habits of urban and rural adolescents.

Area	Mean of Study habits	Level
Urban	52.55	High
Rural	52.83	

Figure :10-Mean of Study Habits of Adolescents

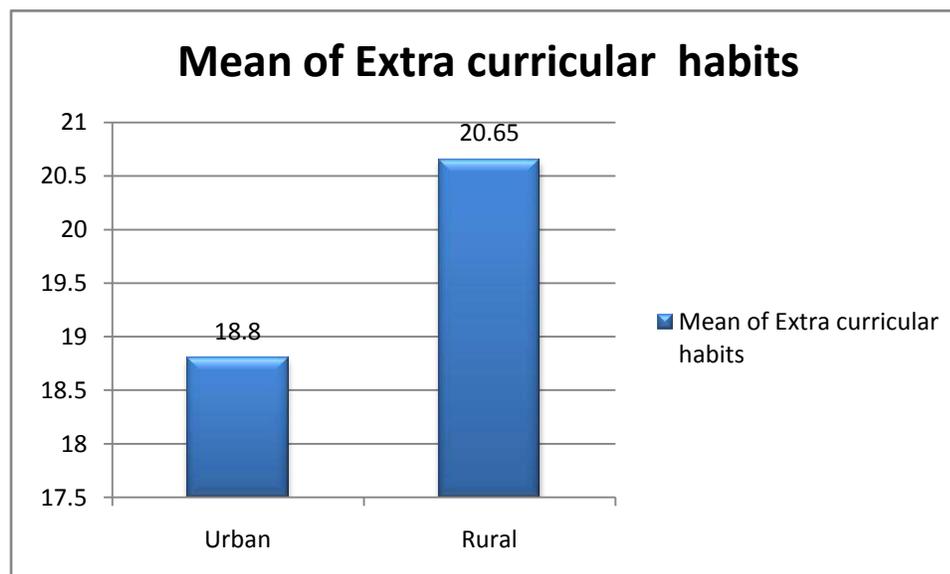


4. Means scores of Extra curricular Habits of urban and rural areas adolescents where found to be 18.80 and 20.65 respectively. On the basis of Habits of adolescents inventory manual, both the rural and urban adolescence possess average level of Extra curricular habits.

Table-4.3:difference in Mean Scores of Extra curricular habits of urban and rural adolescents.

Area	Mean of Extra curricular habits	Level
Urban	18.80	Average
Rural	20.65	

Figure :11-Mean of Extra curricular habits of Adolescents

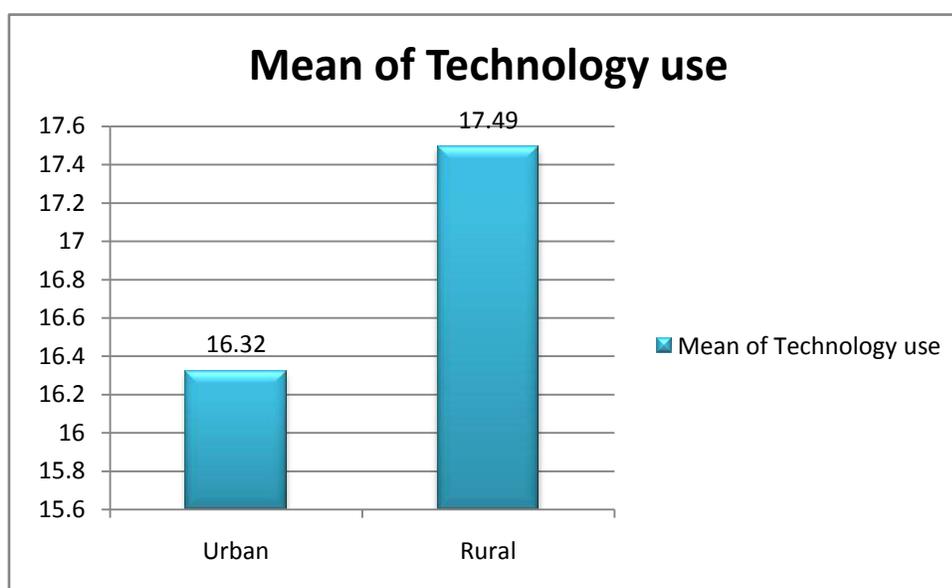


5. Means scores of Technology use of urban and rural areas adolescents were found to be 16.32 and 17.49 respectively. On the basis of Habits of adolescents inventory manual, both the rural and urban adolescence possess average level of Technology use.

Table-4.4: difference in Mean Scores of Technology use of urban and rural adolescents.

Area	Mean of Technology use	Level
Urban	16.32	Average
Rural	17.49	

Figure :12-Mean of Technology use of Adolescents



6. Means scores of Experimentation behaviour of urban and rural areas adolescents were found to be 29.28 and 29.25 respectively. On the basis of Habits of adolescents inventory manual, both the rural and urban adolescence possess Low level of Experimentation behaviour.

Table-4.5: difference in Mean Scores of Experimentation behaviour of urban and rural adolescents.

Area	Mean of Experimentation behaviour	Level
Urban	29.28	Low
Rural	29.25	

Figure :13-Mean of Experimentation behaviour of Adolescents

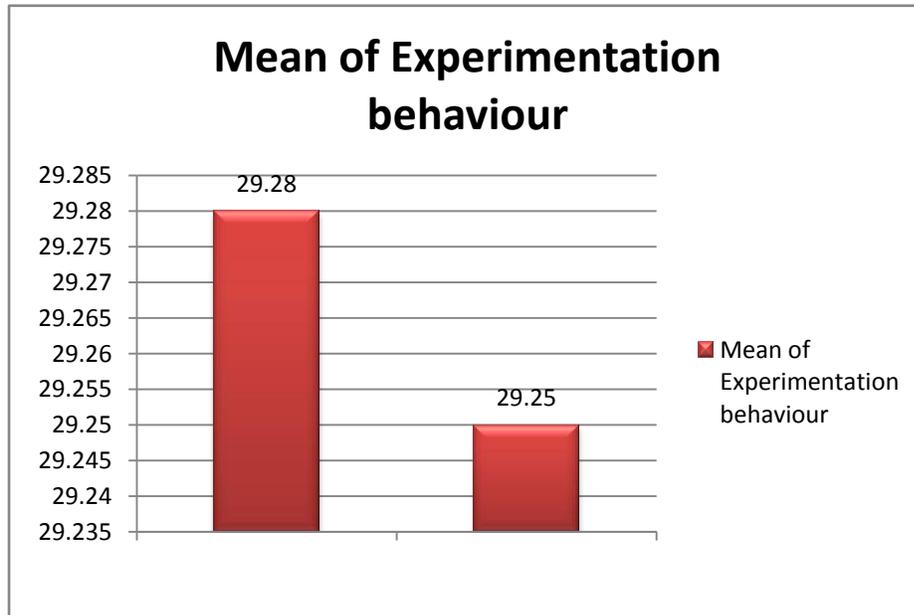
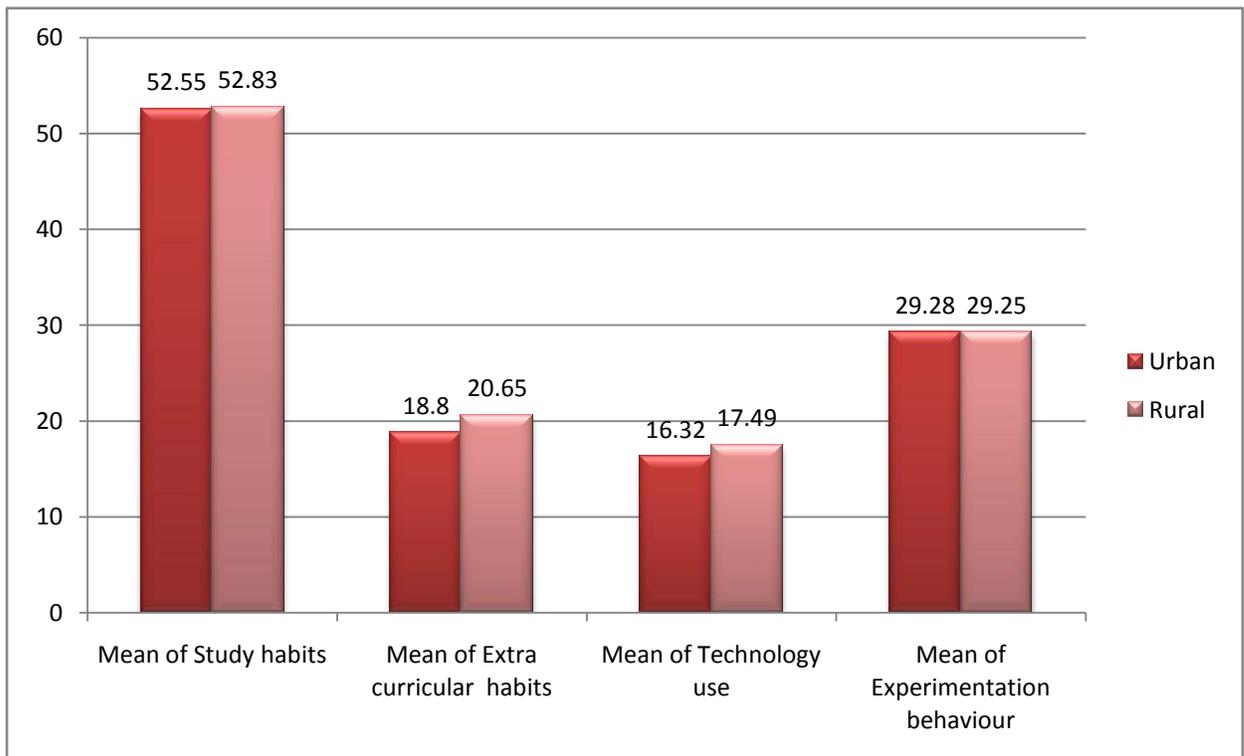


Figure :14-Comparison of Means of Habits of Adolescents



**4.5.0: Testing of Hypotheses** - All the 3 tools were scored properly and the scores were tabulated and analyzed according to the hypothesis and the finding were as following –

$H_{01}$  : There is no difference in use of social media by urban and rural adolescents.

**Result** – No difference was found between the urban and rural students about the usage of social media. On analyzing the tool of usage of social media, the following facts were found –

- a) All the 400 students were found using social media.
- b) Most of the students use Whatsapp, Facebook, Youtube and Google.
- c) Only 1 – 2 % students use Twitter and Instagram.
- d) Most of the students use social media for 0 – 2 hours.
- e) Only 5 – 6 % students use social media for 2 – 4 hours.
- f) No student was found using social media for more than 4 hours.

$H_{02}$ : There is no significant difference between the social behaviour of urban and rural adolescents.

Table-4.6: difference in Mean Scores of social behaviour of urban and rural adolescents.

S.N.	Mean		S.D.		df	t-stat	t-critical	level of significance
	Urban	Rural	Urban	Rural				
1.	105.99	107.02	13.48	16.94	392	0.8006	1.9660	0.05

**Not Significant**

**Result** - Mean Scores of social behaviour of urban and rural adolescents was 105.99 and 107.99 respectively and Standard Deviation was 13.48 and 16.94 respectively. At 392 degree of freedom and 0.05 level of significance t-value was 0.8006 which was not found significant. Hence ,there is no significant difference between the social behaviour of urban and rural adolescents.

Hypothesis no.2 is therefore accepted.

**H<sub>03</sub>:**There is no significant difference between the study habits of urban and rural adolescents.

Table-4.7: difference in Mean Scores of Study Habits of urban and rural adolescents.

S.N.	Mean		S.D.		df	t-stat	t-critical	level of significance
	Urban	Rural	Urban	Rural				
1.	Urban	Rural	Urban	Rural	396	0.3310	1.965	0.05
	52.55	52.83	1.14	1.39				

**Not Significant**

**Result** - Mean Scores of Study Habits of urban and rural adolescents was 52.55 and 52.83 respectively and Standard Deviation was 1.14 and 1.39 respectively. At 396 degree of freedom and 0.05 level of significance t-value was 0.3310 which was not found significant. Hence, there is no significant difference between the Study Habits of urban and rural adolescents.

Hypothesis is therefore accepted.

**H<sub>04</sub>:**There is no significant difference between the Extra Curricular Habits of urban and rural adolescents.

Table-4.8: difference in Mean Scores of Extra Curricular Habits of urban and rural adolescents.

S.N.	Mean		S.D.		df	t-stat	t-critical	level of significance
	Urban	Rural	Urban	Rural				
1.	Urban	Rural	Urban	Rural	396	2.0337*	1.9690	0.05
	18.80	20.65	1.032	1.048				

**Significant at 0.05 level**

**Result** - Mean Scores of Extra Curricular Habits of urban and rural adolescents was 18.80 and 20.65 respectively and Standard Deviation was 1.023 and 1.048 respectively. At 261 degree of freedom and 0.05 level of significance t-value was 2.0337 which was found significant. Hence, there is a significant difference between the Extra Curricular Habits of urban and rural adolescents.

Hypothesis is therefore rejected.

**H<sub>05</sub>**:There is no significant difference between the Technology use of urban and rural adolescents.

Table-4.9:difference in Mean Scores of Technology use of urban and rural adolescents.

S.N.	Mean		S.D.		df	t-stat	t-critical	level of significance
	Urban	Rural	Urban	Rural				
1.	Urban	Rural	Urban	Rural	396	2.7736*	1.9659	0.05
	16.32	17.49	0.8164	1.6329				

**Significant at 0.05 level**

**Result** - Mean Scores of Technology use of urban and rural adolescents was 16.32 and 17.49 respectively and Standard Deviation was 0.8164 and 1.6329 respectively. At 396 degree of freedom and 0.05 level of significance t-value was 2.7736 which was found significant. Hence ,there is a significant difference between the Technology use of urban and rural adolescents.

Hypothesis is therefore rejected.

**H<sub>06</sub>**:There is no significant difference between the Experimentation Behaviour of urban and rural adolescents.

Table-4.10:difference in Mean Scores of Experimentation Behaviour of urban and rural adolescents.

S.N.	Mean		S.D.		df	t-stat	t-critical	level of significance
	Urban	Rural	Urban	Rural				
1.	Urban	Rural	Urban	Rural	392	0.0607	1.9660	0.05
	29.28	29.25	1.1547	1.2401				

**Not Significant**

**Result** - Mean Scores of Experimentation Behaviour of urban and rural adolescents was 29.28 and 29.25 respectively and Standard Deviation was 1.1547 and 1.2401 respectively. At 392 degree of freedom and 0.05 level of significance t-value was 0.0607 which was not found significant. Hence ,there is no significant difference between the Experimentation Behaviour of urban and rural adolescents.

Hypothesis is therefore accepted.

**H<sub>07</sub>**:There is no significant correlation between social behaviour and study habits of urban adolescents.

Table-4.11:correlation coefficient of social behaviour and study habits of urban adolescents.

Locale	mean scores of social behaviour	mean scores of study habits	Co - relation Co-efficient
Urban	105.99	52.55	-0.23*

**Significant at 0.05 level**

**Result** – Mean scores of social behaviour and study habits of Urban adolescents was found 105.99 and 52.55 and coefficient of correlation was found -0.23 which was found significant at 0.05 significance level which shows a negative correlation .Hence, both the variables are negatively correlated in the case of urban adolescents.

Hypothesis is therefore rejected.

**H<sub>08</sub>**:There is no significant correlation between social behaviour and Extra Curricular habits of urban adolescents.

Table-4.12:correlation coefficient of social behaviour and Extra Curricular habits of urban adolescents.

Locale	mean scores of social behaviour	mean scores of extra – curricular habits'	Co - relation Co-efficient
Urban	105.99	18.80	0.0108*

**Not Significant**

**Result** – Mean scores of social behaviour and Extra Curricular habits of Urban adolescents was found 105.99 and 18.80 and coefficient of correlation was found 0.0108 which was not found significant at 0.05 significance level which shows a no correlation .Hence, both the variables are not correlated in the case of urban adolescents.

Hypothesis is therefore accepted.

**H<sub>09</sub>**:There is no significant correlation between social behaviour and Technology use of urban adolescents.

Table-4.13:correlation coefficient of social behaviour and Technology use of urban adolescents.

Locale	mean scores of social behaviour	mean scores of technology use	Co - relation Co-efficient
Urban	105.99	16.32	0.0381

**Not Significant**

**Result** – Mean scores of social behaviour and Technology use of Urban adolescents was found 105.99 and 16.32 and coefficient of correlation was found 0.0381 which was not found significant at 0.05 significance level which shows a no correlation .Hence, both the variables are not correlated in the case of urban adolescents.

Hypothesis is therefore accepted.

**H<sub>010</sub>**:There is no significant correlation between social behaviour and Experimentation Behaviour of urban adolescents.

Table-4.14:correlation coefficient of social behaviour and Experimentation Behaviour of urban adolescents.

Locale	mean scores of social behaviour	mean scores of experimentation behaviour	Co - relation Co-efficient
Urban	105.99	29.28	-0.0162

**Not Significant**

**Result** – Mean scores of social behaviour and Experimentation Behaviour of Urban adolescents was found 105.99 and 29.28 and coefficient of correlation was found -0.0162 which was not found significant at 0.05 significance level which shows a no correlation.Hence,both the variables are not correlated in the case of urban adolescents.

Hypothesis is therefore accepted.

**H<sub>011</sub>**:There is no significant correlation between social behaviour and study habits of rural adolescents.

Table-4.15:correlation coefficient of social behaviour and study habits of rural adolescents.

Locale	mean scores of social behaviour	mean scores of study habits	Co - relation Co-efficient
Rural	107.02	52.83	0.0155

**Not Significant**

**Result** – Mean scores of social behaviour and study habits of rural adolescents was found 107.02 and 52.83 and coefficient of correlation was found 0.0155 which was not found significant at 0.05 significance level which shows no correlation. Hence, both the variables are not correlated in the case of rural adolescents.

Hypothesis is therefore accepted.

**H<sub>012</sub>**:There is no significant correlation between social behaviour and Extra curricular habits of rural adolescents.

Table-4.16:correlation coefficient of social behaviour and Extra curricular habits of rural adolescents.

Locale	mean scores of of social behaviour	mean scores of extra - curricular habits	Co - relation Co-efficient
Rural	107.02	20.65	0.0115

**Not Significant**

**Result** – Mean scores of social behaviour and Extra curricular habits of rural adolescents was found 107.02 and 20.65 and coefficient of correlation was found 0.0115 which was not found significant at 0.05 significance level which shows no correlation. Hence, both the variables are not correlated in the case of rural adolescents.

Hypothesis is therefore accepted.

**H<sub>013</sub>**:There is no significant correlation between social behaviour and Technology use of rural adolescents.

Table-4.17:correlation coefficient of social behaviour and Technology use of rural adolescents.

Locale	mean scores of social behaviour	mean scores of technology use	Co - relation Co-efficient
Rural	107.02	17.49	0.1357

**Not Significant**

**Result** – Mean scores of social behaviour and Technology use of rural adolescents was found 107.02 and 17.49 and coefficient of correlation was found 0.1357 which was not found significant at 0.05 significance level which shows no correlation. Hence, both the variables are not correlated in the case of rural adolescents.

Hypothesis is therefore accepted.

**H<sub>014</sub>**:There is no significant correlation between social behaviour and Experimentation Behaviour of rural adolescents.

Table-4.18:correlation coefficient of social behaviour and Experimentation Behaviour of rural adolescents.

Locale	mean scores of social behaviour	mean scores of experimentation behaviour	Co – relation Co-efficient
Rural	107.02	29.25	0.0716

**Not Significant**

**Result** – Mean scores of social behaviour and Experimentation Behaviour of rural adolescents was found 107.02 and 29.25 and coefficient of correlation was found 0.0716 which was not found significant at 0.05 significance level which shows no correlation. Hence, both the variables are not correlated in the case of rural adolescents.

Hypothesis is therefore accepted.

# CHAPTER-V

## **Chapter- V**

### **Summary, Findings and Conclusions**

**5.1.0. Summary**

**5.2.0. Findings**

**5.3.0. Conclusions**

**5.4.0. Suggestions**

## Chapter- V

### Summary, Findings and Conclusions

#### 5.1.0. Summary

##### Chapter – I : Background of the study:

Today, we live in a world where contacting some one, sharing our thoughts is just one click away. Social networking sites are now available to cater to ones immediate social needs. The world has been made flat by the word wide web(www), social networking sites have made it possible for us to chat with friends, share with them pictures and videos of whatever we are up to instantly. It is very hard to find a teenager who doesn't have an account which they use to keep in touch with friends. No doubt social networking sites are great help in the youth's daily life. The youth of today use social networking sites in order to pore out all their ideas and emotions, knowledge which are not taught in school.

Social medias has become prominent part of life for many young people today. Social media has changed the way people interact in many ways, social media has led to positive changes in the way people's communication and share information, however, it has a dark side, as well social networking can sometimes results in negative outcomes, some with long term consequences.

There are certain studies which show that excessive of thoughts can lead to turning our youth vain and ego-centric. There are those who take pictures of themselves just to post them in facebook, twitter and other social sites. It's as if they are documenting their life using these sites using them as their "public diaries". Cyber bullying also emerged because of this, people blackmail people. Sometimes embarrassing regarding that person if they don't abide by what the cyber bully wants.

**Social media** – These are computer tools that allow people to share or exchange information, ideas, images, videos etc. It is a platform for people to discuss their views, issues and opinions. Now a days social media has been the important part of ones' life, from shopping to electronic mail, education and business tools. Social media plays a vital role in transforming people's life style. These tools have become a day to day routine for the people. It can be defined as – "The many relatively inexpensive and widely accessible electronic tools that facilitate anyone to publish and access information, collaborate on a common effort or build relationship." Social media mainly include the following websites- Facebook, Instagram, Twitter, Youtube, Whatsapp, Wikis, Google. So, Social media is a comprehensive term comprising mobile or web based platform where an individual or an organization communicates

and it refers to any interaction where people create, share and exchange information and ideas in virtual communities or networks.

**Adolescent's Habits** - The Adolescent's Habits refer to behaviors, which becomes more or less automatic due to practice and tend to be frequently repeated. They may be good or bad like reading newspaper, getting up early in the morning, smoking, drinking alcohol, etc. Adolescents like other people vary with respect to habits. Some have larger number in which they live. Habits can be considered from the social and personal perspectives. social habits manifest themselves in the form of customs, norms, and culture. Personal habits reflect preference for food activities, friend, and approaches to life, and personal idiosyncrasies.

**Study Habits** – Adolescence is a time of academic pursuits. Doing well in academics depends largely on their study habits. How much time do they spend in studying, what patterns are followed, etc.

**Extracurricular Habits** – The extracurricular habits of adolescents may be of different types like writing, publication, debate, games, sport, etc. They take up any of these activities as per their interest.

**Technology Use** – Today the adolescent are heavy users of technology. The innovation of mobile phones and internet have made the adolescent dependent on it. Texting, chatting, dialing, internet, social networking sites, etc. are inseparables habits of adolescents today.

**Experimentation Behaviour** – Adolescence is a time of experimentation. all of the ways adolescents develops-cognitively, physically, socially, emotionally-prepare them to experiment with new behaviours as they transition from childhood to adulthood. They opt out for new things, experimenting with new products, trying out new behaviours which may be prohibited, exploring new places, etc. It may also include risky behavior in adolescent like substance use especially drug use and alcoholism, accident prone behavior like fast driving, vehicles accidents, trying out cigarette smoking etc.

**Social Behaviour** - According to do Gillin and Gillin "social behaviour means a process by which a person becomes an active member of a group, accommodates with the working of the group, take care about the traditions of the group and develops the ability to cope up with his friends through adopting the social circumstances."

#### **Characteristics of Social behaviour-**

1. Group Behaviour
2. Gathering of persons-
3. Polarisation or attractive forces-
4. To identify with group members

Hence we can say that teaching of values, importance to relationships, Co-operation, co-ordination and value of empathy plays an important role in the development of good social behaviour. In the present age of increased use of social media it is important to find out the effect of social media on social behavior and habits of adolescents therefore the problem of this study is quite relevant in the present age.

**Rationale of the Study-** This study is related with the use of social media and its effect on adolescents which is highly relevant in present scenario. Its relevance can be established by the facts that most of the adolescents have access to smart phones with internet connectivity and 100 % of them are operating it and using it for approximately 02 hours. The second thing is the students who are adolescents and are studying in higher secondary level are indulging in the social media and are getting away from one to one social interaction which is badly affecting their social behavior. Spending lot of time in virtual world is leading them towards unhealthy life practices which is affecting their mental and physical health. The use of social media is also affecting their habits like study habits, extra curricular habits, technology use and experimentation behavior. Hence, the researcher was keen to explore that up to what extent social media is affecting the adolescents habits and their social behavior.

**Need/Importance of the study** - This study is most important from the point of view of present scenario in the world of adolescents as most of them are having access to smart phones with internet connectivity. If the adolescents are using it for their educational purpose then it will enhance their study habits but interacting continuously in virtual world may result in deviated social behavior. Hence it is important to explore this field and on the basis of findings it will be possible for the parents, teachers and other responsible persons to put a check on those activities which are leading the adolescents towards deviations.

**Educational Implications Of The Study-** This study will be significant in the course of educational process because:

- 1) This study helps adolescents not only to get acquainted with their attraction towards social media and its effect on their social behavior and their habits.
- 2) Remedial suggestions can be provided to adolescents if they are addicted to social media.
- 3) Unjustified desires of adolescents can be counselled in time and can be controlled.
- 4) The ways to get away from bad effects of social media in order to improve their social behavior and habits can be provided.

## **Statement of the Problem- A Study on the Effect of Social Media on the Social Behaviour and Habits of Adolescents**

### **Operational definitions of important terms –**

1. Adolescent's Habits – Refers to the Study Habits, Extracurricular Habits, Technology Use, Experimental Behaviour of adolescents studying in higher secondary schools.

2. Social Behaviour – Social behaviour is a behaviour that is directed towards society or organism of the same species. Social behavior is followed by social actions which is directed towards other people and designed to induce a response. This further includes social interaction and social relation. Social behavior is a process of communication

3. Social Media - Social media mainly include the following websites-Facebook, Instagram, Twitter, Youtube, Whatsapp, Wikis, Google.

### **Objectives of the study** -The objectives of the study are-

1. To find out the level of usage of social media by the Adolescents of Chhattisgarh state.
2. To find out the social behaviour of Adolescents of Chhattisgarh state.
3. To find out the Habits of Adolescents of Chhattisgarh state.
4. To compare the social behaviour of Urban and Rural Adolescents of Chhattisgarh state.
5. To compare the Habits of Urban and Rural Adolescents of Chhattisgarh state.
6. To find out the effect of social behaviour on the Habits of Urban and Rural Adolescents of Chhattisgarh state

### **Hypothesis Of The Study** - The hypotheses of present study are:

H<sub>01</sub>. There is no significant difference in use of social media by urban and rural adolescents.

H<sub>02</sub>. There is no significant difference between the social behaviour of urban and rural adolescents.

H<sub>03</sub> There is no significant difference between the study habits of urban and rural adolescents.

H<sub>04</sub> There is no significant difference between the extra – curricular habits of urban and rural adolescents.

H<sub>05</sub> There is no significant difference between the technology use of urban and rural adolescents.

H<sub>06</sub> There is no significant difference between the experimentation behaviour of urban and rural adolescents.

H<sub>07</sub> There is no correlation between social behaviour and study habits of urban adolescents.

H<sub>08</sub> There is no correlation between social behaviour and extra – curricular habits of urban adolescents.

H<sub>09</sub> There is no correlation between social behaviour and technology use of urban adolescents.

H<sub>010</sub> There is no correlation between social behaviour and experimentation behaviour of urban adolescents.

H<sub>011</sub> There is no correlation between social behaviour and study habits of rural adolescents.

H<sub>012</sub> There is no correlation between social behaviour and extra – curricular habits of rural adolescents.

H<sub>013</sub> There is no correlation between social behaviour and technology use of rural adolescents.

H<sub>014</sub> There is no correlation between social behaviour and experimentation behaviour of rural adolescents.

### **Area & Delimitation Of the Research-**

This study is delimited to 4 districts of Chhattisgarh namely Raipur, Mahasamund, Kanker and Janjgeer - Champa. and social behaviour and habits of adolescents, under habits this study is limited to 4 aspects of habits namely study habits, extra – curricular habits, technology use and experimentation behaviour.

### **CHAPTER – II:REVIEW OF RELATED LITERATURE**

“A literature reviews is a written documents that presents a logically argued case founded on the current state of Knowledge about a topic of study. This case establishes a convincing thesis to answer the study’s question.”The literature review is a critical thinking process which includes-

- 1.Selection of a topic – Recognize and define a problem .
- 2.Develop tools of Argumentation – Create process for solving the problem.
3. Search the literature – Collected and compiled information.
- 4.Literature survey – Discover the element and build the argument.
- 5.Critique the literature – Draw conclusion.
- 6.Write thesis – communication and the conclusion.

Thus we can say that literature means writings on a particular style on a particular subjects literature means the selections of available document (both published and unpublished) on the topic which contain information, idea, data and evidence written from a particular standpoint to fulfill certain

aims or express certain views on the nature of the topic and the effective evaluation of these document in relation to the research being proposed.

### **Related literature of Use of Social Media By Adolescents-**

- 1 . K. Anuradha and G. Vani Prasanthi , Determinants of Internet Addiction among Adolescents
- 2.Kokila , K.Social Media Network Participation and Academic Performance in High Schools in Tirupati
- 3.Syamala K.& Arjun P., Impact of Social Media on Adolescent Girls: A Case Study of Visakhapatnam City
- 4.Bhavani, P. and T.G. Amuthavally. Addiction of Adolescents to Social Networking Sites and Electronic Gadgets : Positive And Negative Aspects
- 5.Constanze Pfeiffer, et.al. The use of Social Media among Adolescents in Dar es Salaam and Mtwara, Tanzania
- 6.Dana Reid & Paul Weigle, Roswell, Social Media Use among Adolescents: Benefits and Risks
- 7.S.M. Al-Jubayer, The Use of Social Networking Sites Among Teenagers: A Study of Facebook Use in Dhaka City
- 8.Siddiqui , Shabnoor & Singh , Tajinder, Social Media its Impact with Positive and Negative Aspects
- 9.Christopher T. Barry,et.al. (2017) Adolescent social media use and mental health from adolescent and parent perspectives

### **Related literature of Habits of Adolescents-**

- 1.Bora , Bhargab Pratim, A study on habits of the secondary school students of south Kamrup area of Assam in relation to their home environment

### **Related literature of social behavior of adolescents-**

1. Dahiya,Geeta(2016) study of curiosity social behaviour obedient disobedient tendency and school satisfaction of girls of various categories of higher secondary level
- 2.Sarah Ruth Halcrow,( 2007)Understanding Low Social Acceptance In Adolescence: The Roles Of Social Behavior And Representations Of Peers
- 3.De,Kankana ,Study of Bio-Social Behaviour of Rural Adolescent Girls
- 4.Buwalda B, et.al., Social behavior and social stress in adolescence: a focus on animal models
5. Burnett S, et.al. The social brain in adolescence: evidence from functional magnetic resonance imaging and behavioural studies
- 6.Blakemore SJ,Development of the social brain in adolescence

7. Blakemore SJ and Mills KL., Is adolescence a sensitive period for sociocultural processing?

8. Lamblin M, et.al., Social connectedness, mental health and the adolescent brain.

9. Brandi Parker Cotton, APRN, Residential Mobility and Social Behaviors of Adolescents: A Systematic Review of the Literature

**Conclusions** –Reviewing the above literature the researcher has found that none of the research has dealt with use of social media and its effect on social behaviour and habits of adolescents together. Hence, researcher has found it different type of problem and tried to explore these

### **Chapter III – Research Methodology**

**Introduction**–Research methodology constitutes a significant aspect of any scientific investigation and dependability of its finding, depends upon the extent to which the researcher has incorporated the sophisticated research Methodology, which includes the sampling techniques employed, the instruments used, the research designs operated and the method and procedure evidence.

**Method** -The investigator has used the descriptive survey method to study the problem.

**Population** – Population in the present study are the higher secondary school students of Chhattisgarh state.

**Sampling** –2 step probability sampling and students were selected randomly.

**Sample** -400 higher secondary school students from both urban and rural areas of 04 districts of Chhattisgarh were randomly selected.

#### **Tools -**

1. Adolescents habits scale developed by Dr. Vijaya Lakshmi and Dr. Shruti Narayan.
2. Social preference and social behaviour inventory SP SBI – JP by Doctor M C. Joshi and doctor Jagdish Pandey 2018.
3. self made tool to assess the level of usage of social media.

**Procedure of data collection**–The researcher collected the data from the students of class 12<sup>th</sup>. For sampling and data collection 2 teacher educators from DIETs’ of Mahasamund, Kanker and Janjgeer – Champa were given training and they collected data from both urban and rural area students of higher secondary schools of 04 districts.

**Techniques of Data analysis** – The collected data was analyzed using the following statistical techniques :

1. Mean
2. Standard Deviation
3. Critical ratio
4. Coefficient of Correlation

## **Chapter IV -Data analysis and Interpretation**

**Introduction**-Analysis of data refers to the breaking down the complex factors of the tabulated material into simpler parts and putting the parts together in new arrangements in order to determine inherent facts or meanings. Analysis of data involves a number of closely related operations that are performed with the purpose of summarizing the collected data and organizing them in such a manner that they will yield answers to the research questions or research questions then drawing conclusions.

Interpretation is the research operation which is geared to exposing or bringing to light the broader meanings of the research findings or conclusions by linking them to other available knowledge, established theories and principles.

**Tabulation:** To arrange the facts successively in various rows and columns of tables is called tabulations.

**Analysis of Data:** Process of analysis and interpretation is as following:-

1. Classification of established categories of data.
2. Application of categories to raw data through coding.
3. Tabulation of data.
4. Statistical analysis of data
5. Inferences about casual relations among variables.

**5.2.0. Findings**-This study has the following findings-

**1.** Means scores of social behaviour of rural and urban areas adolescents where found to be 105.99 and 107.02 respectively. On the basis of social behaviour inventory manual's table number 13 both the rural

and urban adolescents possess average level of social behaviour and according to the inventory this level is graded as level 'D'.

**2.** Means scores of Study Habits of urban and rural areas adolescents were found to be 52.55 and 52.83 respectively. On the basis of Habits of adolescents inventory manual, both the rural and urban adolescents possess high level of study habits.

**3.** Means scores of Extra curricular Habits of urban and rural areas adolescents were found to be 18.80 and 20.65 respectively. On the basis of Habits of adolescents inventory manual, both the rural and urban adolescents possess average level of Extra curricular habits.

**4.** Means scores of Technology use of urban and rural areas adolescents were found to be 16.32 and 17.49 respectively. On the basis of Habits of adolescents inventory manual, both the rural and urban adolescents possess average level of Technology use.

**5.** Means scores of Experimentation behaviour of urban and rural areas adolescents were found to be 29.28 and 29.25 respectively. On the basis of Habits of adolescents inventory manual, both the rural and urban adolescents possess Low level of Experimentation behaviour.

**6.** No difference was found between the urban and rural students about the usage of social media. On analyzing the tool of usage of social media, the following facts were found –

- 1.All the 400 students were found using social media.
- 2.Most of the students use Whatsapp, Facebook, Youtube and Google.
- 3.Only 1 – 2 % students use Twitter and Instagram.
- 4.Most of the students use social media for 0 – 2 hours.
- 5.Only 5 – 6 % students use social media for 2 – 4 hours.
- 6.No student was found using social media for more than 4 hours.

**7.** Mean Scores of social behaviour of urban and rural adolescents was 105.99 and 107.99 respectively and Standard Deviation was 13.48 and 16.94 respectively. At 392 degree of freedom and 0.05 level of significance t-value was 0.8006 which was not found significant.Hence ,there is no significant difference between the social behaviour of urban and rural adolescents.

**8.** Mean Scores of Study Habits of urban and rural adolescents was 52.55 and 52.83 respectively and Standard Deviation was 1.14 and 1.39 respectively. At 396 degree of freedom and 0.05 level of significance t-value was 0.3310 which was not found significant. Hence ,there is no significant difference between the Study Habits of urban and rural adolescents.

**9.** Mean Scores of Extra Curricular Habits of urban and rural adolescents was 18.80 and 20.65 respectively and Standard Deviation was 1.023 and 1.048 respectively. At 261 degree of freedom and 0.05 level of significance t-value was 2.0337 which was found significant. Hence ,there is a significant difference between the Extra Curricular Habits of urban and rural adolescents.

**10.** Mean Scores of Techology use of urban and rural adolescents was 16.32 and 17.49 respectively and Standard Deviation was 0.8164 and 1.6329 respectively. At 396 degree of freedom and 0.05 level of significance t-value was 2.7736 which was found significant. Hence ,there is a significant difference between the Techology use of urban and rural adolescents.

**11.** Mean Scores of Experimentation Behaviour of urban and rural adolescents was 29.28 and 29.25 respectively and Standard Deviation was 1.1547 and 1.2401 respectively. At 392 degree of freedom and 0.05 level of significance t-value was 0.0607 which was not found significant. Hence ,there is no significant difference between the Experimentation Behaviour of urban and rural adolescents.

**12.** Mean scores of social behaviour and study habits of Urban adolescents was found 105.99 and 52.55 and coefficient of correlation was found -0.23 which was found significant at 0.05 significance level which shows a negative correlation. Hence, both the variables are negatively correlated in the case of urban adolescents.

**13.** Mean scores of social behaviour and Extra Curricular habits of Urban adolescents was found 105.99 and 18.80 and coefficient of correlation was found 0.0108 which was not found significant at 0.05 significance level which shows a no correlation. Hence, both the variables are not correlated in the case of urban adolescents.

**14.** Mean scores of social behaviour and Technology use of Urban adolescents was found 105.99 and 16.32 and coefficient of correlation was found 0.0381 which was not found significant at 0.05 significance level which shows a no correlation.Hence,both the variables are not correlated in the case of urban adolescents.

**15.** Mean scores of social behaviour and Experimentation Behaviour of Urban adolescents was found 105.99 and 29.28 and coefficient of correlation was found -0.0162 which was not found significant at

0.05 significance level which shows a no correlation. Hence, both the variables are not correlated in the case of urban adolescents.

**16.** Mean scores of social behaviour and study habits of rural adolescents was found 107.02 and 52.83 and coefficient of correlation was found 0.0155 which was not found significant at 0.05 significance level which shows no correlation. Hence, both the variables are not correlated in the case of rural adolescents.

**17.** Mean scores of social behaviour and Extra curricular habits of rural adolescents was found 107.02 and 20.65 and coefficient of correlation was found 0.0155 which was not found significant at 0.05 significance level which shows no correlation. Hence, both the variables are not correlated in the case of rural adolescents.

**18.** Mean scores of social behaviour and Technology use of rural adolescents was found 107.02 and 17.49 and coefficient of correlation was found 0.1357 which was not found significant at 0.05 significance level which shows no correlation. Hence, both the variables are not correlated in the case of rural adolescents.

**19.** Mean scores of social behaviour and Experimentation Behaviour of rural adolescents was found 107.02 and 29.25 and coefficient of correlation was found 0.0716 which was not found significant at 0.05 significance level which shows no correlation. Hence, both the variables are not correlated in the case of rural adolescents.

**5.3.0.Conclusions** – from the above analysis the following conclusions were drawn –

**1.** Out of 400 adolescent, every student whether urban or rural was found to use social media, so the level of usage of social media is 100%.

**2.** No significant difference was found between the social behaviour of urban and rural students but the mean of rural students was greater than urban students hence rural students have better social behaviour than urban students.

This may be because of the rural environment as the level of usage of social media is similar. Further the level of social behavior was found average for both urban and rural student and the reason behind this may be the excessive use of social media as it has been found that the adolescents whether rural or urban are using the social media in the same manner. It shows the use of social media has a great influence on their social behaviour.

**3.**No significant difference was found between the study habits and experimentation behaviour of urban and rural students but there is a significant difference between extra – curricular habits and technology use of urban and rural students. In both the significant values **rural students show higher means scores in their extra – curricular habits and technology use.**

Overall we can say that usage of social media is constant factor among urban and rural students but still some of the behaviour and habits exhibit different values. These behaviour and habits are affected by social media to some extent but various factor are there which affect or govern these behaviours and those factors are needed to be explored.

#### **5.4.0.Suggestions -**

**1.For administration** - The results of this research shows that all the adolescents are using social media and it can be concluded that there is a universalisation social media among adolescents. Review of related literature shows that there are positive and negative effects of social media on adolescents. If they are using these tools for educational purpose then it will certainly have a positive effect on adolescents. In Chhattisgarh, Department of School Education is preparing multimedia textbooks for the students in all subjects with the QR code. These textbooks will be available for them in the mobile phones. Under ‘SKY’ scheme Chhattisgarh government has distributed smartphones to every college students which provided every student with access to internet and Browse any site wether useful or not. This study has revealed that 100% Higher Secondary students are using social media hence it is clear that they have access to internet, in case they are watching educational sites it is beneficial for them but if they are watching those sites which are harmful for them then there is a need to restrict the access upto educational sites in educational institutions. For this administration should take care with the help of network provider that the students can have access to educational sites only, more over there is a need for such sites which can address issues of adolescence. Issues of adolescence may include health and hygiene, social relations, career guidance, hobbies, motivational, issues of national interest, Indian and world economy, trading, small scale Industries, skill development, personality development, communication etc. For restricted access to the network Firewall services should be installed in every educational institutions.

**2.For parents**-It is the moral responsibility of parents to socialize their children. The results of this study revealed that the social behaviour of adolescents of both Urban and rural areas are average which shows a relation with use of social media, which is responsible for lesser social interaction that is leading them towards ‘D’ grade social behaviour. It is the responsibility of parents to keep an eye on the activities of their children. They should be well acquainted with the activities of their children. They

should monitor the children whether they are spending lot of time on their mobile phones. Excessive use of mobile phones may lead to many health issues such as headache, strain on eyes, sleeplessness, obesity due of lack of physical activities and many more. At the same time this excessive use may also lead to social problems because of the lesser interaction with family members, friends and other members of society which will gradually lead to loneliness and lack of socialization. The children will start living in a virtual world and slowly they will cut off themselves from society. To save the children from this alarming situation parents must give due attention to the children and their activities in order to socialize them properly.

3. **For Teachers** - Teacher are suggested to ensure the fruitful engagement of Internet in classrooms: it may be access to various kinds of materials, activities, projects and online questionnaires. The access to the world of knowledge should lead the children to cross the barrier of textbooks but in the same there is a caution for misuse of the open world. Teachers are suggested to take care of the adverse effect of the internet use.

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## **Appendix –**

### 1.Tools