



A STUDY ON SOCIAL MEDIA, ACADEMIC PERFORMANCE AND PSYCHOSOCIAL RISK OF YOUNG COLLEGE STUDENTS WHO USES INTERNET.

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ABSTRACT

Introduction : Internet is one of the greatest advantages of technology in today's digital world. Social media has become an eye catcher for millions of people around the world. With the invention of Smart phones the social media or social networking sites has become a part of their daily life. The adolescent and the youth are major users of social media. The studies show that the high number of internet users are within the age group of 12 to 25 years old (Mandavia, M. 2019) This is the significant period of a student as he or she pass through high school, higher secondary and college studies and leap into a kind of settlement in professional and personal life.

Aim: To find out the relation between social media, academic performance and psychosocial risk of young college students who uses internet.

Methodology: A sample of 50 girls and 50 boys (18-25 years) were taken with the help of convenient sampling. Tools administered were The Problematic and Risky Internet Use Screening Scale' (PRIUSS) and 'Social Media and Academic Performance of Students Questionnaire' (SMAAPOS). This study highlights to understand the relationship between internet use and social media on academic performance as well as psychosocial risks of college students. It was a correlational research study. Analysis was one using mean, S.D., t test of independence, chi-square and Pearson's correlation. Data collected were analyzed with the help of statistical package for Social Science (SPSS) version 20. According to this study there was no significant difference between the male and female in the usage of internet and social media. **Conclusion:** Thus it was

concluded that students addictiveness to social network and academic performance, addiction to online social networks affects academic life, Online Social networks distract from studies, academic discussion on twitter has improved performance, Sole reliance on Wikipedia for preparing assignments .

INTRODUCTION

Internet is one of the greatest advantages of technology in today's world. We can never imagine a world without internet. Practically every nook and corner of the world the Internet has reached. People in all walks of life, rich or poor, young or old, uses Internet in a daily basis for information , entertainment , business and much more . It has become like the air without which the world cannot exist. The speedy communication and the rapid information transaction which are taking place in every fraction of a second from person to person, country to country is unimaginable. There has been an incredible growth of Internet usage worldwide especially by the younger generation and it is expected to amplify as we are in a digital world.

Statistics on Internet

According to Internet World Stats (2019) there are 4,536,248,808 users in the world and Asia stands first with 50.7% of the total world users. Middle East stands least with 3.9% of the world wide users. India is now considered to be the second to China in terms of Internet users, according to a report by Internet and Mobile Association of India (IAMAI). According to the report among the 451 million monthly active users, 385 million were over 12 years of age and 66 million were in the age bracket of 5 to 11 years, who access Internet on the devices of family members. The report stated that in terms of absolute numbers, urban India with 192 million users had almost the same number of users as in rural India. According to the report, nearly 2/3rd of the Internet population in India was daily users. 9 out of every 10 users' in urban accessed the Internet at least once a week. The report stated that 2/3rd of Internet users in India are in the age group of 12-29 years of old and they are the most frequent users too. The report also indicated that there is a clear gender

disparity when it comes to internet usage in India as there was less number of female Internet users in India as compared to male internet users. The female internet users' population is half of the 258 million male Internet users, and the bias is more evident in rural India. Among the Indian States, Kerala, Tamil Nadu and Delhi have a higher proportion of female Internet users (Mandavia M(2019).

Internet has touched just about 35% of the population of the eight North Eastern States where more than 8600 villages were yet to be covered by mobile connectivity. The combined users of the Seven North Eastern States (except Assam) were around 6.09 million, while Assam had 10.25 million users. The country's total internet users were 560.01 million, which accounts for 42% of the total population. Among the states, Maharashtra (46.11 million) Andhra Pradesh (43.78 million) and Tamil Nadu (40.71 million) were the top three states with maximum number of internet users. (Kalita .P. (2018)

Internet and Social Media

Social media which has drastically spread its effect on every group of people is a platform that enables users to interact with others using the website as an intermediate. It is actually defined as the use of web-based applications to facilitate communication. The websites which allow social interaction are considered as social networking sites. It has become a part of the daily activities of the people. Most of the people get connected to social media because it provides many facilities like information sharing, entertainment, etc. Most of the countries also use social media power for the development of their nation. (Sahithi , N.S.S., 2018)

Social media is a platform where people from all over the world can connect and interact with each other. It is an online platform where people use to build social net works or social relations who share similar personal or career interest , activities , backgrounds or real – life connections (Akram .W.,2017) .

Social media has become an eye catcher for millions of people around the world. With the invention of Smart phones the social media or social networking sites became part of even the common man's life. It became much easier than before and the uses are rapidly increasing. There are different types of social media that exist. The most commonly used social media sites are Social Net working (Face book, Linked –

in , Google+) ,Micro blogging (Twitter, Tumblr), Photo sharing (instagram, Snapchat, pinterest), Video sharing (youTube , Facebook-live, perscope, Vimeo) Combining all of them together, social media has gained a lot of importance because of the drastic increase in the number of users. The adolescents and the youth are the major users of social media. (Emertxe blog (2019)).

There are 5.11 billion unique mobile users in the world today. There are 4.39 billion internet users in 2019 , an increase of 366 million (9 percent)versus January 2018 .There are 3.48 billion social media users in 2019 , with the world wide total growing by 288 million (9 percent)since this time last year .(Kemp ,S. 2019).

Facebook, the largest social media platform in the world, has 2.4 billion users. Other social media platforms including Youtube and Whatsapp also have more than one billion users each. These numbers are huge .There were 7.7 billion people in the world and at least 3.5 billion people are in online. This means the social media platforms are used by one-in-three people in the world, and more than two-thirds of all internet users. (Ospina, E.O., 2019).

The Advantages Of Social Media and Internet

There are so many advantages and disadvantages of social media but it purely depends on the user of the social networking sites or social media. There are various advantages of social media when it is used in a positive way but it will have a negative impact if it is not used with conviction.

Ahmad, B. (2016) gives the following advantages and disadvantages of the social media .

- 1) **Connectivity** – The first and main advantage of the social media is connectivity. People from anywhere can connect with anyone. Regardless of the nationality, location, culture or religion, one can have a reciprocal and instant interaction with friends, family members, professionals etc.
- 2) **Education** – Internet and Social media has a lot of benefits for the students and teachers. It is an ocean of knowledge and one can assimilate as much as one wish to. It enables to learn from others who are experts and professionals via social media and Internet. Regardless of one's location and educational background one can be educated oneself, without paying much for it. It help the students and educators to enhance their knowledge and experience.

3) Information and Updates – One of the main advantages of the social media is that one can get updated from the latest happenings around the world. These days most of the Television and print media information are biased and does not convey the true messages. With the help of social media one can get the facts and true information by doing some research.

4) Noble Cause – Social media can also be used for the noble causes like sharing information to promote social justice , to promote charitable activities etc.

5)Awareness – Social media can be a powerful tool to create awareness on any topics like information during natural calamities , political issues , about rights and duties , new government policies like new education policy , any sensational issues and many more .

6) Helps Government and Agencies to Fight Crime- It is also one of the advantages of the social media that it helps Governments and Security Agencies to spy and catch criminals to fight crime.

7) Improves Business Reputation – It can ruin any business reputation, or it can improve any business sales or its reputation. Positive comments and sharing about a company can help them with sales and goodwill. Since people are free to share whatever they want on the social media, it can impact positively when good words are shared and badly if not .

8) Helps in Building Communities – Social media can help people to come together for any purpose. People belong to different religion, culture, interests, tastes, talents or groups but through social media people can encourage and helps each other to build particular communities or groups.

9) Promote value system - Social media can be an instrument which can motivate children and others to follow good value system in their life. The inspiring and attractive videos, stories, sharing of life experiences, images can become motivational factors for many.

1.4.2 Disadvantages

1) Cyber bullying – Since anyone can create a fake account and do anything without being traced, it has become quite easy for anyone to bully on the Internet. Threats, intimidation messages and rumors can be sent to the masses to create discomfort and chaos in the society.

2) Hacking – Personal data and privacy can easily be hacked and shared on the Internet. This can cause at times financial losses and loss to personal life. Identity theft is another issue that can give financial losses to anyone by hacking their personal accounts. Several personal twitter and Facebook accounts have been hacked in the past and the hacker had posted materials that have affected the individual's personal lives. This is one of the dangerous disadvantages of the social media and every user is advised to keep their personal data and accounts safe to avoid such accidents.

3) Addiction – The addictive part of the social media is very bad and can disturb personal lives as well. The teenagers are the most affected by the addiction of the social media. They get involved very extensively and are eventually cut off from the society. It can also waste individual time that could have been utilized by productive tasks and activities.

4) Security Issues – Now a day's security agencies have access to people's personal accounts. This makes the privacy almost compromised. One never knows when they can be visited by any investigation officer regarding any issue that one by mistakenly or unknowingly discussed over the internet.

5) Reputation – Social media can easily ruin anyone's reputation just by creating a false story and spreading across the social media. Similarly businesses can also suffer losses due to bad reputation being conveyed over the social media.

6) Cheating and Relationship Issues – many people have used the social media platform to propose and marry each other. However, after some time they turn to be wrong in their decision and part ways. Similarly, couples have cheated each other by showing the fake feelings and incorrect information. Proposing and cheating is taking place even teenagers and youth mostly for once own gain

7) **Health Issues** – The excess usage of social media can also have a negative impact on the health. Since exercise is the key to lose weight, most of the people get lazy because of the excessive use of social networking sites. This in result brings disorder in the routine life.

8) **Social Media can cause death** – Not just by using it, but by following the stunts and other crazy stuffs that are shared on the internet. For example bikers do the unnecessary stunts, people doing the jump over the trains and other life threatening stuffs. Teenagers and youth are more prone to do this kind of experimentation.

9) **Glamorizes Drugs and Alcohol** – One of the disadvantages of the social media is that people start to follow others who are wealthy or drug addicted and share their views and videos on the web. Which eventually inspires others to follow the same and get addicted to the drugs and alcohol?

10) **Sexting:** The process of sending and receiving messages related to sex is called as sexting. Children get more affected due to this because inappropriate images are also shared through this. So this should be avoided in order to save children from being distracted.

Types of Social Media

There are two types of social media users - active social media users and passive social media users. People use social media actively or passively for a number of reasons like for instant gratification, relaxed entertainment, keeping in touch with known people and nurturing existing relationships, seeking validation, protecting self-esteem, an opportunity to create a new version of themselves, getting in touch with new people, voicing an opinion, escaping for existing problems, procrastination, boredom, information consumption, making new friends, etc.

The reports shows that passive social media use is associated with a self-reported increase in depressive and anxiety symptoms and active social media use is associated with a reduction in depressive and anxiety symptoms. They also found that passive use by women is more strongly associated with poorer mental health. These effects were seen even when the amount of time spent on social media, self-esteem,

offline peer support, and poor body image are taken into account. Active social media use did not predict emotional distress either. Research shows that fear of missing out (FOMO) plays a role in linking depression, negative self-perceptions, and passive social media use. Positive behavior can improve well-being, alleviate depressive symptoms and negative behavior can worsen depression, anxiety, or life satisfaction. Negative social behavior and cognition like sharing risky content, social comparison, etc. are linked to deteriorating well-being. Positive behavior such as seeking out entertainment, creative content and nurturing relationships have no negative impact (neutral activity) or can safe guard against mental health issues. Social comparison is notorious in real life and online. However, it's not all bad. There is some evidence to show that social comparison based on ability can hamper psychological well-being and social comparison based on opinions can improve well-being. A systematic research review paper from 2019 suggests that the time spent on social media, the type of user activity, the investment in social media use, and the level of social media addiction are associated with psychological distress, depression, and anxiety. They found 4 prominent mechanisms which tie depression and social media use together – poor quality of sleep, online harassment/cyber bullying, poor self-esteem, and body image issues. There were no gender differences in these pathways which link the two. (Shukla A 2019)

Social media help us tremendously in net working. Feeling of relatedness or connectedness is a fundamental need of a human being that dictates and influences our psychological health. The essence of networking is, cultivating mutually beneficial relationship. Yet, the over use of social media is increasingly driving us away from healthy family bonding , from sincere relationship ,or even happiness. If one uses responsibly and in a disciplined manner they will do wonders. One gets addicted to social media when one fails to control the usage. This indicates when social media and internet start interfering with one's personal, social and emotional existence. It influences irrespective of the age groups also contribute towards extreme dissatisfaction and detrimental effects on our physical and mental health , like mood swing , loneliness, feeling of inferiority , reduced self esteem, Extreme social anxiety and increased levels of negativity and depression. (Phukan, P.,2019, October 6)

Internet has made our life more comfortable and smooth and there has been an incredible growth of its users especially after the upcoming of social media. Internet and social media has drastically spread its effect on all walks of life. It helps the young generation to connect instantly without any boundaries, helps them to get any information from any part of the world and to update the information and knowledge. It is a real friend to students in their education and tremendously helped them to foster relationship. But investing more time in social media and internet one can get addicted to it if one fails to have control over it. This may cause physical as well as mental health issues such as poor body posture, frozen neck, shoulder pain, head ache, eye problem, damage of the brain cells, poor concentration, poor span of attention, psychological depression, anxiety, sleeplessness and poor academic performance. This study might help to know better the relationship between internet and social media on academic performance and psychosocial risks.

1.5 Operational Definition

A statement of the problem consists of many terms which require clarifications and precise definition in the context of the present study. In order to communicate the comprehensive conceptual framework in a scientific way, the key words of the title needs operational definition which are given below.

1.5.1 Social media

Social media refers to websites and applications that are designed to allow people to share quickly, efficiently and in real time. (Hudson, M.,2019) Social media is the collective online communications channels dedicated to community-based input, interaction, content-sharing and collaboration. Social media are works of user-created video, audio, text or multimedia that are published and shared in a social environment, such as a blog, wiki or video hosting site. (Caplanou, Lake C 2009)

1.5.2 Academic Performance

Academic performance is the extent to which a student, teacher or institution has achieved their short or long-term educational goal. Academic performance is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals. Academic performance is commonly measured by examinations or continuous assessment (Annie, Howard & Mildred, 1996). (Osharive P . 2015)

1.5.3 Psychosocial risk

It is defined as a psychological dependence on the Internet and is characterized by (a) an increasing investment of resources on Internet-related activities, (b) unpleasant feelings (e.g., anxiety, depression, emptiness) when offline, (c) an increasing tolerance to the effects of being online, and (d) denial of the problematic behaviors. Individuals exhibiting such symptoms often are dealing with underlying psychological issues. College students are particularly vulnerable to pathological Internet use due to several factors. These factors include (a) the psychological and developmental characteristics of late adolescence/young adulthood, (b) ready access to the Internet, and (c) an expectation of computer/Internet use. (KANDELL J.J, 2009)

1.5.4 Young college students

College students who are enrolled into the college after their Higher Secondary Education .The young college students include both boys and girls of 18 to 25 years old who uses internet for various purposes.

1.5.5 Internet

Internet is global computer network providing a variety of information and communication facilities, consisting of interconnected networks using standardized communication protocols. It is a global net work connecting millions of computers. More than 190 countries are linked into exchange of data , news and opinions. (Webopedia)

REVIEW OF LITERATURE

Aljudat R et.al (2019) conducted a cross sectional study on gender variations in social media usage and academic performance with 328 medical students . The purpose of the study was to understand gender difference among the students at University of Sharjah (UoS) for predicting the impact of social media usage on their academic performance. Social Media and Academic Performance Of Students Questionnaire (SMAAPOS) was used here. The studies showed that the males were more addicted to the social media than females but the females use social media for educational purpose than males even

though male were more addicted to social media networks. As a result of it the medical educators forced to find masseurs to frame guidelines for using social media to help to improve the academic performance of the students.

Casal S. S (2019) had done a study on the Impact of Social Media Participation on Academic Performance in Undergraduate and Postgraduate Students with main objective is to analysis the influence of social media participation on academic performance. The results showed that students performed better who participated in a social media-based activity in academic performance than those who did not carry out any activity or who took part in a more traditional learning activity.

Fatokun K.V (2019) conducted a study and found that most of the students consented that social media had boosted their academic performance and Facebook is the most visited sites by the students. The study also discovered inappropriate use of social media has an adverse effect leading children to Addiction, distraction, poor time management and health problems and poor academic performance.

Kaviarasu J.S.et.al (2019) conducted a study to evaluate the impact of social media on the academic performance of Undergraduate college students of Loyola College. The results found that all the students had mobile phones and 96% of students had internet facility too in their mobile. The students had good knowledge about the social media and the usage of existing social media sites. Most of the students spent 2-3 hours per day for social media and studies shows the students who spent more time with social media had considerably negative impact in their academic performance.

Lahiry S, et.al (2019) conducted a study and found there is a high usage of social media among the medical and Para Medical students for the academic purpose and they are well aware of the negative and positive influence of Social networking sites on interpersonal relationship.

Akanbi .L.M et.al. (2018) conducted a study on Psychosocial Consequences of Intensive Internet Use among Undergraduates of Universities in Ilorin Metropolis. This study aimed to find out the psychosocial consequences of intensive internet use on the basis of gender, age, level of study and marital status. This study discovered the intensive internet users are establishing new relationship with other online

users. They spend more time in online than going out , they also tensed when they are in offline and but disappear when comes back to online. There is a significant gender difference for the purpose it is being used like female use more for information but male use mainly for communication. Also there is age difference and the study shows from 18 to 22 years are mostly affected by the psychosocial consequences of intensive internet use. The unmarried under graduates were more intensive in using internet than the married undergraduates but there was no difference in the use according to level.

Anandh N.et.al. (2018) conducted a study on Prevalence of excessive internet use and its association with psychological distress among university students in South India. And the study revealed Internet addiction can be an evolving significant cause for the mental health condition among university students. It also shows Psychological distress (depression) and IA were positively correlated.

Koh YW ,et.al (2018) conducted a study on Influences of life stress, anxiety, self-efficacy and social support on social networking addiction among college students in China and the United States. The result shows that the students who are addicted were experienced higher anxiety and more life stress than those who are not addicted.

SIGNIFICANCE OF THE STUDY

In this technological and globalised world the internet and social media plays a vital role in the life of billions of people across the world for information sharing and receiving , social interaction , communication, research ,education, business and marketing ,entertainment and much more .The internet and in a special way social media applications like Facebook, Whatsapp, YouTube etc will surly going to ‘overtake the world’ . In today’s world of technology, the human life has been caught up with the webs of Internet and social media like a spider web. Today from the time a baby is born ,the child is automatically exposed to social media or internet .The parents feel proud when they see their child start using the smart phone as early as possible but without any conscious start up they push the child into a new world of virtual , the internet or social media . It is nothing great to feel or observe that one of the most common activity of children, adolescent, youth and even adults is using the social media. It has become a portal

entertainment and communication .This has become the main platform of accessing information, entertainment and daily news especially for the younger generation.

According to some reports the high numbers of internet users are within the age group of 12 to 29 years old. This is the significant period of a student as he or she pass through high school, higher secondary and college studies and leap into a kind of settlement in professional and personal life. Adaptations of internet and social media by younger generation especially by young college students are unimaginable, as they are able to access social media at any place and any time. It has become a prestigious issue for students not having a social media account as they communicate through it and keep the bond.

Social Media has huge impact on the youth a especially on the college students. It can enhance one's self esteem , develop identity , strengthen and maintain peer group relationship , find new friends , increase self satisfaction and social trust , improve academic performance , have accessible to online libraries and lecture talks , can have professional support beyond the four walls of classrooms , share the study materials and much more .It is one of the powerful tool if it used well .

Though social media and internet has enormous advantages it also has disadvantages beyond boundaries. The adolescents and youth are more experts in using internet and social media. It is a period of exploring and experimenting new things. They are fascinated to dive into unknown. In this journey they feel they are already have sufficient knowledge as they have the accessibility to the wide range of information from social media and internet than other people around . This has created a vacuum between the younger generation and older generation and the youth of today are tend to go wrong in many ways as they do lack behind how to apply virtual information to real life experience constructively .The researches and the life experiences and sharing of many parents reveal that the early exposure to internet and social media has remarkably reduced the real bond with their own family members , increased online relationship , poor academic performance , poor concentration, poor appetite , sleep disorder, anxiety , depression, over dependence on technology specially internet and social media increased number of juvenile crimes , cyber crimes etc. In this scenario the researcher is aiming to understand the relationship between the internet use and social media on academic performance of the college students and the relationship of Internet use and

social media on psychosocial risks of college students between the age group of 18 -25 who are undergraduates. This would help the researcher to have a broader vision of social media, academic performance and psychosocial risk of young college students who uses internet and able to draw the attention of the parents, teachers, and students and motivate them to take necessary step to take the full benefit of the internet to achieve the goal and to take the necessary measures to safe guard not to become the victim of excessive internet use or problematic internet use or social media.

METHODOLOGY

Research methodology is the specific procedures or techniques used to identify, select, process, and analyze information about a topic.

Objectives

- 1) To find out the relationship between the internet use and academic performance of young college students.
- 2) To find out the relationship between the internet use and psychosocial risk of young college students.
- 3) To find out the differences between young boys and girls of college students using internet.

4.2 Hypothesis

H₀1 There will be no significant relationship between the internet use and academic performance of young college students .

H₀2 There will be no significant relationship between internet use and psychosocial risk among young college students.

H₀3 There will be no significant difference between young boys and girls of college students in internet use.

4.3 Population of the study

The population of the study was the young college students (boys and girls) who are pursuing under graduation degree from Assam Don Bosco University, Tapesia, a private University situated in Sonapur, Guwahati, Assam. The students belong to both Science and Arts departments.

4.4 Sample

The sample of the current study consisted of 100 young college students between the age group of 18 to 25 years old from Sonapur, Guwahati area. The sample consisted of 50 boys and 50 girls from the same area.

Boys	Girls	Total
50	50	100

4.5 Sampling method

The sample of the present study was consisted of 100 young college students who are pursuing their under graduation in Assam Don Bosco University. They were 50 boys and 50 girls between the age group of 18 – 25 years. Convenient Sampling method was chosen for this study.

4.6 Research Design

The present study was a correlational research study. Correlation research is a type of non experimental research in which the researcher measures two variables and assesses the statistical relationship between them with little or no effort to control extraneous variables. It simply observes what is naturally going on or what has happened. It is a type of research design where a researcher seeks to understand what kind of relationships naturally occurring variables have with one another. So the correlation research seeks to figure out if two or more variables that are related and if so what way. (A naturally occurring variable is a variable that has not undergone any manipulation by the researcher) (Cheprasov,A.(2018))

4.7 Materials used

The following materials have been used for the study:

1. Socio demographic details

Socio Demographic details of the subjects which includes age, sex, department, education of parents (mother and father), family income, number of siblings, client position in the family, email ID, hours of internet use and purpose (information/entertainment).

2. The Problematic and Risky Internet Use Screening Scale (PRIUSS) 'The problematic and Risky Internet Use Screening Scale' was developed for adolescents and young adults by Lauren Jelenchick (2014). PRIUSS is grounded in the conceptual framework of PIU in older adolescents described which defines the condition as "Internet use that is risky, excessive or impulsive in nature leading to adverse life consequences, specifically physical, emotional, social or functional impairment." This theoretical framework describes a multidimensional view of PIU; with seven discrete constructs. It has 18 items and three subscales:

(1) Social Impairment (items 1-6), which assesses the impact of internet use on both offline and online social interactions;

(2) Emotional Impairment (items 7-11), which assesses degree of emotional attachment to Internet use, and

(3) Risky/Impulsive Internet Use (items 12-18), which assess salient problematic behaviors regarding Internet use

Scoring Information

Each question has five possible responses: Never, Rarely, Sometimes, Often, and Very Often. Each of these is associated with a numerical value. Never=0, Rarely=1, Sometimes=2, Often=3, and Very Often=4. Sum the values associated with the responses given by the patient. If the sum is 25 or less then it is a passing score. A score which is higher than 25 indicates risk of problematic and risky internet use.

3. Social Media and Academic Performance of Students Questionnaire (SMAAPOS)

The research tool SMAAPOS questionnaire was developed by Peter Osharive (2015). This research tool helps the researcher to understand whether the social media/ internet usage help in academic achievement or not. (Gina M. 2018)

This tool got 2 parts. Part A consists of 7 questions to collect personal information while part B consists of 20 questions to know about the usage of social media by students. It was likert –Scale questions with response options: Strongly Agree (SA) Agree (A), Disagree (D) Strongly Disagree (SD) The reliability of this tool was found out with the help of Pearson Correlation Coefficient value. Co-efficient value of 0.65 determined the reliability of SMAAPOS .

A coefficient value of 0.68 indicated that the research instrument was relatively reliable.

4.8 Criteria for selecting the sample

1. Both boys and girl were taken for the study.
2. The age group was between 18 -25 years old.
3. Only those students who were young college students and who used or were using internet for the past 6 months taken for study.
4. Young college students were taken for studies who were mentally and physically healthy.

4.9. Criteria for selecting the educational institutions

- ❖ Only private educational institution was taken for the study.
- ❖ It is located around Sonapur area.

4.10 Ethics:

The following ethical principles were taken into consideration in this study:

- Before starting the study of the sample, consent was taken to be a part of the study or not.
- After they have agreed, a brief description about the purpose of the study was given to them.

- After filling up the questionnaire they were assured that responses would be kept confidential.

4.11 Statistical tools and Analysis

All statistics were computed using Statistical Package for Social Sciences (SPSS) version 20 and Microsoft Excel.

4.11.1 Descriptive statistics tools:

- a) Frequency distribution tables showing relative percentage frequencies.
- b) Cross tabulations showing the interaction of variables.
- c) Arithmetic mean as a measure of central tendency of the data values.
- d) Standard Deviation as a measure of dispersion of the data values around the arithmetic mean.
- e) Bar Charts and diagrams to provide a visual representation of the observed statistics.
- f) Tables summarizing the observed statistics.

4.11.2 Inferential statistics techniques:

a) CHI SQUARE TESTS OF GOODNESS OF FIT

The observed frequency distributions were tested for uniformity using Chi square test of goodness of fit at 0.05 level of significance. Chi Square test of goodness of fit is a non parametric method of hypothesis testing used to test the hypothesis that an observed frequency distribution fits a hypothesized distribution (normal, uniform, exponential etc.). The inferences are drawn with the help of the p value or the asymptotic sig. value. For a p-value which is $>$ or $=$ 0.05, the difference between the observed distribution and the hypothetical distribution would be inferred as **statistically not significant** and the null hypothesis would not be rejected. For a p-value $<$ 0.05, the difference between the observed distribution and the hypothetical distribution would be inferred as **statistically significant**, thus not accepting the null hypothesis. A p – value of $<$ 0.001 is considered as **statistically highly significant**.

b) PEARSONS CHI SQUARE TEST OF ASSOCIATION:

The gender-wise analysis was done with the help of cross tabulations, showing the distribution of the responses to the SMAAPOS and PRIUSS of the two gender groups. In order to analyze the homogeneity of

the responses between the two groups, Pearson's Chi Square Tests have been done at 5% level of significance to test whether the responses given to the questions were homogeneous or significantly different. A 'p' value of < 0.05 would indicate a statistically significant difference in responses and a 'p' value of < 0.001 would indicate a statistically highly significant difference in the responses.

c) INDEPENDENT SAMPLES 'T' TEST:

The differences in the mean values of the study parameters between the two gender groups were tested for statistical significance using Independent Samples 't' Test at 0.05 significance level. The inferences are drawn with the help of the p value generated by the test. For a p-value which is $>$ or $= 0.05$, the difference between the means of the two groups would be inferred as **statistically not significant**. For a p-value < 0.05 , the difference between the means of the two groups would be inferred as **statistically significant**. A p – value of < 0.001 is considered as **statistically highly significant**.

d) PEARSONS CORRELATION ANALYSIS:

Correlation analysis was done to evaluate the association between variables by measuring the Pearson's Correlation Co-efficient. Positive correlation co-efficient values indicate that the two variables are unidirectional in nature. Negative correlation co-efficient values indicate that the two values are bi-directional (opposite) in nature. The observed correlations were tested for significance at 0.05 level of significance. For a p-value ≥ 0.05 , the correlation between two variables would be inferred as statistically not significant. For a p-value < 0.05 , the correlation between two variables would be inferred as statistically significant. A p – value of < 0.001 , the correlation between two variables is considered as highly significant.

4.12 Procedure

The researcher contacted the Vice chancellor of Assam Don Bosco University, a private institution to get permission. After getting a positive reply from the Vice - Chancellor the researcher met the director of School of Humanities and Social Science as instructed by the Vice - Chancellor with an application to collect data. After a short discussion with the Director the researcher was directed to the heads of departments (HODs) of English, Education, Mass communication and Psychology for further dealing. The researcher

discussed the matter with the HODs and fixed tentative days for the data collection and later contacted them over the emails and phone to conform the availability. The participants were 50 undergraduate boys and 50 undergraduate girls who were randomly selected for the study.

According to the specific date and time allotted by the HODs to the researcher, she met the students who were studying for graduation from 1st year to 3rd year within the age group of 18 to 25. The HODs introduced the researcher to the respective students. The researcher built a rapport with the students and gave a short introduction about the topic and the details about the data collection and how to fill it up avoiding mistakes. The researcher also explained about the criteria to be followed before filling up the questionnaire. It was instructed that there were no right or wrong answers and their responses would be kept strictly confidential. They were free to ask questions at any time while they were filling up the questionnaire.

After the brief instruction of the questionnaires the questionnaires were distributed containing 1) Socio Demographic Data, 2) The problematic and Risky Internet Use Screening Scale (PRIUSS), and 3) Social Media And Academic Performance Of Students (SMAAPOS). No fixed time was given to them but they were asked to complete as soon as possible. They were instructed to make sure that no statements should be left unanswered. When the participants had given the filled up questionnaire, the researcher checked whether all the statements were answered. After getting the positive responses, the researcher thanked all the participants for their availability and willingness to cooperate with the data collection. She also met all the HODs and Director to express her gratitude for the permission and the cooperation in respect of the data collection. It took 3 days to complete the overall data collection.

RESULTS AND DISCUSSION

. Objective 1 – to find out the relationship between the internet use and academic performance of young college students, Objective 2 – To find out the relationship between the internet use and psycho social risk of young college students and Objective 3 – to find out the difference between young college boys and girls using internet with the help of SPSS.

Data Presentation and Analysis

Section A : Presentation of Demographic Data

Table 1 : Showing distribution of respondents according to the Departments

Department	Boys	Girls	Total	Percent (%)	Chi square statistic	P value
Psychology	15	15	30	30%	0.802	0.849, (NS)
English	18	15	33	33%		
Education	10	10	20	20%		
Mass Communication	7	10	17	17%		
Total	50	50	100	100%		

NS – Not Significant.

Bar Chart showing the gender-wise distribution of respondents according to Department

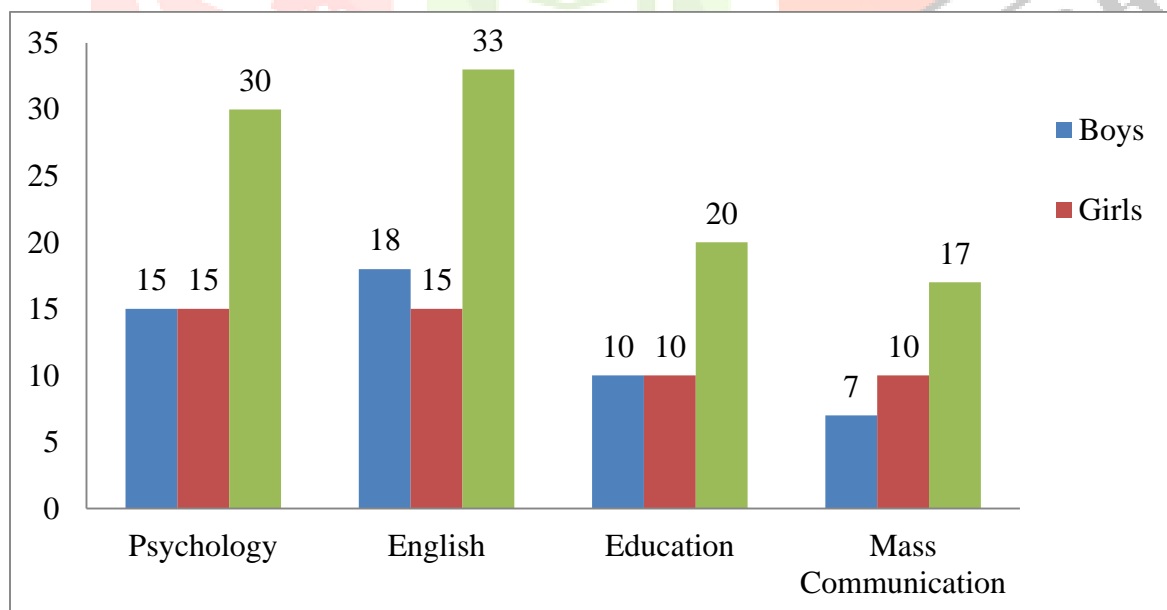


Figure -1

The above table No-1 and the figure -1 shows the department wise distribution of respondents that was found to be statistically uniform ($p = 0.849$) indicating equal representation from all departments.

Table 2: Showing gender wise distribution of respondents

Sex	Frequency	percentage (%)
Male	50	50%
Female	50	50%
Total	100	100%

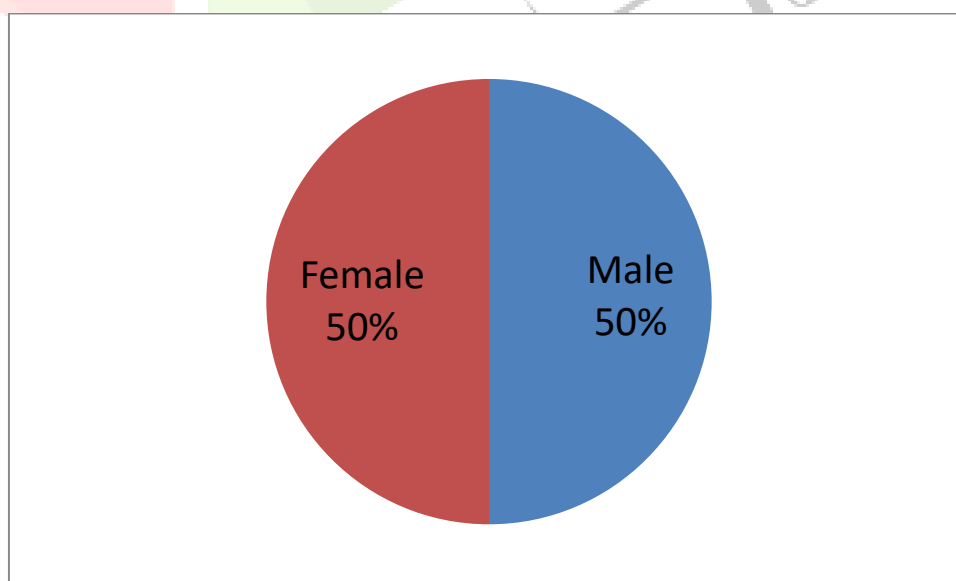
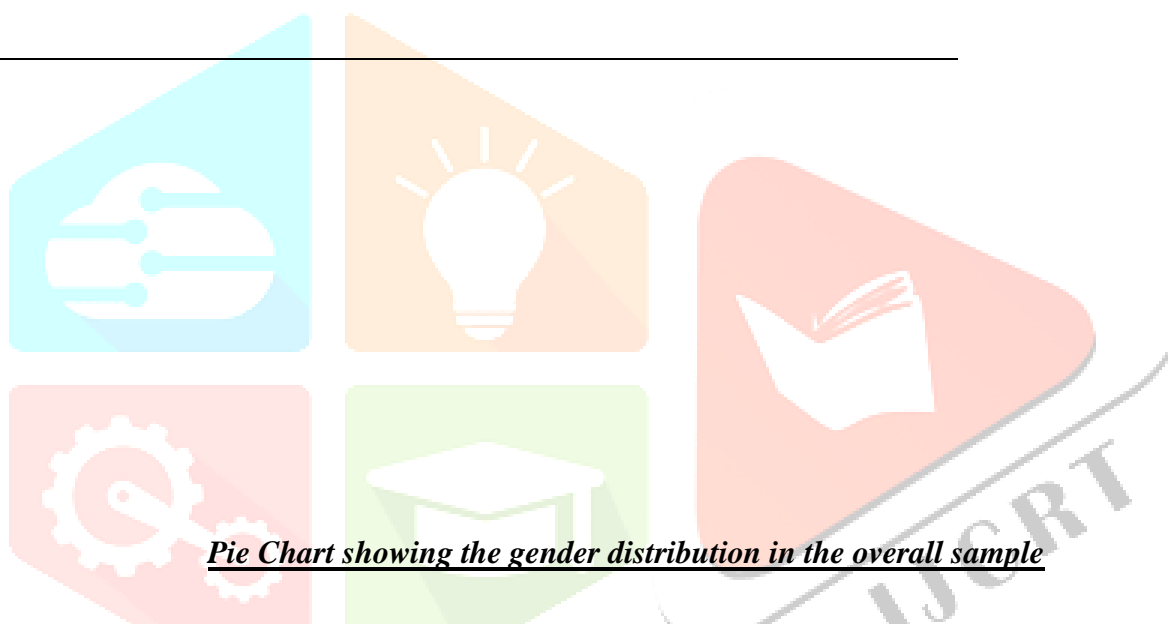


Figure -2

The above table No 2 and the figure 2 shows the gender wise distribution of respondents. It shows that males and females are equally represented in the overall sample.

Section - B

Objective 1: To find out the relationship between the internet use and academic performance of young college students .

Table 3 : Students addictiveness to social network and academic performance

Sl. No	Statement	SA	A	D	SD	TOTAL	Chi Square statistic	P value
1	Addiction to online social networks is a problematic issue that affects my academic life	15	47	31	7	100	37.760	P < 0.001, HS
		15.00%	47.00 %	31.00 %	7.00%	100.00 %		
2	Online social networks distract me from my studies	10	43	39	8	100	41.36	P < 0.001, HS
		10.00%	43.00 %	39.00 %	8.00%	100.00 %		
3	Hours spent online can never be compared to the number of hours I spend reading	29	38	27	6	100	22	P < 0.001, HS
		29.00%	38.00 %	27.00 %	6.00%	100.00 %		
4	There is no improvement in my grades since I became engaged into these social networking sites	6	22	53	19	100	47.60	P < 0.001, HS
		6.00%	22.00 %	53.00 %	19.00 %	100.00 %		
	TOTAL	60	150	150	40	400	102	P < 0.001, HS
	PERCENTAGE	15.00%	37.50 %	37.50 %	10.00 %	100.00 %		

HS – Highly Significant

Bar Chart showing the responses to the statements relating to Students addictiveness to social network and academic performance.

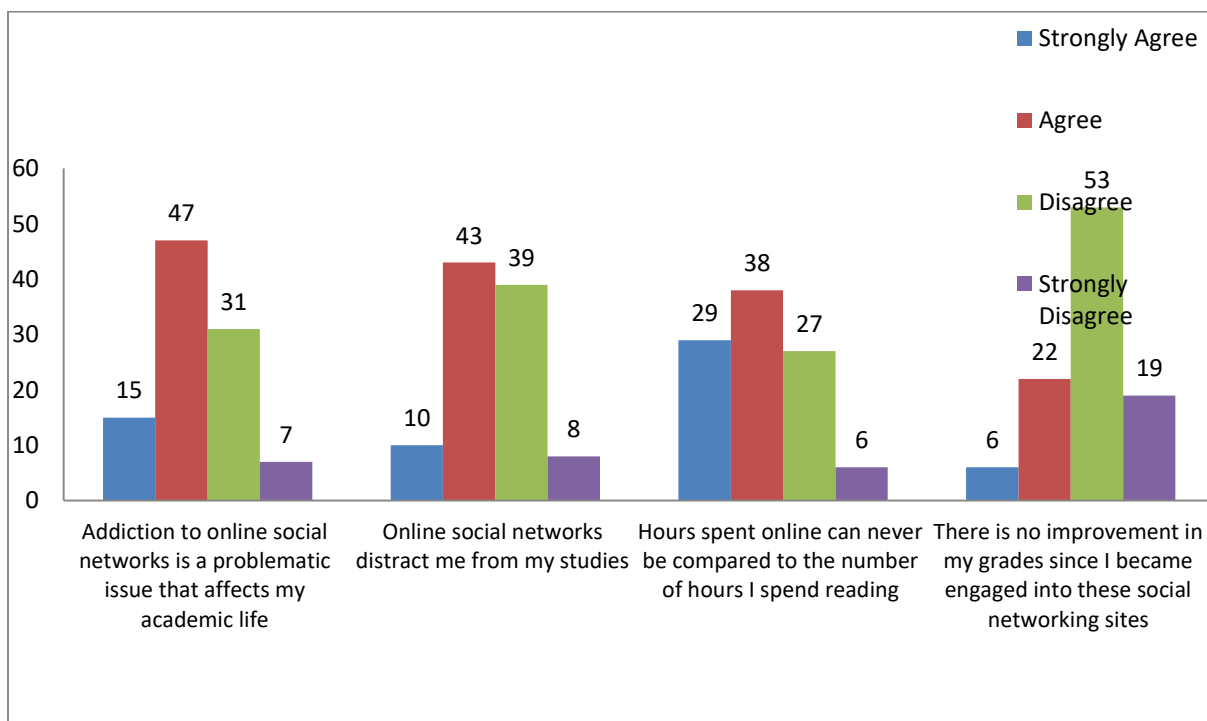


Figure -3

The above table No-3 and the figure -3 shows the distribution of responses to statements relating to **Students addictiveness to social network and academic performance. It was found that 62% are in agreement (47% agree and 15% strongly agree)** that addiction to online social networks is a problematic issue that affects their academic life while 38% are in disagreement with that statement. The difference in the frequencies is found to be highly significant ($P < 0.001$) indicating that majority of the respondents consider social networks as a problematic issue in their academic life.

Again it was found that 53% are in agreement (43% agree and 10% strongly agree) that Online social networks distracts them from their studies while 47% are in disagreement with that statement. The difference in the frequencies is found to be highly significant ($P < 0.001$) indicating that for majority of the respondents social networks distracts them from their studies.

It was seen that 67% are in agreement (29% agree and 38% strongly agree) that Hours spent online can never be compared to the number of hours spent reading while 33% are in disagreement with that statement. The difference in the frequencies is found to be highly significant ($P < 0.001$) indicating that for majority of the respondents hours spent online can never be compared to the number of hours spent reading.

Again it was seen that 72% are in disagreement (53% disagree and 19% strongly disagree) that there is no improvement in their grades since they became engaged into social networking sites while 28% are in agreement with that statement. The difference in the frequencies is found to be highly significant ($P < 0.001$) indicating that for majority of the respondents, engaging with social networking sites has not affected their grades.

Table 4 : Table showing social media network and their academic performance of the students

Sl. No	Statement	SA	A	D	SD	TOTAL	Chi Square statistic	P value
5	I usually have unlimited access to Facebook and this has affected my academic performance negatively	6	10	52	32	100	54.56	P < 0.001, HS
		6.00%	10.00%	52.00%	32.00%	100.00%		
6	I engage in academic discussion on twitter and this has improved my academic performance	5	38	35	22	100	54.90	P < 0.001, HS
		5.00%	38.00%	35.00%	22.00%	100.00%		
7	I make use of whatsapp to disseminate knowledge to my classmate.	25	56	14	5	100	59.28	P < 0.001, HS
		25.00%	56.00%	14.00%	5.00%	100.00%		
8	I solely rely on information gotten from Wikipedia to do my assignments without consulting other sources	12	41	29	18	100	19.60	P < 0.001, HS
		12.00%	41.00%	29.00%	18.00%	100.00%		

TOTAL	48	145	130	77	400	61.58	P < 0.001, HS
PERCENTAGE	12%	36.25%	32.50%	19.25%	100 %		

HS – Highly Significant

Bar Chart showing the responses to the statements relating to - Exposure of students to social media network and their academic performance

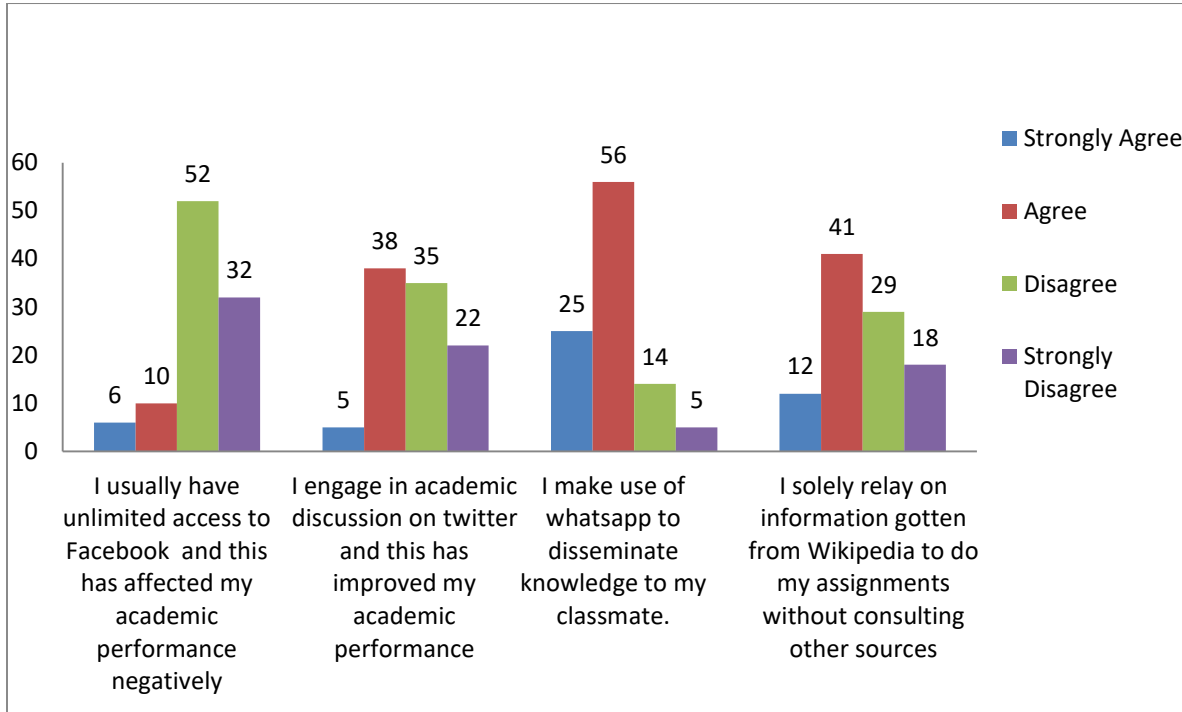


Figure -4

The above table -4 and figure -4 shows the distribution of responses to statements relating to exposure of students to social media network and their academic performance.

It was found that 84% of the respondents are in disagreement (52% disagree and 32% strongly disagree) with the statement ‘I usually have unlimited access to Facebook and this has affected my academic performance negatively’ while 16% are in agreement with that statement. The difference in the frequencies is found to be highly significant (P < 0.001) indicating that for majority of the respondents disagree that accessing Facebook has negatively affected their academic performance.

Again it was found that 57% are in disagreement (35% disagree and 22% strongly disagree) with the statement ‘I engage in academic discussion on twitter and this has improved my academic performance’ while 43% are in agreement with that statement. The difference in the frequencies is found to be highly

significant ($P < 0.001$) indicating that for majority of the respondents social networks distracts them from their studies.

It was seen that 81% are in agreement (25% agree and 56% strongly agree) with the statement 'I make use of whatsapp to disseminate knowledge to my classmate' while 19% are in disagreement with that statement. The difference in the frequencies is found to be highly significant ($P < 0.001$) indicating that for majority of the respondents whatsapp is a means to disseminate knowledge.

Again it was seen that 53% are in agreement (12% agree and 41% strongly agree) with the statement 'I solely rely on information gotten from Wikipedia to do my assignments without consulting other sources' while 47% are in disagreement with that statement. The difference in the frequencies is found to be highly significant ($P < 0.001$) indicating that for majority of the respondents Wikipedia is the sole information source consulted for their assignments.

Table 5: Use of social Media and Students' Academic Performance .

Sl.No	Statement	SA	A	D	SD	TOTAL	Chi Square statistic	P value
9	The use of Wikipedia for research has helped improve my grades	19	50	27	4	100	44.24	$P < 0.001$, HS
		19.00%	50.00%	27.00%	4.00%	100.00%		
10	Engaging in academic forums on yahoo reduces my rate of understanding	4	17	65	14	100	54.90	$P < 0.001$, HS
		4.00%	17.00%	65.00%	14.00%	100.00%		
11	I use materials gotten from blogging sites to complement what I have been taught in class	10	57	28	5	100	89.04	$P < 0.001$, HS
		10.00%	57.00%	28.00%	5.00%	100.00%		
12	I will not perform well in my academics even if I stop using social media	6	22	34	38	100	66.32	$P < 0.001$, HS
		6.00%	22.00%	34.00%	38.00%	100.00%		

	TOTAL	39	146	154	61	400	102.74	P < 0.001, HS
	PERCENTAGE	9.75%	36.50%	38.50%	15.25%	100.00%		

HS – Highly Significant

Bar Chart showing the responses to the statements relating to - Use of social media and students academic performance

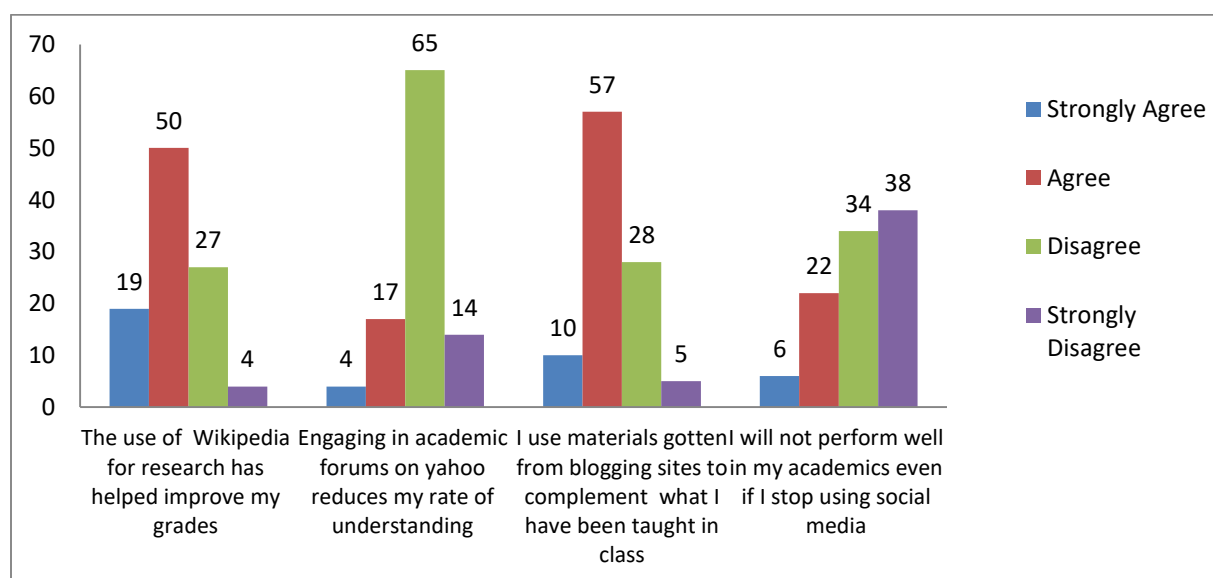


Figure -5

The above table-5 and figure-5 shows the responses to statements relating to Use of social media and students academic performance

It was found that 69% of the respondents are in agreement (50% agree and 19% strongly agree) with the statement ‘The use of Wikipedia for research has helped improve my grades’ while 31% are in disagreement with that statement. The difference in the frequencies is found to be highly significant (P < 0.001) indicating that for majority of the respondents using Wikipedia has improved their grades.

Again it was found that 79% are in disagreement (65% disagree and 14% strongly disagree) with the statement ‘Engaging in academic forums on yahoo reduces my rate of understanding’ while 21% are in agreement with that statement. The difference in the frequencies is found to be highly significant (P < 0.001)

indicating that for majority of the respondents engaging in academic forums on yahoo reduces the rate of understanding.

It was seen that 67% are in agreement (57% agree and 10% strongly agree) with the statement ‘I use materials gotten from blogging sites to complement what I have been taught in class’ while 33% are in disagreement with that statement. The difference in the frequencies is found to be highly significant ($P < 0.001$) indicating that majority of the respondents use materials from blogging sites to complement their classroom learnings.

Again it was seen that 72% are in disagreement (34% disagree and 38% strongly disagree) with the statement ‘I will not perform well in my academics even if I stop using social media’ while 28% are in agreement with that statement. The difference in the frequencies is found to be highly significant ($P < 0.001$) indicating that majority of the respondents disagree that even if they stop using social media, they will not be able to perform well in academics.

Table -6 ,Summary statistics of Social Media And Academic performance Of students (SMAAPOS)

Factors	Statement	IN AGREEMENT	IN DISAGREEMENT	P value
Students addictiveness to social network and academic performance.	Addiction to online social networks is a problematic issue that affects my academic life	62%	38%	$P < 0.001$, HS
	Online social networks distract me from my studies	53%	47%	$P < 0.001$, HS
	Hours spent online can never be compared to the number of hours I spend reading	67%	33%	$P < 0.001$, HS
	There is no improvement in my grades since I became engaged into these social networking sites	28%	72%	$P < 0.001$, HS

Exposure of students to social media network and their academic performance.	I usually have unlimited access to Facebook and this has affected my academic performance negatively	16%	84%	P < 0.001, HS
	I engage in academic discussion on twitter and this has improved my academic performance	43%	57%	P < 0.001, HS
	I make use of Whatsapp to disseminate knowledge to my classmate.	81%	19%	P < 0.001, HS
	I solely rely on information gotten from Wikipedia to do my assignments without consulting other sources	53%	47%	P < 0.001, HS
Use of social Media and Students' Academic Performance	The use of Wikipedia for research has helped improve my grades	69%	31%	P < 0.001, HS
	Engaging in academic forums on yahoo reduces my rate of understanding	21%	79%	P < 0.001, HS
	I use materials gotten from blogging sites to complement what I have been taught in class	67%	33%	P < 0.001, HS
	I will not perform well in my academics even if I stop using social media	28%	72%	P < 0.001, HS

In the above statistics, it is observed that a significant majority is adversely affected by internet usage on four aspects :

- Addiction to online social networks affects academic life (62% agree, p < 0.001)
- Online Social networks distract from studies (53% agree, p < 0.001)
- Academic discussion on twitter has improved performance (57% disagree, p < 0.001)
- Sole reliance on Wikipedia for preparing assignments (53% agree, p < 0.001)

However, with respect to the other 8 SMAAPOS aspects relating to academic performance, a significant majority of the respondents are observed to be positively affected by their internet usage.

From the above statistics, it may be concluded that internet usage does have a significant effect on academic performance of the students.

Thus, the above statement resumes that the null hypothesis that internet usage has no association with academic performance of young students is not accepted .(Hypothesis 1)

Objective 2: To find out the relationship between the internet use and psycho-social risk of young college students.

The Psychosocial risk has been assessed using the Problematic and Risky Internet Use Screening Scale (PRIUSS). The PRIUSS has 18 items and three subscales: (1) Social Impairment (items 1-6), which assesses the impact of internet use on both offline and online social interactions; (2) Emotional Impairment (items 7-11), which assesses degree of emotional attachment to Internet use, and (3) Risky/Impulsive Internet Use (items 12-18), which assess salient problematic behaviors regarding Internet use. Higher the score, higher is the impairment or risk. A cut-off of 25 for the overall scale score is proposed for identifying those at risk for Problematic Internet Use.

Table -7 PRIUSS overall score

	N	Minimum	Maximum	Mean
PRIUSS OVERALL SCORE	100	5.00	56.00	27.46

The mean PRIUSS score of the overall sample is found to be 27.46 with lowest score of 5 and highest score of 56. **This indicates that overall all respondents are under risk of Problematic Internet Use.**

Association between Social Media And Academic performance Of students (SMAAPOS) and Psychosocial Risk

The respondents have been categorized into two categories – those who are in agreement with the SMAAPOS statements and those who are in disagreement. The mean scores have been compared using Independent Samples T test.

Table - 8 Association between Social Media And Academic performance Of students (SMAAPOS) and Psychosocial Risk

Statement	Response	SOCIAL IMPAIRMENT		EMOTIONAL IMPAIRMENT		RISKY USE		PRIUSS OVERALL	
		MEAN SCORE	P Value	MEAN SCORE	P Value	MEAN SCORE	P Value	MEAN SCORE	P Value
Addiction to online social networks is a problematic issue that affects my academic life	62% agree	7.26	0.88 NS	9.54	0.20 1NS	9.39	0.21 1NS	25.82	0.26 7NS
	38% disagree	6.89		10.62		11.81		29.69	
Online social networks distract me from my studies	53% agree	5.21	0.02 9S*	8.96	0.30 9NS	8.97	0.20 7NS	23.15	0.05 5NS
	47% disagree	8.26		10.52		11.9		30.68	
Hours spent online can never be compared to the number of hours I spend reading	67% agree	6.18	0.45 9NS	9.06	0.32 7NS	10.52	0.81 7NS	25.75	0.35 6NS
	33% disagree	7.55		10.25		10.77		28.57	
There is no improvement in my grades since I became	28% agree	6.54	0.02 6S*	9.67	0.06 6NS	9.71	0.23 3NS	25.92	0.05 2NS

engaged into these social networking sites	72% disagree	9.58		11.87		11.77		33.22	
I usually have unlimited access to Facebook and this has affected my academic performance negatively	16% agree	6.46	0.02 2S*	9.4	0.25 1NS	10.02	0.13 6NS	25.89	0.02 7S*
	84% disagree	9.73		11.2		12.12		33.05	
I engage in academic discussion on twitter and this has improved my academic performance	43% agree	6.87	0.77 6NS	10.15	0.11 6NS	11.43	0.17 1NS	28.46	0.63 0NS
	57% disagree	7.07		10.62		8.67		26.36	
I make use of whatsapp to disseminate knowledge to my classmate.	81% agree	8.3	0.63 8 NS	10.76	0.09 9 NS	10.41	0.89 2 NS	29.47	0.51 3 NS
	19% disagree	6.97		9.96		10.51		27.44	
I solely rely on information from Wikipedia to do my assignments without consulting other sources	53% agree	5.33	0.00 1S*	7.9	0.00 1S*	9.76	0.35 9NS	22.9	0.00 1S*
	47% disagree	8.21		11.8		11.76		31.77	
The use of Wikipedia for research has helped improve my grades	69% agree	4.51	0.09 NS	9.01	0.06 8NS	10.04	0.79 4NS	23.56	0.17 7NS
	31% disagree	7.67		10.75		11.04		29.47	
Engaging in academic forums on yahoo reduces my rate of understanding	21% agree	7.43	0.59 9NS	9.41	0.50 1NS	11.67	0.27 4NS	28.51	0.74 3NS
	79% disagree	7.82		11.05		9.49		28.37	
I use materials gotten from blogging sites to complement what I have been taught in class	67% agree	5.66	0.41 4NS	8.8	0.71 7NS	12.71	0.28 6NS	27.18	0.88 6NS
	33% disagree	7.73		10.29		10.25		28.26	
I will not perform well in my academics even if I stop using social media	28% agree	6.79	0.46 7NS	8.94	0.01 3S*	10.77	0.58 3NS	26.5	0.45 2NS
	72% disagree	8.44		11.67		10.77		30.88	

NS – Not significant

S – Significant

Respondents who agree that addiction to online social network affects their academic life have a Social Impairment mean score of 7.26 compared to that of those who disagree 6.89 (p=0.88). Respondents who disagree have a higher Emotional Impairment mean score (10.62, p=0.201), a higher Risky Use score (11.81, p= 0.211) and higher overall PRIUSS score (29.69, p=0.267). Further, both respondent groups have

mean PRIUSS score higher than the cut off score 25 in the PRIUSS scale indicating the risk of Problematic Internet Use.

Respondents who disagree that online social networks distracts them from their studies have a significantly higher Social Impairment mean score of 8.26 compared to that of those who agree 5.21 ($p = 0.029$, S). Respondents who disagree also have an Emotional Impairment mean score of 10.52 ($p=0.309$), Risky Use score of 11.9 ($p=0.207$) and overall PRIUSS score of 30.68 ($p=0.055$). Further, the disagreeing respondents have mean PRIUSS score higher than the cut off score 25 in the PRIUSS scale indicating the risk of Problematic Internet Use.

Respondents who disagree that hours spent online can never be compared to the hours spent on reading have a Social Impairment mean score of 7.55 compared to that of those who agree 6.18 ($p= 0.459$). Respondents who disagree also have an Emotional Impairment mean score of 10.25 ($p = 0.327$), a Risky Use score of 10.77 ($p=0.233$) and overall PRIUSS score of 28.57 ($p=0.356$). Further, both respondent groups have mean PRIUSS score higher than the cut off score 25 in the PRIUSS scale indicating the risk of Problematic Internet Use.

Respondents who disagree that there has been no improvement in grades from engaging in social networks sites have a significantly higher Social Impairment mean score of 9.58 compared to that those who agree 6.54 ($p = 0.026$, S). Respondents who disagree also have an Emotional Impairment mean score of 11.87 ($p=0.066$), a Risky Use score of 11.77 ($p=0.233$) and overall PRIUSS score of 33.22 ($p=0.052$). Further, both respondent groups have mean PRIUSS scores higher than the cut off score 25 in the PRIUSS scale indicating the risk of Problematic Internet Use.

Respondents who disagree that unlimited access to Facebook has affected their academic performance negatively have a significantly higher Social Impairment mean score of 9.73 compared to that of those who agree 6.46 ($p = 0.022$, S). Respondents who disagree have an Emotional Impairment mean score of 11.2 ($p=0.251$), a Risky Use mean score of 12.12 ($p=0.136$) and overall PRIUSS mean score of 33.05, PRIUSS score being significantly higher ($p = 0.027$, S). Further, both respondent groups have mean

PRIUSS scores higher than the cut off score 25 in the PRIUSS scale indicating the risk of Problematic Internet Use.

Respondents who disagree that engaging in academic discussion on twitter has improved academic performance have a Social Impairment mean score of 7.07 compared to those who agree 6.87. Respondents who disagree also have an Emotional Impairment mean score of 10.62

($p=0.116$), a Risky Use mean score of 8.67 ($p=0.171$) and overall PRIUSS mean score of 26.36 ($p=0.630$). Further, both respondent groups have mean PRIUSS score higher than the cut off score 25 in the PRIUSS scale indicating the risk of Problematic Internet Use.

Respondents who agree that they make use of whatsapp to disseminate knowledge have a Social Impairment mean score of 8.3 compared to that of those who disagree 6.97 ($p=0.638$). Respondents who agree have an Emotional Impairment mean score of 10.76 ($p=0.099$), a Risky Use mean score of 10.14 ($p=0.892$) and overall PRIUSS mean score of 29.47 ($p=0.513$). Further, both respondent groups have mean PRIUSS scores higher than the cut off score 25 in the PRIUSS scale indicating the risk of Problematic Internet Use.

Respondents who agree that unlimited access to Facebook has affected their academic performance negatively have a significantly higher Social Impairment mean score of 9.73 compared to that of those who agree 6.46 ($p=0.022$, S). Respondents who disagree have an Emotional Impairment mean score of 11.2 ($p=0.251$), a Risky Use mean score of 12.12 ($p=0.136$) and overall PRIUSS mean score of 33.05, PRIUSS score being significantly higher ($p=0.027$, S). Further, both respondent groups have mean PRIUSS scores higher than the cut off score 25 in the PRIUSS scale indicating the risk of Problematic Internet Use.

Respondents who disagree that they solely rely on information from Wikipedia to do assignments without consulting other sources have a significantly higher Social Impairment mean score of 8.21 compared to those who agree 5.33 ($p=0.001$, S). Respondents who disagree also have a significantly higher Emotional Impairment mean score of 11.8 compared to those who agree ($p=0.001$, S), and a significantly higher overall

PRIUSS mean score of 31.77 compared to those who agree ($p = 0.001$, S). The Risky Use mean score is 11.76 ($p = 0.359$). Further, both respondent groups have mean PRIUSS score higher than the cut off score 25 in the PRIUSS scale indicating the risk of Problematic Internet Use.

Respondents who disagree that use of Wikipedia for research has helped improve grades have a Social Impairment mean score of 7.67 compared to that of those who agree 4.51 ($p = 0.09$). Respondents who disagree have an Emotional Impairment mean score of 10.75 ($p = 0.068$), a Risky Use mean score of 11.04 ($p = 0.794$) and overall PRIUSS mean score of 29.47 ($p = 0.177$). Further, the respondents who disagree have mean PRIUSS scores higher than the cut off score 25 in the PRIUSS scale indicating the risk of Problematic Internet Use. The mean score of the respondents who agree is found to be lower than the cut off score 25.

Respondents who disagree that engaging in academic forums on yahoo reduces their rate of understanding have a Social Impairment mean score of 7.82 compared to that of those who agree 7.43 ($p = 0.599$). Respondents who disagree have an Emotional Impairment mean score of 11.05 ($p = 0.501$), a Risky Use mean score of 9.49 ($p = 0.274$) and overall PRIUSS mean score of 28.31 ($p = 0.743$). Further, the respondents who disagree have mean PRIUSS scores higher than the cut off score 25 in the PRIUSS scale indicating the risk of Problematic Internet Use. The mean score of the respondents who agree is found to be lower than the cut off score 25.

Respondents who agree that they use materials gotten from blogging sites to complement what they have been taught in class, have a Social Impairment mean score of 7.73 compared to that of those who agree 5.66 ($p = 0.414$). Respondents who agree have an Emotional Impairment mean score of 10.29 ($p = 0.717$), a Risky Use mean score of 10.25 ($p = 0.286$) and overall PRIUSS mean score of 28.26 ($p = 0.886$). Further, the respondents who disagree have mean PRIUSS scores higher than the cut off score 25 in the PRIUSS scale indicating the risk of Problematic Internet Use. The mean score of the respondents who agree is found to be lower than the cut off score 25.

Respondents who disagree that they will not perform well in my academics even if I stop using social media have a Social Impairment mean score of 8.44 compared to those who agree 6.79 ($p = 0.467$).

Respondents who disagree also have a significantly higher Emotional Impairment mean score of 11.67 compared to those who agree 8.94 ($p=0.013$, S), and a PRIUSS mean score of 30.88 compared to those who agree 26.5 ($p=0.452$). The Risky Use mean score is 10.77 ($p=0.583$). Further, both respondent groups have mean PRIUSS score higher than the cut off score 25 in the PRIUSS scale indicating the risk of Problematic Internet Use.

In the above statistics, the following observations are of significance to the study:

- Respondents who disagree that online social networks distract them from studies have scored significantly higher in terms of Social Impairment.
- Respondents who disagree that no improvements in their grades have happened since they became engaged into these social networking sites have scored significantly higher in terms of Social Impairment.
- Respondents who disagree that unlimited access to Facebook has affected academic performance negatively have scored significantly higher in terms of Social Impairment and also in terms of their overall PRIUSS score.
- Respondents who disagree that they solely rely on information from Wikipedia to do assignments without consulting other source have scored significantly higher in terms of Social Impairment, in terms of Emotional Impairment and also in terms of their overall PRIUSS score.
- Respondents who disagree that they will not perform well in academics even if they stopped using social media have scored significantly higher in terms of Emotional Impairment.

However, with respect to the remaining aspects of SMAAPOS, the associations between internet usage and psychosocial risk are found to be not significant.

Thus, the null hypothesis that internet usage is not associated with psychosocial risk is accepted.(

Hypothesis -2)

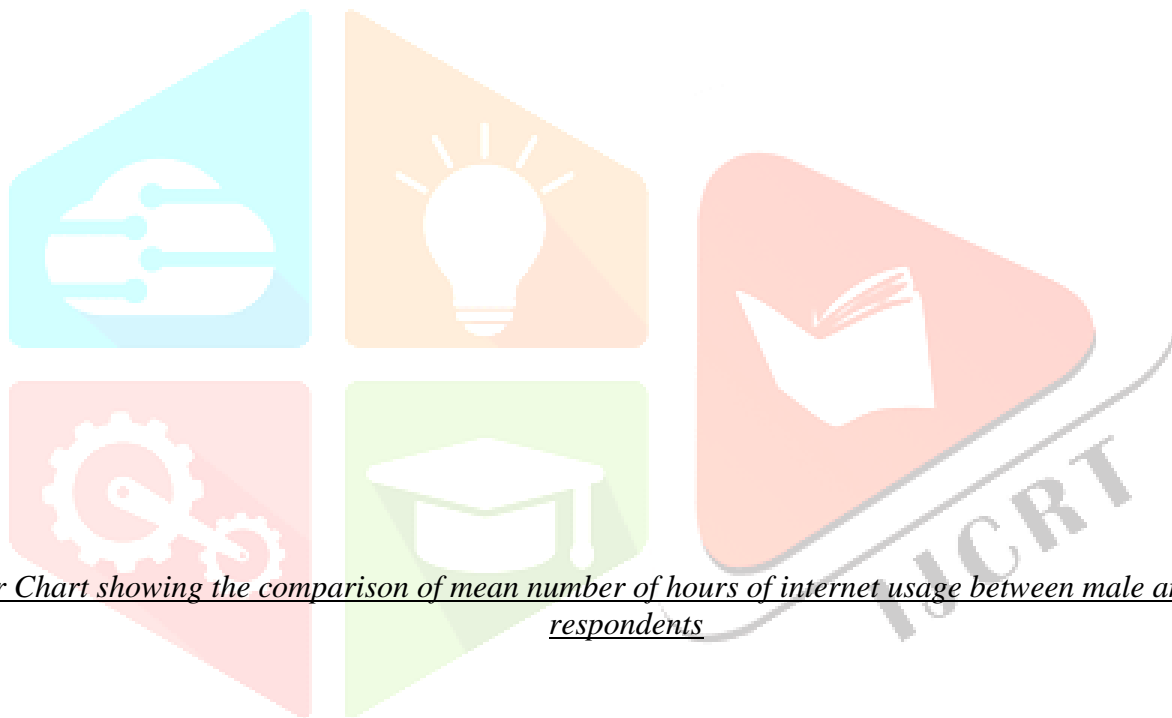
Objective 3: To find out the differences between young college boys and girls using internet.

A) Comparison of hours of internet use of male and female respondents

Table -9

		N	Mean (hours)	Std. Deviation (hours)	T test statistic	P value
HOURS OF INTERNET USE	Male	50	5.04	2.11	1.608	0.111, NS
	Female	50	5.76	2.36		

NS – Not Significant



Bar Chart showing the comparison of mean number of hours of internet usage between male and female respondents

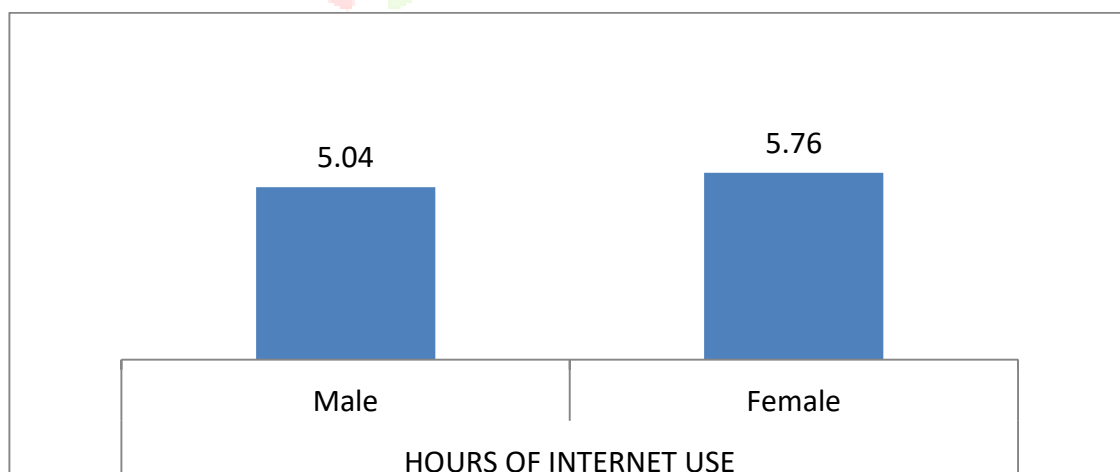


Figure -6

In the above statistics, it is observed that the mean hours of internet usage of females is 5.76 hours and males is 5.04 hours. The difference in the two mean values is statistically not significant ($p = 0.111$) indicating that there is no difference between males and females with respect to hours of internet usage.

B) Association between gender and purpose of using internet.

Table -10

		PURPOSE OF USING INTERNET			Total	Chi square value	P value
		Entertainment	Information	Both			
GENDER	Male	11 (22%)	8 (16%)	31 (62%)	50	5.132	0.077, NS
	Female	6 (12%)	3 (6%)	41 (82%)	50		
Total		17	11	72	100		

NS – Not Significant.

Bar chart showing the distribution of the purpose of using internet by male and female respondents

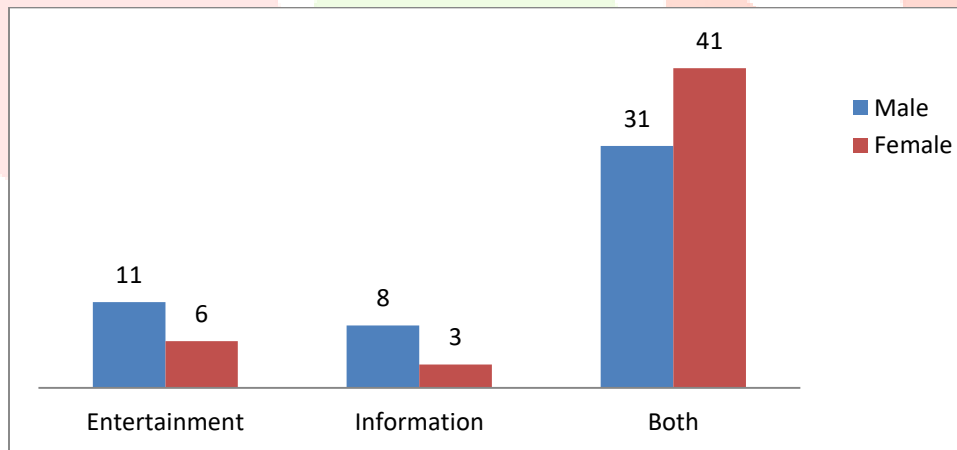


Figure -7

There is no difference in the purpose of using internet amongst male and female respondents. Both males and females use internet equally for both entertainment and information ($p = 0.077$)

A) Comparison of Psychosocial Risk Parameter scores of male and female respondents

Table -11

PSYCHOSOCIAL RISK PARAMETERS	GENDER	N	Mean	T test statistic	P value
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Social Impairment scores	Male	50	7.52	0.953	0.343, NS
	Female	50	6.72		
Emotional Impairment scores	Male	50	9.82	0.180	0.858, NS
	Female	50	9.66		
Risky Impulsive Use scores	Male	50	11.16	1.060	0.290, NS
	Female	50	10.04		
PRIUSS total scores	Male	50	28.50	0.980	0.208, NS
	Female	50	26.42		

NS – Not Significant

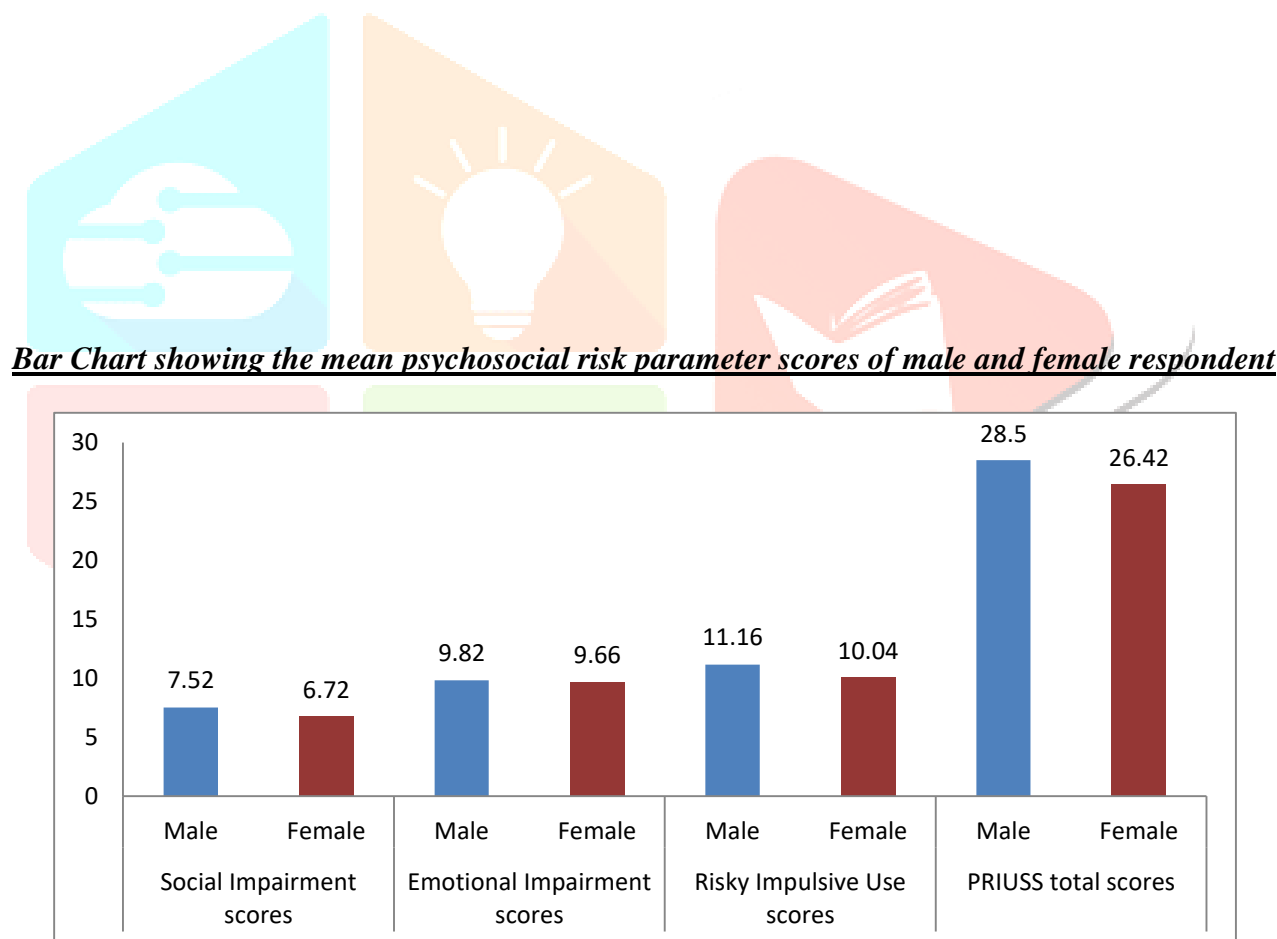


Figure-8

In terms of psychosocial risk, there is no difference between male and female respondents with respect to social impairment ($p = 0.343$), emotional impairment ($p = 0.858$), risky impulsive use ($p = 0.290$) and overall PRIUSS score ($p = 0.208$). The mean PRIUSS score of both males and females is higher than the cut off score of 25 indicating both groups have the risk of Problematic Internet Use.

B) Comparison of SMAAPOS of male and female respondents:

Table -12

STUDENTS ADDICTIVENESS TO SOCIAL NETWORK AND ACADEMIC PERFORMANCE								
	Addiction to online social networks is a problematic issue that affects my academic life.		Online social networks distract me from my studies.		Hours spent online can never be compared to the number of hours I spend reading.		There is no improvement in my grades since I became engaged into these social networking sites.	
	Male	Female	Male	Female	Male	Female	Male	Female
Strongly Disagree	4	3	6	2	6	0	8	11
	8.0%	6.0%	12.0%	4.0%	12.0%	0.0%	16.0%	22.0%
Disagree	12	19	18	21	11	16	25	28
	24.0%	38.0%	36.0%	42.0%	22.0%	32.0%	50.0%	56.0%
Agree	26	21	20	23	19	19	12	10
	52.0%	42.0%	40.0%	46.0%	38.0%	38.0%	24.0%	20.0%
Strongly Agree	8	7	6	4	14	15	5	1
	16.0%	14.0%	12.0%	8.0%	28.0%	30.0%	10.0%	2.0%
Chi Square statistic	2.322		2.84		6.96		3.492	
P Value	0.508, NS		0.417, NS		0.073, NS		0.322, NS	

Bar Chart showing the gender wise responses to the statements relating to - Students addictiveness to social network and academic performance

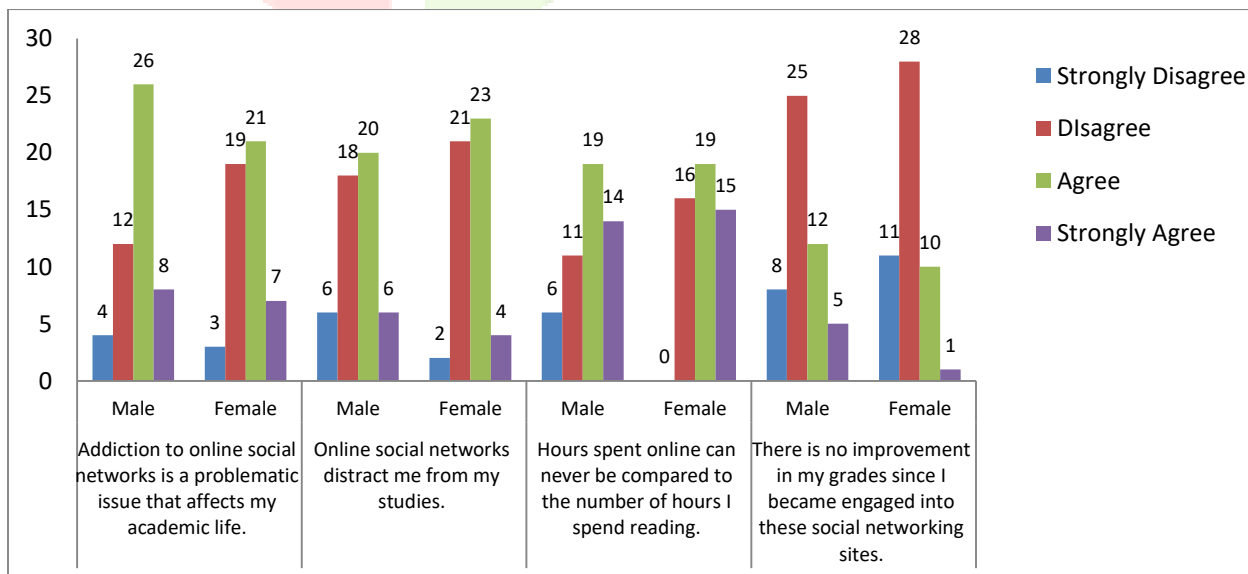


Figure -9

There is no statistically significant association between student's addictiveness to social network and gender.

Table -13 Exposure of students to social media network and their academic performance

EXPOSURE OF STUDENTS TO SOCIAL MEDIA NETWORK AND THEIR ACADEMIC PERFORMANCE								
	I usually have unlimited access to Facebook and this has affected my academic performance negatively.		I engage in academic discussions on twitter and this has improved my academic performance.		I make use of whatsapp to disseminate knowledge to my class mate.		I Solely rely on information gotten from Wikipedia to do my assignments without consulting other sources.	
	Male	Female	Male	Female	Male	Female	Male	Female
Strongly Disagree	14	18	10	12	4	1	11	7
	28.0%	36.0%	20.0%	24.0%	8.0%	2.0%	22.0%	14.0%
Disagree	26	26	19	16	6	8	12	17
	52.0%	52.0%	38.0%	32.0%	12.0%	16.0%	24.0%	34.0%
Agree	6	4	19	19	26	30	22	19
	12.0%	8.0%	38.0%	38.0%	52.0%	60.0%	44.0%	38.0%
Strongly Agree	4	2	2	3	14	11	5	7
	8.0%	4.0%	4.0%	6.0%	28.0%	22.0%	10.0%	14.0%
Chi Square statistic	1.567		0.639		2.731		2.304	
P Value	0.667, NS		0.887, NS		0.435, NS		0.512, NS	

Bar Chart showing the gender wise responses to the statements relating to - Exposure of students to social media network and their academic performance

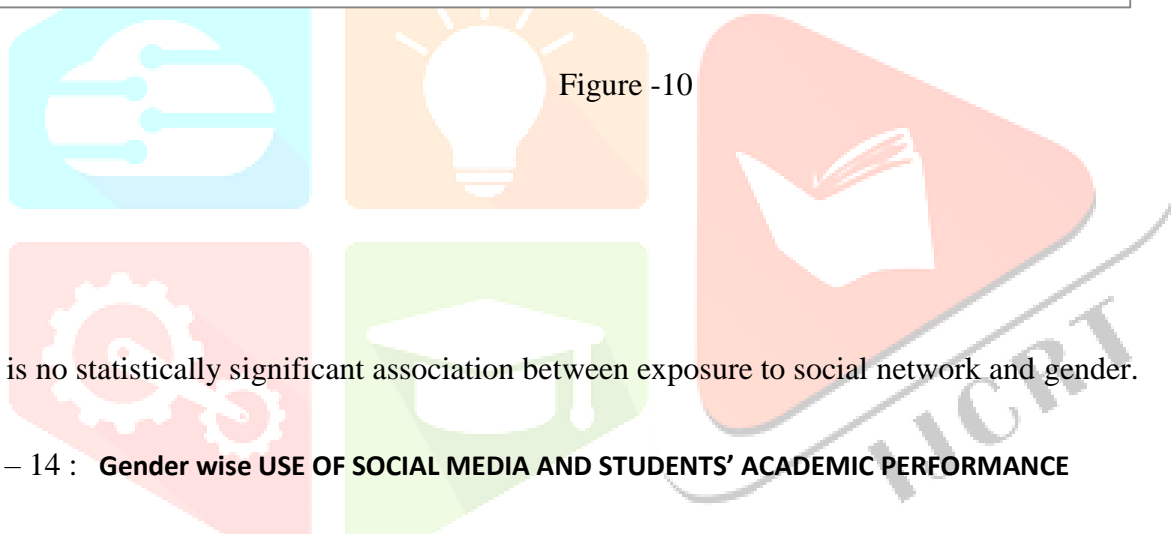
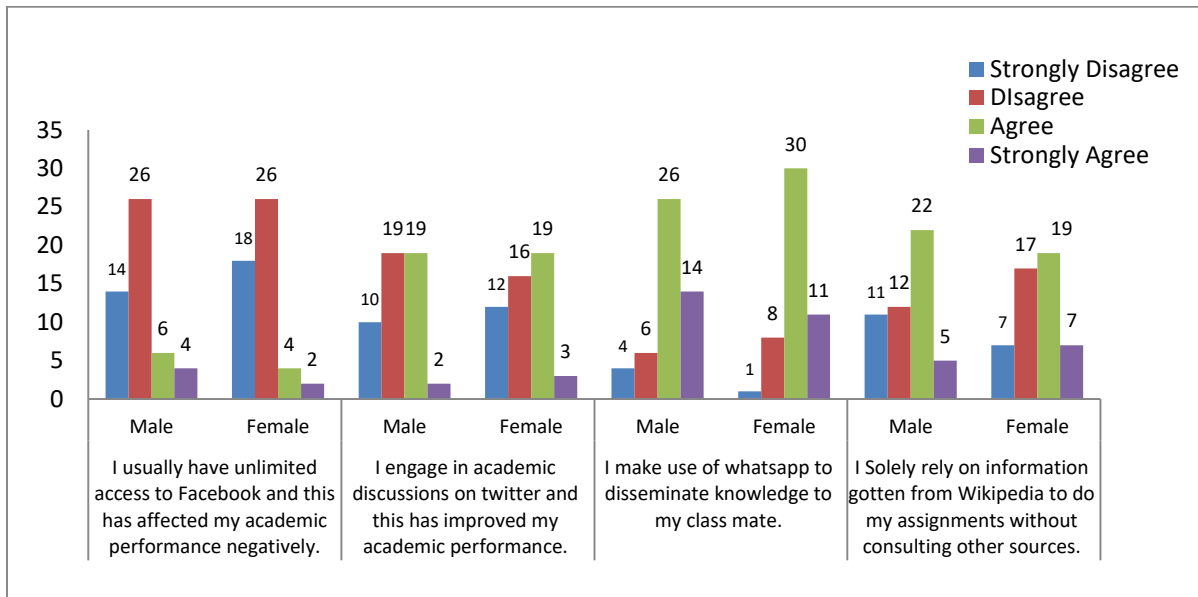


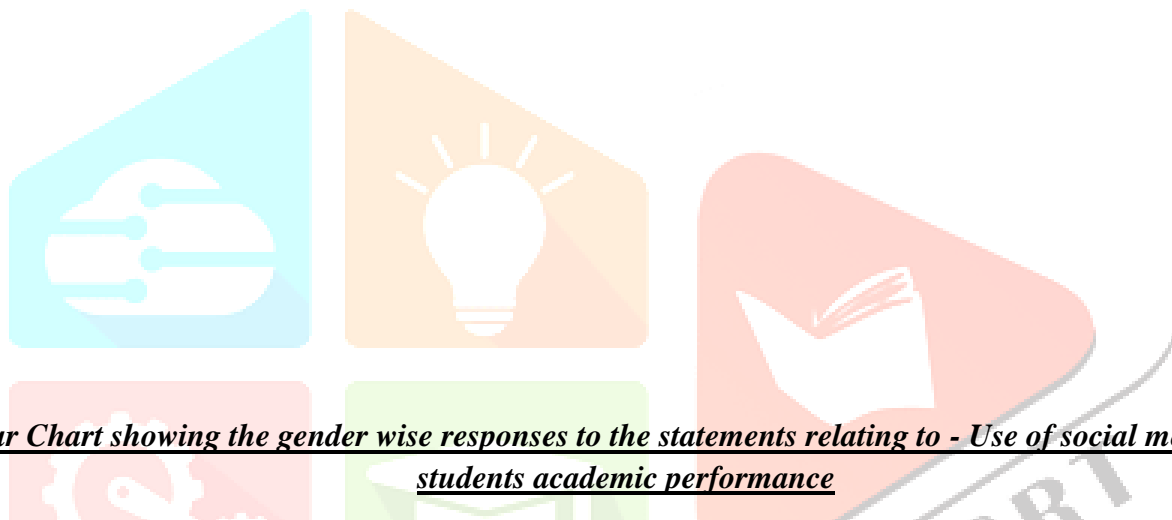
Figure -10

There is no statistically significant association between exposure to social network and gender.

Table – 14 : Gender wise USE OF SOCIAL MEDIA AND STUDENTS’ ACADEMIC PERFORMANCE

USE OF SOCIAL MEDIA AND STUDENTS’ ACADEMIC PERFORMANCE								
	The usage of Wikipedia for research has helped improve my grades		Engaging in academic forums on yahoo reduces my rate of understanding.		I use materials gotten from blogging sites to complement what I have been taught in class.		I will not perform well in my academics even if I stop using social media.	
	Male	Female	Male	Female	Male	Female	Male	Female
Strongly Disagree	1	3	9	5	2	3	22	16
	2.0%	6.0%	18.0%	10.0%	4.0%	6.0%	44.0%	32.0%
Disagree	9	18	29	36	13	15	14	20
	18.0%	36.0%	58.0%	72.0%	26.0%	30.0%	28.0%	40.0%

Agree	26	24	10	7	28	29	9	13
	52.0%	48.0%	20.0%	14.0%	56.0%	58.0%	18.0%	26.0%
Strongly Agree	14	5	2	2	7	3	5	1
	28.0%	10.0%	4.0%	4.0%	14.0%	6.0%	10.0%	2.0%
Chi Square statistic	8.343		2.426		1.96		5.4	
P Value	0.039, NS		0.489, NS		0.581, NS		0.145, NS	



Bar Chart showing the gender wise responses to the statements relating to - Use of social media and students academic performance

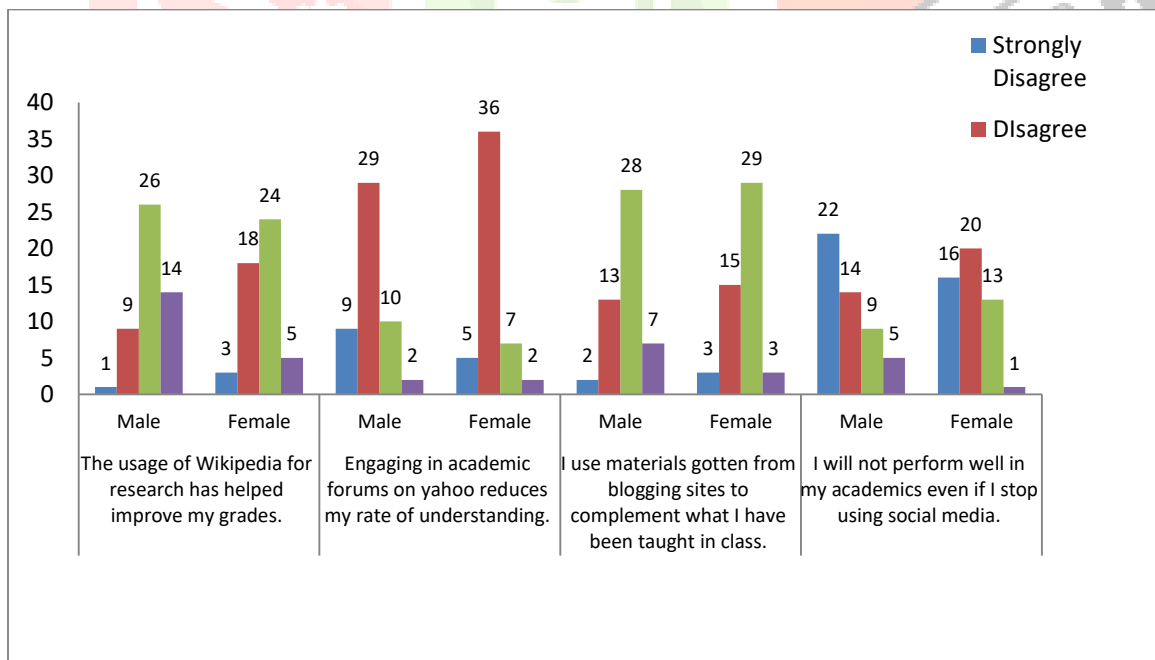


Figure -11

There is no statistically significant association between the gender and use of social media and student's academic performance

Table -15 GENDER USAGE OF SOCIAL MEDIA

GENDER USAGE OF SOCIAL MEDIA								
	Male and female students use social media networks differently in different frequencies.		Female students use social networking sites more to explicitly foster social connections.		Gender determines the level of social media network usage.		Males are more effective at using social networking sites for nonacademic purposes.	
	Male	Female	Male	Female	Male	Female	Male	Female
Strongly Disagree	0	3	4	4	14	15	8	2
	0.0%	6.0%	8.0%	8.0%	28.0%	30.0%	16.0%	4.0%
Disagree	2	3	10	24	17	24	16	20
	4.0%	6.0%	20.0%	48.0%	34.0%	48.0%	32.0%	40.0%
Agree	16	14	20	19	15	9	18	23
	32.0%	28.0%	40.0%	38.0%	30.0%	18.0%	36.0%	46.0%
Strongly Agree	32	30	16	3	4	2	8	5
	64.0%	60.0%	32.0%	6.0%	8.0%	4.0%	16.0%	10.0%
Chi Square statistic	3.398		14.685		3.396		5.347	
P Value	0.334, NS		0.002, S		0.334, NS		0.148, NS	

Bar Chart showing the gender wise responses to the statements relating to - Gender usage of social media

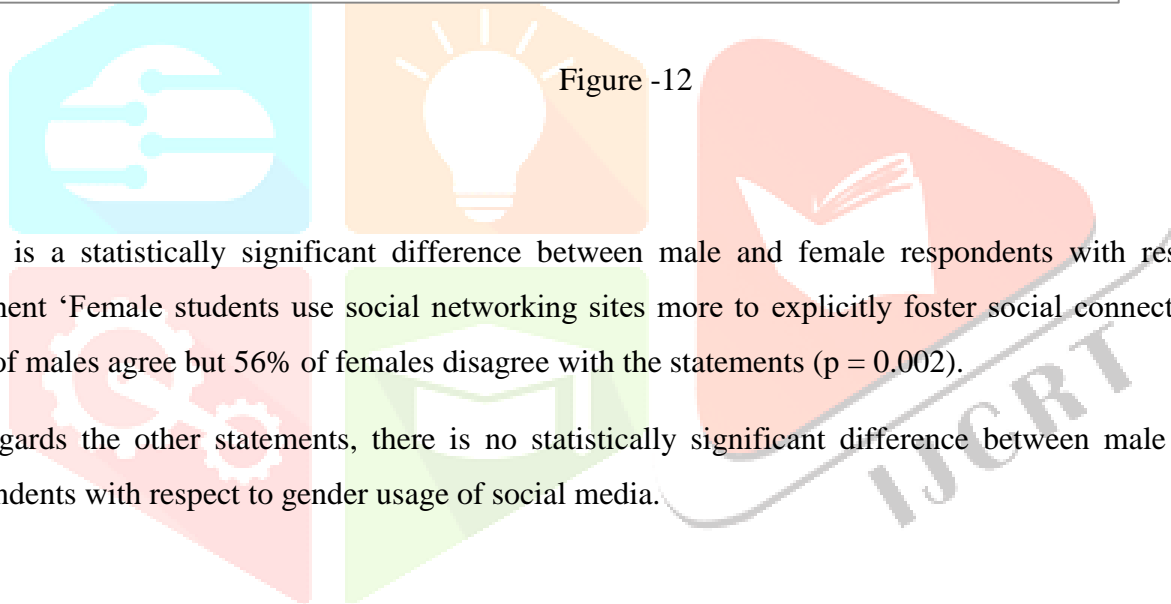
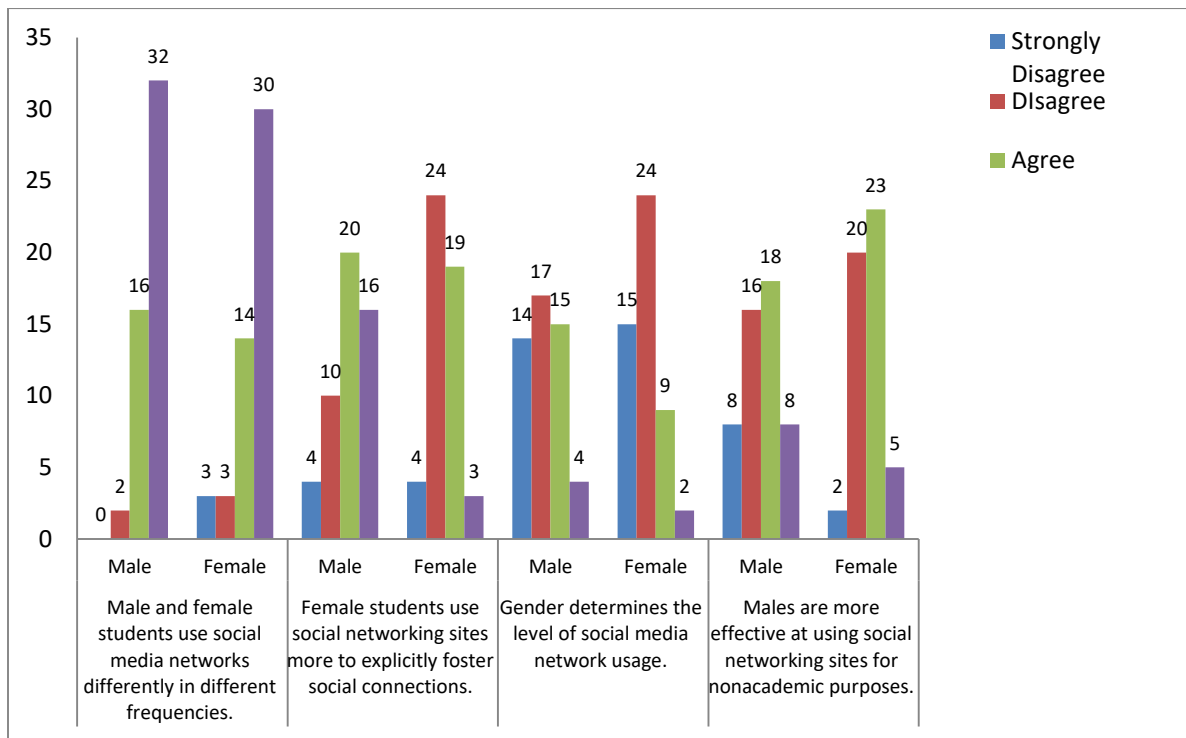


Figure -12

There is a statistically significant difference between male and female respondents with respect to the statement ‘Female students use social networking sites more to explicitly foster social connections’ where 72% of males agree but 56% of females disagree with the statements ($p = 0.002$).

As regards the other statements, there is no statistically significant difference between male and female respondents with respect to gender usage of social media.

Table -16 Age Usage of Social Media

AGE USAGE OF SOCIAL MEDIA								
	Age has impact on the use of social media.		Social media become boring as I grow older.		Social media is not relevant to people of older generation.		The younger generation are the most active users of social media.	
	Male	Female	Male	Female	Male	Female	Male	Female
Strongly Disagree	4	0	9	4	10	14	4	1
	8.0%	0.0%	18.0%	8.0%	20.0%	28.0%	8.0%	2.0%

Disagree	6	7	13	13	18	18	1	0
	12.0%	14.0%	26.0%	26.0%	36.0%	36.0%	2.0%	0.0%
Agree	26	35	17	21	16	12	12	17
	52.0%	70.0%	34.0%	42.0%	32.0%	24.0%	24.0%	34.0%
Strongly Agree	14	8	11	12	6	6	33	32
	28.0%	16.0%	22.0%	24.0%	12.0%	12.0%	66.0%	64.0%
Chi Square statistic	7.041		2.388		1.238		3.677	
P Value	0.071, NS		0.496, NS		0.744, NS		0.298, NS	



Bar Chart showing the gender wise responses to the statements relating to - Age usage of social media

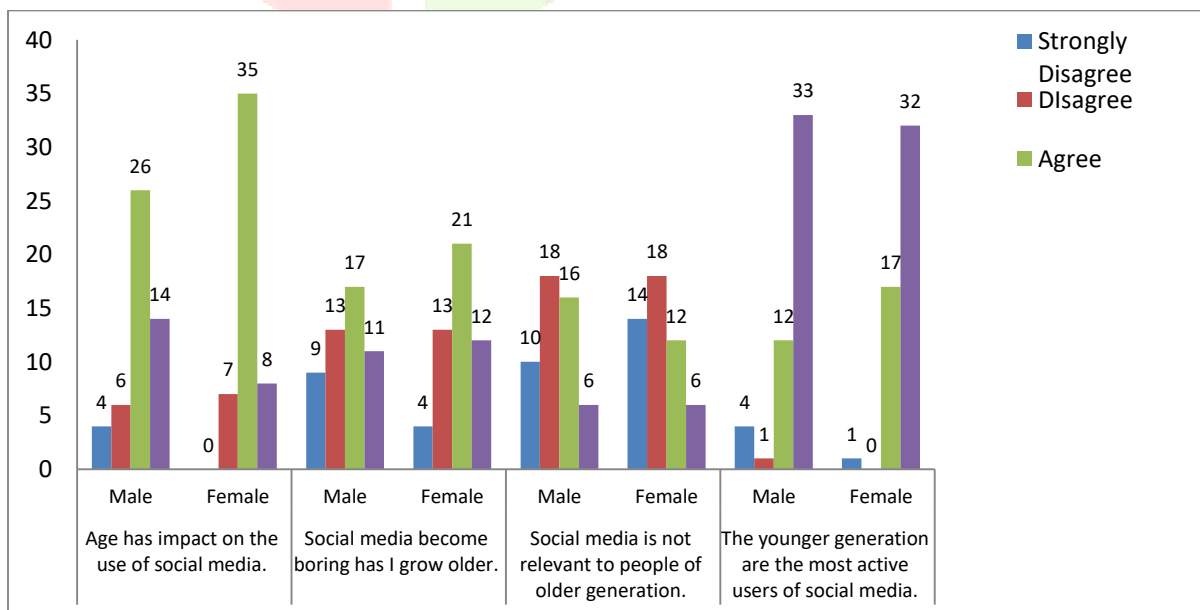


Figure -13

There is no statistically significant association between Age usage of Social Media and gender.

From the above statistics, it may be observed that significant between male and female students is found only on one aspect – ‘Female students use social networking sites more to explicitly foster social connections’ where majority of female students (56%) disagree while majority of male students (72%) agree with the statement ($p = 0.002$).

No statistically significant difference is seen between the responses of the male and female students with respect to all other aspects.

Thus, the null hypothesis that there is no difference between male and female students with respect to SMAAPOS is accepted. (Hypothesis -3)

ASSOCIATION BETWEEN HOURS OF INTERNET USE AND THE PSYCHOSOCIAL RISK PARAMETER SCORES

Statistics of hours of internet use amongst the respondents (Overall).

Table -17

	N	Minimum	Maximum	Mean
OVERALL SAMPLE	100	2.00	13.00	5.40

Bar Chart showing the mean, minimum and maximum hours of internet usage amongst the overall respondent group.

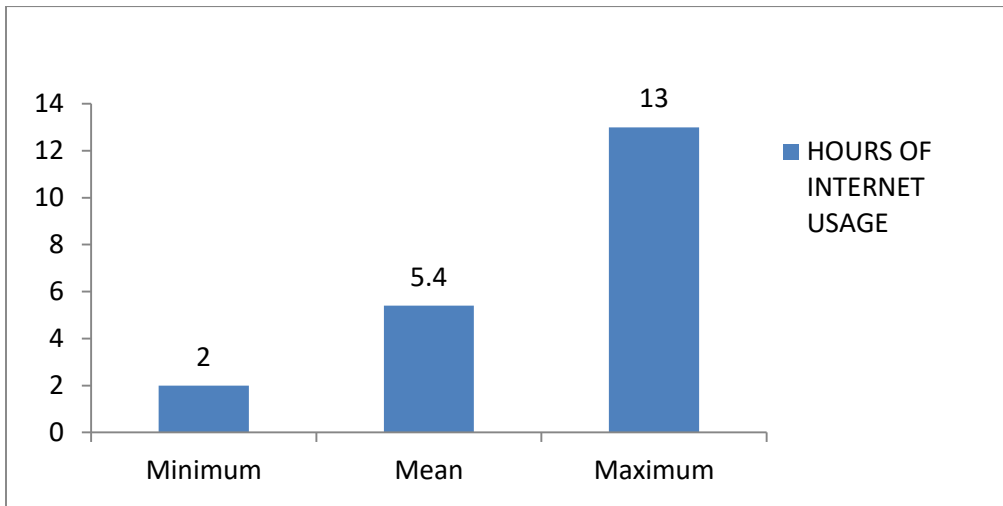


Figure -14

The mean hours of daily internet usage of the overall sample is found to be 5.4 hours with a minimum of 2 hours and maximum of 13 hours per day.

Correlations between hours of internet usage and the Psychosocial parameter scores (Overall)

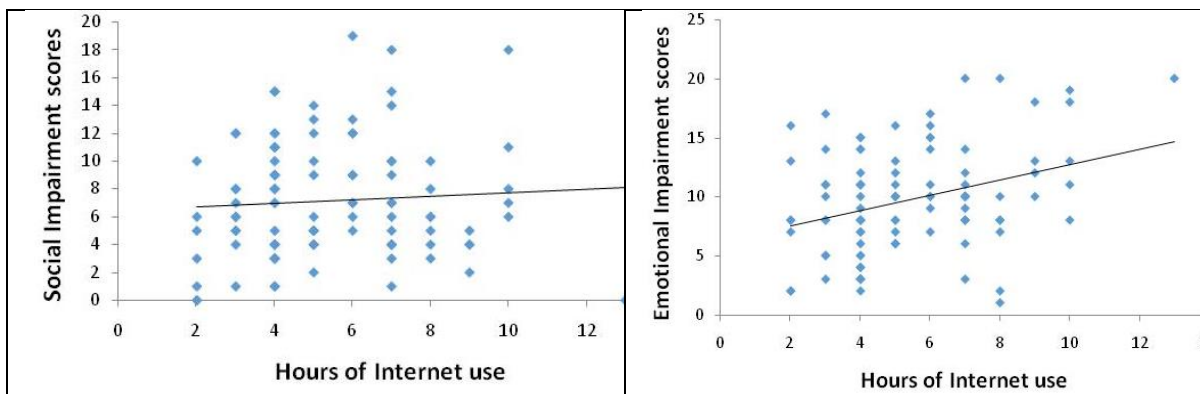
Table -18

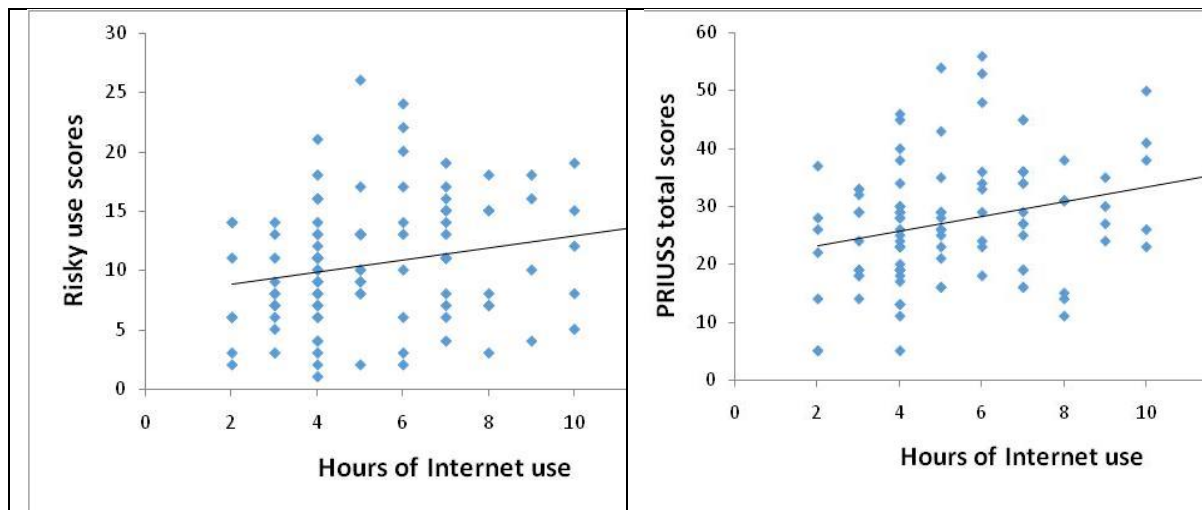
		SOCIAL IMPAIRMENT SCORES	EMOTIONAL IMPAIRMENT SCORES	RISKY IMPULSIVE USE SCORES	PRIUSS TOTAL SCORES
HOURS OF INTERNET	Pearson Correlation	0.069	0.330**	0.216*	0.272**
	P Value	0.498, NS	0.001, S	0.031, S	0.006, S

S- Significant

NS – Not Significant

Scatter diagrams showing the correlations between Hours Of Internet Use and the Psychosocial Risk Parameter scores





In the above statistics it is observed that the correlation between Hours of Internet Use and Social Impairment is statistically not significant ($p = 0.498$). Hours of Internet use is significantly correlated with Emotional Impairment scores ($p = 0.001$), Risky Impulsive Use scores ($p = 0.031$) and Overall PRIUSS scores ($p = 0.006$), indicating that higher the hours of internet use, higher are the psychosocial risk parameter scores, i.e., emotional impairment, risky use and PRIUSS score.

Discussions

According to John Kaviarasu S., et.al, (2019) the use of social media lead the students to have less score on their academic performance as the interest of students was largely on chatting with their friends, dear ones and classmates. The study further established the fact that the time spent on social media sites does not bring forth a positive academic performance. This present study also shows that Addiction to online social networks affects academic life (62% agree, $p < 0.001$) and Online Social networks distract from studies (53% agree, $p < 0.001$) Studies have shown that the social media sites like Facebook, twitter, Google+ .And Skype capture the attention of students for study and affecting positively in their academic Grade points (Amin Z., et.al (2016)) The present study also shows that Academic discussion on twitter has improved performance (57% disagree, $p < 0.001$) also there is a Sole reliance on Wikipedia and other net works for preparing assignments (53% agree, $p < 0.001$) . Therefore based on the result a significant majority of the respondents are observed to be positively affected by their internet usage and from the above statistics, it may be concluded that internet usage does have a significant effect on academic performance of the students.

Misra, N. et.al (2015) found a positive relationship between online perceived social support and negative correlation was observed between the hours of internet usage and psychological well-being of the participants. The present study too indicate that the higher the hours of internet use, higher are the psychosocial risk parameter scores, i.e., emotional impairment, risky use and PRIUSS score. Specially hours of Internet use is significantly correlated with Emotional Impairment scores ($p = 0.001$), Risky

Impulsive Use scores ($p = 0.031$) and Overall PRIUSS scores ($p = 0.006$), but social impairment is found to be not significant .

Some studies have proved that the gap between the male and female is diminishing. According to the studies done by Korgen K. and Deluchi M. (2000) reveal that a narrowing of the gender gap in Internet use. Both males and females make extensive use of the Internet (94.2.1% and 95.6%, respectively). Suana W (2018) found in her research that there were no gender differences among students on the experience and frequency of accessing the internet. In contrast, a significant gender gap was found in motives of internet usage. Female students tend to use internet more for academic tools while male students use it more for entertainment. This may imply that gender gap still existed in the purpose of using the internet. This study also shows that there is no significant difference between the male and female in internet use but understanding the purpose of usage vary between male and female.

CONCLUSION

Use of Social media and internet is on escalating mode in the last few years especially in the lives of young generation in the field of education and entertainment. Social media and internet help students in excelling their study and communication. It has made our world a micro village. Just sitting in a class room a student can access various information about their subjects and increase their knowledge about the topic concerned. It has made learning quick and interesting. But the studies and experiences show problematic internet and social media use can affect academic performance of the students. Besides, if the internet use is risky, excessive or impulsive in nature can lead to adverse life consequences, specifically physical, emotional, social, or functional impairment (Jelenchick, L., Moreno.A.M.,2013)

The basic purpose behind this study was to see whether internet use and social media has any relationship with academic performance and psychosocial risk of young college students .The sample of the study were taken 100 young college students both boys and girls who are undergraduates within the age group of 18 to 25 years of old. A convenient Sampling method was chosen for this study.

The greatness of internet is that this is an instant and vital source of information and entertainment. This is the lightning and brighter side of internet. But the dark side of the internet is when it leads to addictiveness. This study shows that the discussion in twitter and other social media app helps them to study better and they also rely on Wikipedia and other websites for scaling up their knowledge and perform better

in their assignments. But the addiction to online social networks is a problematic issue that affects their academic life of the majority of students and it distracts them from their studies and they also have higher score in overall PRIUSS score. Based on their use of internet and social media, it has an impact on the students either positively or negatively in their academic performance. This study also indicates that the overall respondents are under risk of problematic internet use.

The findings from the conducted study show that a significant majority of the respondents were observed to be positively affected by their internet usage and thus it has significant impact on academic performance. This study also shows that regular over use of Internet and social media can bring a dip in their academic performance, social impairment, emotional impairment, risky impulsive behaviors and then psychosocial risks. There is no significant difference between the male and female in the usage of internet and social media. It means both the genders are easy preys of this problem. But hours of internet use is significantly correlated with emotional impairment, risky impulsive use and over all psychosocial risk.

Recommendations

Based on this study the researcher would like to give a few recommendations to the educational institutions, parents and students:

- Internet and social media are inevitable part of present students specially the college students for multi-purposes. The educational institution could impart knowledge about the proper use of internet and social media to the students.
- Educational institutions could conduct various activities like seminars, workshops, debate to make the students to understand the advantages and disadvantages of social media and internet.
- The teachers can create an interest and encourage students to use internet and social media for educational purpose.
- The teachers can help the students to refer to online lectures, classes, demonstrations methods while taking lessons in the class.
- The educational institutions can encourage the students to be more creative in presenting their talents deriving inspirations with the help of social media.

- The parents and teachers should be alert and monitor what kinds of websites are frequently visited by their ward or students.
- The educational institutions can give proper guidance and counseling if a student is getting addicted to internet and social media.
- The educational institution and parents could encourage students to take personal responsibility in using the internet and social media.

LIMITATIONS OF THE STUDY

There were several limitations in this study.

- ❖ The sample was limited to 100 participants.
- ❖ The population of the study was limited only to undergraduates' level.
- ❖ The undergraduates were only from Arts Departments.
- ❖ No comparative study was taken among departments.
- ❖ The physical area of study was limited to only one institution.
- ❖ The studies do not show a clear number of students who are addicted to social media or Internet.
- ❖ The study does not show the impact of Internet use and social media on college students.
- ❖ Method of study was limited to collecting information through data collection with the help of questionnaires.
- ❖ There was no individual interactive session with the participants which could have given a better information how internet and social media is affecting them.

Suggestions for Further Research Work

We are living in a digital world, where Internet and social media seems to be a very vast topic. Today a child is born to plunge into a world of technology. So the child is already adapted to the culture of digital

and technological world before even they finish the schooling. There is an urgent need to do in depth, studies to understand how the internet and especially social media is affecting the children and youth of today. So there are many areas which could be dealt with if someone who is interested in this field of studies. A few suggestions:

- ❖ The studies could be done further to know about the causes of social media and internet addiction among college students.
- ❖ It could further do a study to know about the impact of social media on academic performance of young generation.
- ❖ There could be a further study on social media and the relationship of parents and children.
- ❖ The researcher could do a study on the negative and positive impact of social media and internet on peer group relationship.
- ❖ There could be a further study on the impact of social media on well being of young college students.

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