



Gate keeping by Media – Studying the Impact and Output of the social Media among College Going Youth

SHIVANI PANT,

Department of Media Mass Communication, Graphic Era Hill University, Dehradun,
Uttarakhand, India 248002,

Abstract

There is a spectrum of opinions on the positive and negative impacts of social media on today's college students. College administration should have a thorough understanding of the factors that lead to students' heavy use of social networking sites. Researchers have pushed for greater research after preliminary results from empirical investigations of the impacts on students' well-being warranted such advocacy. They draw the inference that the social media platforms itself are not the problem, but rather users' motivations and actions are. Recent research has shed light on how students' online actions might affect their performance in the classroom. Accordingly, Junco (2011b) advocated for the use of research findings to guide interventions to boost student learning and engagement, as well as intervention for students exhibiting problem behaviours.

Keywords— Social media, Youth, Facebook, Impact, social networking sites.

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Introduction:

The effects of the internet on young people are the subject of this research. We need to know how to manage technology and innovation as if they were of paramount significance to human survival. Teaching young people how to use social media for professional and personal development is crucial. Our bodies, minds, and even feelings are now safe from technological intrusion. Influence of social media on young people

said that, like a coin, the effects of social media on young people may be both positive and detrimental. It pushes young people to achieve and pulls them forward, but they must remain vigilant. Young people interact with numerous people and rely on themselves professionally. The young of today have a voice because of social media (Rani & Padmalosani, 2019). Conflicts between people are fueled by the spread of false information through social media in the form of posts,



messages, and photos. These kinds of positions are harmful to international bonds and cooperation. Because of their immaturity, young people are especially vulnerable to cyberbullying. Young people's emotional and physical well-being suffer as a result, and some may even resort to self-harm or despair as a result (Marchant et al., 2017). A third party may abuse private information because of the absence of privacy and security on social networking sites. It has been shown that teaching kids and teens new ways to communicate, make friends, and use technology is beneficial. The role of social media in today's environment cannot be overstated. Siebert (2019) defines social media as "any interactive medium or application that enables people to interact digitally," distinguishing it from "traditional media" (such as television) by the ease with which its users may both consume and create content. Sites like Facebook, WhatsApp, Snapchat, TikTok, and many more fall under the umbrella term "social media," as do IM clients, mobile game platforms, YouTube, and more.

Increased social media use is associated with an array of psychological difficulties, such as self-image concerns and eating disorders. The results of these research have been mixed, with some showing that social media usage has a small but significant detrimental effect on mental health, while others have shown no such effect. Suicide rates among young people aged 10-24 increased by 56% during 2007 and 2017 (Rostam, 2020), mostly due to an increase in the prevalence of diseases including depression and suicidal ideation.

Body dissatisfaction is a developing phenomenon that has caught the attention of young people. Young people nowadays are at increased risk for developing low self-esteem, which is characterised by unpleasant and negative ideas and sentiments regarding one's own attractiveness. Due to its integration with several forms of popular culture, social networking sites actively promote unrealistic standards of physical perfection. Women are often considered "average" in terms of everything from height and weight to body size and shape (Birnbaum et al., 2016). Motives for idealised media portrayals of bodies. While a more pessimistic tendency may be found on social media, fitspiration urges people to keep their bodies healthy and fit (Yazdavar et al, 2020). "Researchers who spent more time on Facebook's social networking site were more likely to encourage the onset of feelings of jealousy or anxiety that others on their platform were excellent, according to two cross-sectional studies of high school students in the United States and Germany". Increased anxiety has been linked to Facebook usage, and "FOMO" has been defined as "a pervasive worry that others may have lucrative reviews of which one is absent" (Brown & Kuss, 2020). Using social media became associated with body image difficulties and disordered eating, according to a review of the relevant literature. Female participants in a randomised study reported being in a negative mood after only 10 minutes of perusing their Facebook page, compared to when they used the personality-neutral website. In

addition, compared to those who spent their time on the control website, those who spent time on Facebook were more likely to decide to make a drastic change to the way their face, hair, or complexion looked (Satheesh kumar and Kumar, 2019). An observational study found that youth who spent a significant amount of time each week consuming electronic media had lower levels of reported satisfaction, life pleasure, and self-esteem than those who spent the same amount of time engaging in non-screen-based activities (in-person relationships with others, recreational activities or physical activity, traditional media, assignments, religious services, paid work). More than two hours of afternoon time spent on social media and individualised digital devices has been linked to lower life satisfaction (Rostam, 2020).

Longer sleep duration and decreased tiredness throughout the night, decreased melatonin production, circadian clock delay, decreased quantity of fast-moving slumber in the eye, and lower attentiveness the following morning are only some of the ways in which sleep is disturbed. Despite the fact that social media use was linked to shorter nighttime sleep durations, higher quality sleep, and more time spent sleeping during the day, a meta-analysis and semantic analysis of studies on the loyalty among compact show screen-primarily reliant electronic gadgets and rest implications found otherwise (Birnbaum, 2016).

Literature Review

Despite the break in schooling, adolescents are still forming supportive relationships with their neighbours. One

significant impact of social media is the decline in graduation rates shown in several longitudinal studies that show students who spend too much time on the platforms do not use them creatively. In a survey of teenagers, 82.6% said they felt social media made them act differently in real life (Rani and Padmalosani, 2019). Many young people nowadays communicate with their social acquaintances online rather than in person, either before or after engaging in any activity with their peers. Most teens and young adults use social media for purely social purposes rather than learning. Young people's lexicons are influenced by social networking sites. Sixty-five percent of internet users say they can make new friends via social media, and thirty-three percent of users feel that these sites are useful for making new friends. Most young people nowadays utilise social media either before or after participating in any given activity; as a result, they seldom engage with their peers but instead rely on online communication with their social circle.

Problem Statement

There is a correlation between adolescent social media usage and the development of psychopathology. The study's authors identify participation in online groups as one of the most significant predictors of mental health issues. Users of social networking sites are constantly being bombarded with "perfect" versions of themselves. The extent to which this reflects poorly on today's youth is uncertain, but may be affected by how they interact with others on social media.

A. Potential Threats For instance, while young people who passively scroll through and comment on the posts of others (i.e. towards other people use of social media) are subjected to these portrayed displays, they may also work for getting favourable comments and to search for affirmation as well as thus, show better vanity than young people who fully keep up to date (i.e. independent use of social media).

The fear of being a victim of online peer abuse, also known as cyber victimisation, has been linked repeatedly to increased rates of self-harm, suicidal conduct, and stress-related difficulties (Van Hee et al., 2018). Young people may also be at risk from other types of peer contacts in social media, including social isolation and internet conflict. According to a recent study (Van Hee et al., 2018), over half of all teens admit to using a smartphone in bed, and nearly a third (36%) say they often wake up throughout the night to check their device.

Depression and Self-Harm In Adolescents

While studies of large groups of people have shown a link between adolescent social media usage and anxiety in the classroom, the impact of this technology on individual users may vary widely. a much reduced potential for adverse effects, as shown by an expanding body of evidence on experimental study. “Recent epidemiology findings indicate that depressive symptoms, self-harm, and suicidal thoughts have especially increased in young girls (O’Reilly, 2020), which is consistent with the fact that girls prefer to spend more time on social networking sites than boys do, have more publicity regarding cyberbullying, and

have a tendency to revel in greater health implications” (O’reilly, 2019).

Significant Use of Technology by College Students

There is some truth to the widespread perception that all college students are always plugged into some kind of electronic device. Most students bring more than one electronic device to campus, and they use those gadgets for both schoolwork and entertainment. In 2012, there was a definite preference for portable, high-tech gadgets among students. While 33% of students still used desktop PCs, just 15% used tablets. Constant access to social media is made possible by the availability of several devices, particularly mobile ones (Dahlstrom, 2012).

However, not all students at a given university have access to or experience with technological devices. There is a digital gap between students of different genders, races, and socioeconomic backgrounds when it comes to their usage of technology in higher education. For instance, the percentage of students who possess mobile phones is almost twice as high among women and White students as it is among males and Black students. kids whose families earn between \$100,000 and \$149,000 annually were also more than three times as likely to have a mobile phone as kids whose families earn less than \$50,000. The results also varied based on demographic factors including race, gender, and wealth. The amount of time spent each week chatting on a mobile phone and the number of text messages exchanged were positively predicted by being female, African

American, &/or from the highest income categories (Junco, Merson, & Salter, 2010). Therefore, it is important for college administrators to remember that not all students have the same level of utilisation of technology.

Pervasive Sense of Well-Being

Henry's exploratory research of over a thousand college students looked for links between the effects of technology on several areas of students' psychological well-being. She discovered that social technology activities (such networking on a social networking site, conversing with others online, or talking to others on a mobile phone) led to higher levels of psychological well-being and a stronger feeling of community. As with other forms of technology, users reported higher satisfaction when their reasons for doing so were primarily social in character (Henry, 2010, 2012). However, students' scores on measures of psychological health and sense of community dropped when they used technology or social media for solitary purposes like browsing the Internet, watching videos, or playing games on their computers alone (Henry, 2010, 2012).

Henry also discovered a correlation between students' low levels of psychosocial well-being and their lack of a feeling of community and their weaker social incentives for utilising technology or social media. Henry (2012) found that "students who turned to online resources for help had lower levels of perceived social skill, social confidence in oneself, and social efficacy and higher levels of loneliness, depression, shyness, and social anxiety. She also discovered that students

scored worse on measures of perceived social competence, social self-confidence, and social efficacy when they were delaying or spending time on technology or social media." She came to the conclusion that students who face psychological pressures use technology and social media to delay, get support, and find enjoyment in their downtime (p. 22).

Gonzales and Hancock (2011) discovered that when people selectively display themselves on social networking sites like Facebook by changing information about the self, it may have a favourable effect on self-esteem.

Development of Social Networking Sites

Like past generations of college students (e.g., Chickering 1993), today's college students construct their identity via their profile and posts on the internet. According to Gonzales and Hancock (2011), social networking sites allow users to selectively display themselves via the use of images, biographical information, and funny remarks. In their words, "social-networking sites exemplify that contemporary technology sometimes forces us to rethink previously understood psychological processes" (p. 82). Through status updates, wall posts, photo sharing, and comments on one another's profiles, users of social networking sites can present an idealised version of themselves to the world at large (boyd & Ellison, 2007). A student's online identity is shaped in part by the subgroups to which they choose to belong. These subgroups include race, gender, sexual orientation, and popular culture. The idea of the digital tether, which has been a component in

the college student-parent connection (Hofer, 2008), is also applicable to today's students and the use of social media.

The majority of college students are in regular contact with their families. Student-parent communication was reported to occur on average 13 times per week by Hofer and Moore (2010) and 1.5 times per day by Junco and Mastrodicasa (2007). College students, on the other hand, should be working towards the goal of becoming self-regulatory, independent people (Chickering & Reisser, 1993). While research on the impact of mobile phones, digital communication, and social media on college students' relationships with their parents is still in its infancy, Hofer (2008) suggested that these technologies' ability to keep students "plugged in" impedes their growth as independent adults. TheiConnected Parent, written by Hofer and Moore in 2010, addressed this issue and provided guidance to families of college kids on letting go.

Academics and Multitasking Impacted Upon

Students' attention spans are short because they are always being pulled in several directions, even in the classroom or other learning environments. Almost two-thirds of a first-year college students in a recent research (Jacobsen & Forste, 2011) admitted to using electronic media while attending class, studying, or completing homework. Another research indicated that college students commonly engaged in non-course-related online activities such as searching the web, using social networking sites, exchanging emails, talking on mobile phones, and texting while supposedly concentrating on their

studies (Junco & Cotten, 2012). Students who were permitted to use Facebook during lectures fared worse on subsequent examinations covering the same content as those who were not. This research was conducted by Wood et al. (2012). For college students, this distraction has been shown to have a poor effect on their academics (Jacobsen & Forste, 2011). As was previously said, looking at how the social media site is used rather than how much time is spent there is more telling of its influence. Example: Junco (2011a) shown that the manner of Facebook usage is more indicative of academic success than the quantity of time spent on the platform. For example, Junco (2011a) distinguished between passively utilising Facebook to keep tabs on friends and family and more active use of the site to carry on meaningful relationships and participate in off-line school events.

Student Engagement in Social Media

Positive and negative impacts of social media usage have been examined by a number of academics who have used Astin's theory of engagement to Facebook and Twitter (Junco, 2011). According to Junco (2011a), students' usage of Facebook is both favourably and adversely connected to their participation, study habits, and campus engagement. Several studies (Heiberger & Harper) have also shown a correlation between Facebook and participation. Heiberger and Harper (2008) and Junco (2011) both found that college students who used social networking sites were more involved in campus life. Researchers Valenzuela, Park, and Kee (2009) also discovered a

correlation between college students' Facebook use and their levels of civic engagement, life happiness, and trust in others. Finally, LaRiviere, Snider, Stromberg, and O'Meara (2012) evaluated "the role of social media in campus protests, and they found that while social media acts as an accelerant for student protests and makes weak ties stronger, social media may further disconnect students from understanding the change they seek and the best strategies to pursue."

Making Social Media to Use In A Better And Safe Way

Still, "open discussion centering on high-quality interaction and directing is probably excellent for mitigating web-associated risks for children; moreover, the majority of the studies included in the review concerned adolescents, so it's important to encourage parents to be proactive in limiting their children's and teenagers' use of smartphones and other mobile devices." It's important for parents to know that there's a correlation between their own smartphone habits and the way they treat their kids. One study found that parents who spent a lot of time on their phones had less positive interactions with their kids. Teens and their parents might be encouraged to limit their time spent on electronic devices. Social media usage, for example, should be restricted to certain times of day and places inside the home (such as the hallway or living room). Motivating research might also include studies that show the positive effects on learning when phones are put aside while analysis is taking place, ideally in a different room.

Motivating young people to alter their internet habits with a series of thought-provoking questions might be a useful tool. "Adolescents who seem to have poor self-control with their use of social media or phones may benefit from cognitive therapy, a technique with demonstrated efficacy for young people with opiate addiction. Any teenager may benefit from habit reversal training to deal with compulsive use, and this training consists of giving the adolescent a certain amount of on screen time per day, which can be gradually increased." Evidence from a randomised controlled trial showing that people who were told to stop using Facebook reported greater "lifestyles satisfaction" and stronger emotions after just one week compared to people who were told to keep using the site as usual may be useful in business dealings.

Children should be permitted to notify their online contacts when they are taking a social media break or when they are otherwise restricted from using these platforms. "Plans to bridge the social media gap can be bolstered by having a conversation with kids about better ways of communicating, including meeting in person as well as interacting without pause with the help of mobile phones, and by discussing proof that in-person contact will further defend academic fitness. More broadly, public-focused campaigns should educate the public about the consequences of modern technology's complex usage and promote more positive approaches to using it". Many online communities have strict rules against discussing or posting about self-harm. Based on a survey of sixty-six kids and an

examination of several awareness-raising projects, we know that young people value equality.

To indicate that people who utilise social media should be conscious of their motivations for doing so and up-to-date on best practises for accessing relevant resources and minimising the dangers to their personal information while doing so through mobile applications. Young people may use social media sites like WhatsApp, Facebook, Twitter, and YouTube to strengthen their relationships rather than waste time on pointless chatter and posts. In order to protect their pupils' futures, both teachers and parents should examine their own behaviour. Teachers need to modify their practises to accommodate students' increasing interest in using online tutorials and study groups to prepare for tests and lectures. Young people may reduce their use of electronic media like cell phones or the Internet by planning their day more effectively. This is something guardians should do to protect their kids from potential dangers on the internet. Educational freedoms should not be stifled by universities. Contrast the allure of cigarettes with the influence and preoccupation of social media. The majority of social media users are under the age of 35 because they are dealing with issues like depression, low self-esteem, and anxiety, and they are afraid of being emotionally abused, criticised, or ignored if they go out of their way to meet new people and expand their social circle.

Conclusion

There is an increasing need for initiatives based on empirical data to encourage and

enhance young people's use of social media as the impact of new media expands. Because attractive young people are so effective at offsetting the bad impacts of social media, preventive efforts will have the opposite effect. Digital contacts are the norm for today's young, who have never known a world without social networking sites, and efficient analytical health information is a future advantage of online accessibility. Exposure to technology has normalised creativity, self-awareness, a sense of self, and civic engagement.

Not only is there no place for haggling, but no channels of communication exist outside of 24-hour crisis lines and internet forums either. Children and adolescents today might help from verified personality and systematic measures that assist them resolve the challenges of using the web and electronic media, to protect themselves from damage, and to use social media platforms in a way that promotes their mental wellbeing, in contrast with the historical standard of policy ideas aimed at tackling social, cultural, and financial issues that support the family..

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