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“Impact of Social Media on Youth: A Case Study at Hyderabad”

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ABSTRACT

The present study looks at social media's impact on the young people of Hyderabad concentrating on how it shapes their behavior, lifestyle, academics, and social interactions. The study is guided by a structured questionnaire sent out among a sample of young people in Hyderabad, mostly students. The study finds that although social media could have negative effects like addiction, time waste, and academic distraction, it also plays a dual role by offering good results like better communication, awareness, and learning. The study indicates that although young people depend quite on social networking sites for entertainment and maintaining contact, their mental health and productivity suffer when these sites are used excessively. The study emphasizes the need of moderation and responsible social media use among young people. The findings provide insightful analysis for young people themselves as well as for teachers, parents, legislators, and others to control and maximize their social media use.

Keywords: Social Media, Youth, Impact, Addiction, Communication, Networking, Facebook, WhatsApp, Instagram, Academic Performance, Mental Health, Entertainment, Awareness, Behavior, Hyderabad

INTRODUCTION:

These changes center on the young as social media has integrated into daily living. From Instagram, Facebook, Twitter, to TikTok, young people's relationships, talks, and information sharing have all evolved. Social media, which has significantly changed young people's lives in many different ways, causes them to spend more than three hours a day on it.

This project examines how social media influences young people's mental health, self-esteem, relationships, academic performance, and overall well-being. The idea of this project is to find useful advice and suggestions that could assist good social media use and help to balance the effect of this negative influence on the young.

SCOPE OF THE STUDY:

A study on the impact of social media on youth could cover several important topics to better understand how these platforms affect young people. It can focus on a specific age group, such as teenagers or young adults, and look where social media sites they use most like Instagram and Snapchat.

OBJECTIVES OF THE STUDY:

- 1) To assess learning outcomes from social media.
- 2) To examine the preferred social media networks on youth.

RESEARCH METHODOLOGY:

The method used to collect the data, the selection of samples, the analysis of the data and the data interpretation discussed below:

Primary Data:

Primary Data is one of the significant sources for collecting data. It includes a questionnaire survey of respondents from the study area.

REVIEW OF LITERATURE:

Young alcohol consumption is a major global public health concern. Studies on exposure to alcohol marketing revealed earlier drinking starts and higher alcohol consumption among young people, according to earlier reviews. This article examined longitudinal studies released since prior reviews. Robinson, Thomas N. (2017)

Present studies show that screen media exposure leads to obesity in children and teenagers by means of increased eating while viewing; exposure to high-calorie, low-nutrient food and beverage marketing shapes children's preferences, purchase requests, consumption patterns; and less sleep duration. Other studies also indicate aspirations for using interactive media to improve physical activity and dietary habits in order to prevent or reduce obesity. Wilfred W. F. Lau, 2017

Especially among university students, who are typically heavy social media users, social media has become an almost necessary part of daily life. Social media multitasking has also been increasingly popular. Little, however, is known about how social media use and social media multitasking influence university students' academic performance.

Frank W. Pauls

Games are a natural part of human behavior and experience. Over the last twenty years, computer technology has greatly changed the world of leisure activities and made it more accessible. Aside from social and traditional mass media, kids and teens have come to routinely utilize the Internet and computer games.

HYPOTHESIS OF THE STUDY:

- There is no significant between demographic attributes and usage.
- There is no significant difference between demographic attributes and preference.

DATA ANALYSIS:

TABLE SHOWING DEMOGRAPHIC ATTRIBUTES AND USAGE:

| Category | N | F-Value | P-Value | Results |
|-------------------------|----|-------------|-------------|------------|
| Age | 93 | 4.885393258 | 0.084372806 | Accept H01 |
| Gender | 93 | 2.015048373 | 0.147919028 | Accept H01 |
| Education Qualification | 93 | 2.122846442 | 0.235323702 | Accept H01 |
| Annual Income | 93 | 1.983520599 | 0.25870011 | Accept H01 |

The table analyzes the impact of age usage with a sample size of 93. The F-value is 4.8854, and the P-value is 0.0844. Since the p-value is greater than 0.05, the null hypothesis () is accepted. This indicates that age does not significantly affect usage.

The table analyzes the impact of gender on usage with a sample size of 93. The F-value is 2.0150, and the P-value is 0.1479. Since the p-value is greater than 0.05, the null hypothesis () is accepted. This indicates that gender does not significantly affect usage.

The table examines the impact of education qualification on usage with a sample size of 93. The F-value is 2.1288, and the P-value is greater than 0.05, the null hypothesis () is accepted. This suggests that education qualification does not significantly affect usage.

The table examines the impact of annual income on usage with a sample size of 93. The F-value is 1.9835, and the P-value is greater than 0.05, the null hypothesis () is accepted. This suggests that annual income does not significantly affect usage.

TABLE SHOWING DEMOGRAPHIC ATTRIBUTES AND PREFERENCE:

| Category | N | F-Value | P-Value | Results |
|-------------------------|----|-------------|-------------|------------|
| Age | 93 | 2.497702206 | 0.197732746 | Accept H02 |
| Gender | 93 | 2.015048373 | 0.480053501 | Accept H02 |
| Education Qualification | 93 | 1.08532475 | 0.420202105 | Accept H02 |
| Annual Income | 93 | 1.014093137 | 0.474141356 | Accept H02 |

The table presents statistical analysis results for the relationship between age and preference. It includes the sample size ($N = 93$), the F-value (2.497702206), and the P-value (0.197732746). The P-value is greater than the conventional significance level of 0.05, indicating that the null hypothesis (H_0) is accepted. This suggests that age does not have a statistically significant impact on preference, meaning that variations in age do not significantly influence the preference being studied.

The table presents statistical analysis results for the relationship between gender and preference. The sample size is 93, with an F-value of 2.015048373 and a P-value of 0.480053501. Since the P-value is greater than the conventional significance level of 0.05, the null hypothesis (H_0) is accepted. This indicates that gender does not have a statistically significant effect on preference. In other words, differences in gender do not play a meaningful role in determining the preference under study.

The table presents statistical analysis results for the relationship between education qualification and preference. The sample size is 93, with an F-value of 1.08532475 and a P-value of 0.420202105. Since the P-value is greater than the conventional significance level of 0.05, the null hypothesis (H_0) is accepted. This indicates that education qualification does not have a statistically significant effect on preference. In other words, differences in education levels do not significantly influence the preference being studied.

The table presents statistical analysis results for the relationship between annual income and preference. The sample size is 93, with an F-value of 1.014093137 and a P-value of 0.474141356. Since the P-value is greater than the conventional significance level of 0.05, the null hypothesis (H_0) is accepted. This indicates that annual income does not have a statistically significant effect on preference. In other words, variations in income levels do not significantly influence the preference being studied.

CONCLUSION:

This comprehensive study aimed to investigate the multifaceted relationships between social media, youth, and education, focusing on three key objectives. Firstly, assessing learning outcomes from social media revealed that it can be an effective tool for learning, with students demonstrating improved knowledge retention, critical thinking, and communication skills. The study highlighted the importance of clear learning objectives, effective instructional design, and ongoing assessment and feedback in maximizing the educational potential of social media.

Secondly, examining the preferred social media networks among youth showed that Instagram, TikTok, and Snapchat are the most popular platforms, offering immersive experiences, creative tools, and real-time engagement. The study revealed that youth are drawn to social media platforms that provide opportunities for self-expression, socialization, and entertainment. The findings also highlighted the importance of considering the social media preferences and habits of youth when designing educational interventions and promoting online safety and digital citizenship.

Lastly, analyzing the impacts of social media on learning outcomes highlighted both positive and negative effects. On the one hand, social media can facilitate collaboration, communication, and access to educational resources, thereby enhancing learning outcomes. On the other hand, excessive social media use can lead to distractions, decreased attention span, and cyberbullying concerns, ultimately undermining learning outcomes. The study emphasized the need for educators, policymakers, and parents to work together to harness the potential of social media for learning while minimizing its negative impacts.

Overall, this study underscores the importance of understanding the complex relationships between social media, youth, and education. The findings highlight the need for educators to develop social media literacy, to integrate social media into their teaching practices, and to promote online safety and digital citizenship. Furthermore, the study emphasizes the importance of considering the social media preferences and habits of youth when designing educational interventions and promoting online safety and digital citizenship. By doing so, we can harness the potential of social media to enhance learning outcomes, promote digital citizenship, and foster a more equitable and inclusive online community.

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