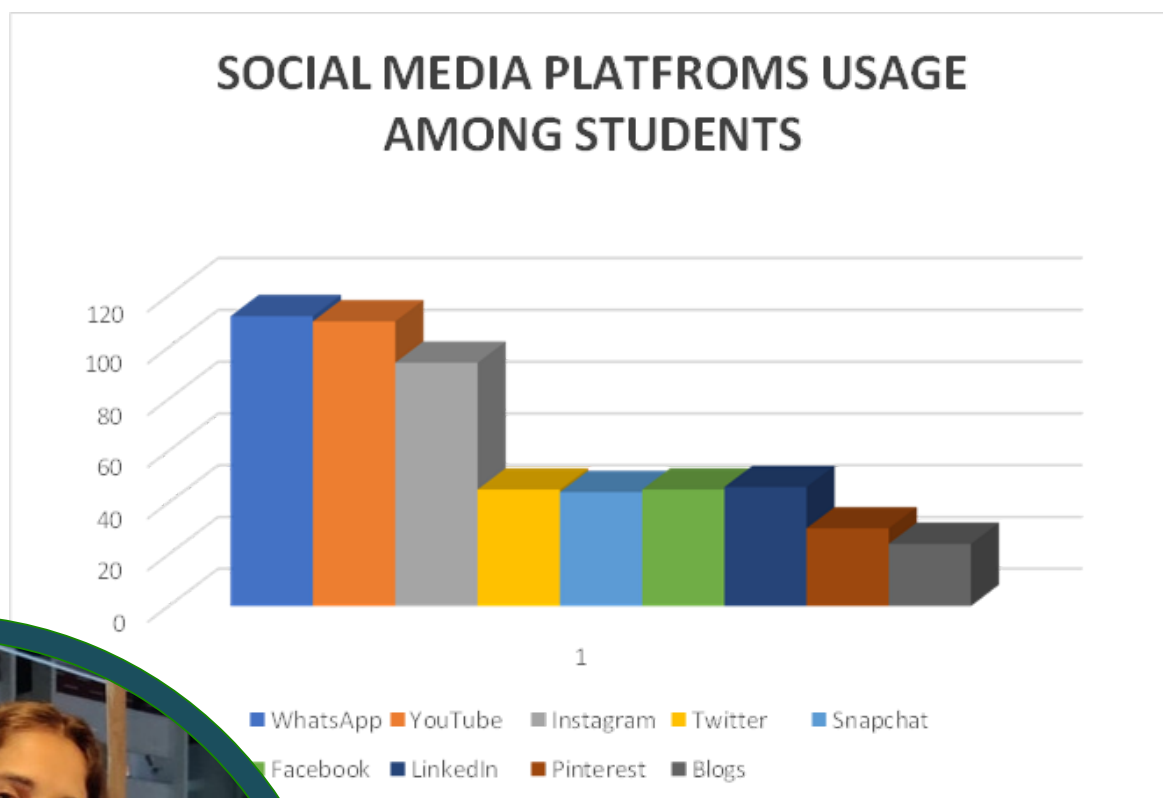


PERCEIVED EFFECT OF SOCIAL MEDIA USAGE ON STUDENTS' MENTAL HEALTH AND ACADEMIC ACHIEVEMENT: A STUDY

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Title:

**Perceived Effect of Social Media Usage on Students' Mental Health and
Academic Achievement: A Study**



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ABSTRACT

The present study titled *"Perceived Effect of Social Media Usage on Students' Mental Health and Academic Achievement: A Study"* investigates how university students perceive the impact of social media on their mental well-being and academic performance. It also explores the influence of social and demographic factors such as gender, academic program, residence, parental occupation, and parental awareness. Data were collected from 156 undergraduate and postgraduate students at the University of Hyderabad using standardized tools. The findings revealed that the majority of students (65.4%) perceived a moderate effect of social media usage, with significant variations based on gender, academic program, age, residence, and parental factors. Interestingly, while female, undergraduate, and younger students reported higher perceived effects, no significant direct relationship was found between perceived social media effect, mental health, and academic achievement.

The study also found that most students demonstrated moderate mental health levels (71.8%), and regular social media users reported better mental health than non-users. Similarly, in terms of academic performance, social media users and postgraduate students reported higher SGPA scores, indicating that responsible social media usage may enhance academic outcomes. Parental occupation, particularly that of mothers, was also linked to both academic performance and perceived social media impact. However, regression analyses confirmed that these variables did not have a significant predictive relationship with one another.

In conclusion, the study underscores that the effects of social media are contextual and shaped by individual and social factors, rather than being uniformly positive or negative. These results highlight the need for balanced digital engagement, digital literacy, and institutional support structures to help students leverage the benefits of social media while minimizing its risks.

Keywords:

Academic Achievement, Higher Education, Mental Health, Perceived Effects, Social Media Usage

CHAPTER- 1: INTRODUCTION

1.1 CHAPTER OVERVIEW

Recognizing the growing role of social media in students' lives, this chapter presents the background of its evolution and its relevance to students of University of Hyderabad. It highlights the need to explore both the positive and negative effects of social media usage. The chapter also discusses the rationale behind the study, states the objectives and hypotheses, defines key operational terms, and emphasizes the significance of understanding the relationship between social media usage, mental health, and academic achievement, and providing a framework for the research.

1.2 BACKGROUND OF THE STUDY

Nowadays when someone talks about social media there are certain things that comes in their discussion, like Facebook, Twitter, Instagram, You Tube etc. But majority of the persons use certain applications in their daily lives, may not define the term social media. The term 'social media' carries a very broad area. Social media has come a long way, in just a few decades, social media has transformed from a niche concept into one of the most influential forces shaping modern society.

Social media began with basic online communication tools like, Bulletin Board Systems (BBS), Usenet (1979), AOL and CompuServe (1990s) etc. These tools enabled the first digital interactions but lacked the personalization and global reach of later platforms. Social media, as the society know it today, really started to take shape in the early years of 21st century. This was the time when platforms appeared that let people create profiles, connect with friends, and share content online. Platforms like Six Degrees (1997–2001), Friendster (2002), MySpace (2003), LinkedIn (2003) etc introduced the idea of creating personal online identities. Between 2004 and 2010, social media grew rapidly, with new platforms like Facebook (2004), YouTube (2005), Twitter (2006), Tumblr (2007), changes the way that society uses the internet. These platforms focused on letting people create and share their own content while connecting with others on a much larger scale. Later came the Smartphone Revolution era (2010-2015) that reshaped social media, made it accessible anytime, anywhere with the applications like Instagram (2010), Pinterest (2010), Snapchat (2011) etc. After 2015, social media shifted toward immersive, video-centric experiences. Platforms like TikTok (2016), Instagram Stories

& Reels (2016–2020), Facebook Live, YouTube Live etc now focus on personalization, advanced algorithms, and fostering communities within niche interests (2U Wordpress, 2024b; Dunant, 2023; Streets, 2023; The Editors of Encyclopaedia Britannica, 2025).

What started as simple online forums and chat rooms has grown into a vast network of platforms that link billions of people worldwide. Social media has changed the way we communicate, share our experiences, and even start worldwide movements, reshaping how we interact with each other and the world.

The concept of social media has been evolving quickly. According to Jacka and Scott (2011: 5), "there is no single recognized definition of social media," as several academics have defined it differently. "Online resources that people use to share content: video, photos, images, text, ideas, insight, humour, opinion, gossip, and news" is how Drury (2008: 1) describes social media. "Activities, practices, and behaviours among communities of people who gather online to share information, knowledge, and opinions using conversational media" is another definition of social media provided by Safko and Brake (2008). According to Hasnain et al. (2015), "conventional media are Web-based applications that enable one to create and easily transmit content in the form of words, pictures, videos, and audios."

The ability to create, share, and collaborate on material online is the conceptualization of social media. In recent years, the social systems of various countries have advanced significantly due to the use of web-based technologies like virtual worlds (social platforms and games), content communities (YouTube and slide share), networking sites (Facebook and Instagram), weblogs or blogs, and collaborative projects (Kuss and Griffiths 2017; Malak et al., 2021). People now use the Internet so frequently that it has become a necessity and has made life difficult for those who use it excessively (Nazari et al., 2023).

People and communities including students are greatly impacted by social media, both positively and negatively. It has completely changed how individuals socialize, communicate, and engage with one another (Subramanian 2017). Recent research has shown that sharing information on social media lessens loneliness and improves life satisfaction, especially for teenagers (Malak et al., 2021).

Social media adoption is driven by the more common access, ease of use, versatility, and functionality of social technology. More educational access, social media assistance, and social constructivist teaching methods have all been argued to enhance students' understanding construction and foster student engagement. Another advantage of social technologies offered

online is that they often don't cost much or need a small amount of investment, which removes a possible adoption barrier (Rahmi et al., 2014b).

Students today can be categorized as either Net Generation members or digital natives. Digital technology has been a part of their lives since they were born (Prensky, 2001, 2010; Tapscott & Williams, 2008, 2010; Thompson, 2013). If instructors wish to establish a close relationship with their students and encourage them to interact with the contents, they must modify their teaching methods to fit the needs of their pupils. A learner-centered approach, in which the student learns how to learn rather than merely absorbing information from the teacher, is required to replace the traditional teacher-centered approach to education, in which the teacher teaches students (Hartman, Moskal, & Dziuban, 2005; Arteaga Sánchez et al., 2014).

Due to social media's widespread use, many institutions are utilizing it for marketing purposes and to communicate with both present and potential students as well as alumni. According to Al-Rahmi et al. (2014), university teachers are using social media to have productive conversations, interact with their students on academic issues, and enhance learning outcomes through improved communication both within and outside of the classroom.

Four main benefits of social media use in higher education have been identified by a number of overviews and perspectives. These include strengthening bonds, increasing motivation to learn, providing individualized course materials, and cultivating teamwork skills. This indicates that social networking activities can help students connect with one another and participate better in class, especially when introverted students are also active. Students can participate in online group learning without feeling anxious about having to ask questions in front of their classmates (Rahmi et al., 2014b).

Even if social media has numerous benefits, excessive use of it can lead to negative health, psychological, and societal issues and repercussions. However, despite the fact that more people are using the Internet, its negative effects and crises have gone unnoticed (Nazari et al., 2023).

We all understand the significance of an individual's mental and psychological well-being and the extent to which it can impact them. A state of mental health is characterized by people who are aware of their potential, are able to overcome obstacles in their daily lives, work well, and significantly impact the lives of others. The positive and negative effects of social media on mental health are currently up for debate. In order to protect our mental health, social

networking is crucial. Social interaction amount and quality have an impact on mortality risk, physical health, mental health, and health behaviour (Khalaf et al., 2023).

Compared to older generations, adolescents and young people have embraced these sites far more in order to showcase their social lives, interact with others, share knowledge, and reinvent their personalities. Because they are accustomed to being aware of what occurs in these virtual spaces, they are typically more likely to develop addictive behaviours related to social networking sites (SNS). They frequently engage in virtual chats, respond to messages even when they are inappropriate, and become pathologically involved in these activities, which can lead to poor academic performance, sleeplessness, anxiety, and distress, as well as difficulty focusing, disturbed eating patterns, excessive exhaustion, and a reduction in in-person social interactions. Instead of communicating their feelings and needs with their parents and friends, the young adults spend their free time sitting in front of a PC, staring at the screen of their mobile phone, or updating their status. As a result, they are frequently isolated from the outside world. Without it, people begin to crave it, and sometimes they are the object of dishonest behaviour. Students' academic performance may suffer if they utilize social networking sites more frequently. Because they focus more on these websites than the textbooks, it tends to create a distraction for these kids, which might negatively affect the learning environment (Raj et al., 2018).

1.3 RATIONALE OF THE STUDY

In the present digital age, social media has become an integral part of students' daily lives, influencing their modes of communication, learning experiences, and management of personal and academic responsibilities. The growing use of platforms such as Instagram, Facebook, and WhatsApp has introduced new patterns of engagement that are perceived to affect both mental well-being and academic performance. Observations of these evolving trends among students have encouraged a deeper academic interest in exploring how students perceive the effects of social media usage on their emotional and educational outcomes.

With increasing concerns regarding mental health challenges among students, alongside the widespread integration of social media into everyday life, there is a pressing need to examine these perceptions closely. As an active member of the academic community, the researcher has witnessed how students' views on social media—whether seen as a source of support or as a cause of distraction—may influence their ability to handle academic pressures and maintain psychological resilience. Investigating the perceived effects of social media provides an

opportunity to gain insights into students' experiences in a digitally driven environment. This study is motivated by a genuine desire to better understand these dynamics and contribute meaningful insights that could help students, educators, and policymakers create healthier digital and academic environments.

1.4 OBJECTIVES

1. To find the levels of mental health, perceived effect of social media usage and academic achievement among university students.
2. To study the perceived effect of social media usage among university students in relation to demographic variables.
3. To study the mental health of university students in relation to demographic variables.
4. To study the academic achievement of university students in relation to demographic variables.
5. To determine the impact of perceived effect of social media usage and mental health on academic achievement among university students.

1.5 HYPOTHESES

H₀₁: There is no significant difference in the perceived effect of social media usage among university students based on:

- Gender
- Academic program
- Residence
- Social media usage status
- Age
- Mother's occupation
- Father's occupation
- Parents' awareness of social media usage

H₀₂: There is no significant difference in mental health among university students based on:

- Gender
- Academic program

- Residence
- Social media usage status
- Age
- Mother's occupation
- Father's occupation
- Parents' awareness of social media usage

H₀₃: There is no significant difference in academic achievement among university students based on:

- Gender
- Academic program
- Residence
- Social media usage status
- Age
- Mother's occupation
- Father's occupation
- Parents' awareness of social media usage

H₀₄: There is no significant impact of the perceived effect of social media usage and mental health on the academic achievement of university students.

1.6 OPERATIONAL DEFINITIONS

1.6.1 Mental health: Mental health, under the present study, refers to the emotional and psychological well-being of students, indicating their ability to handle academic and personal challenges.

1.6.2 Academic achievement: Academic achievement, under the present study, refers to the student's performance measured through their semester grade point average (SGPA).

1.6.3 Perceived effect of social media usage: Perceived effect of social media usage, under the present study, refers to the students' views on how social media usage influences their mental health and academic focus.

1.7 SIGNIFICANCE OF THE STUDY

The widespread use of social media among students has become an integral part of their daily lives, influencing how they communicate, learn, and manage time. However, the perceived effect of social media usage on students' mental health and academic achievement remains a critical area of exploration. This study aims to investigate the perceived impact of social media usage on students' mental well-being and their academic performance. By examining these effects, the research seeks to provide insights into how social media may either support or hinder students' mental health and academic success. The findings from this study could help educational institutions design strategies to support students in navigating social media in a way that fosters both mental well-being and academic achievement. Ultimately, the study aims to contribute to the creation of environments that prioritize student health and academic excellence in the context of the digital age.

1.8 CHAPTERISATION

The present study is organized into five chapters. Chapter-1 introduces the study by outlining the background, significance, objectives, hypotheses, and key operational definitions, providing a foundational context for the research. Chapter-2 presents a comprehensive review of related literature, focusing on the perceived effects of social media, mental health, and academic achievement, thereby identifying research gaps and justifying the study. Chapter-3 details the methodological framework, including the research design, sampling procedures, tools for data collection, and methods of data analysis. Chapter-4 is devoted to the analysis and interpretation of the collected data, involving both descriptive and inferential statistics to examine the relationships among the key variables. Chapter-5 summarizes the major findings, draws conclusions, and discusses the educational implications, along with recommendations and suggestions for future research.

CHAPTER- 2: LITERATURE REVIEW

2.1 CHAPTER OVERVIEW

A careful review of existing literature is essential for building a strong foundation for any research study. It helps the researchers to understand the background of the problem, track developments in the field, and identify gaps where further research is needed. By studying previous work, the researcher can refine the research questions, set clear objectives, choose an appropriate methodology and decide the variables, tools and techniques that are needed for the study.

In this chapter, researcher attempted to review studies related to the perceived effects of social media among students, the concept of mental health and how perceived effect of social media usage influences mental well-being. Further the review examines the relationship between academic the perceived effects of social media, mental health and achievement. Through the review, the researcher aims to build a clear understanding of the issues involved and identify the specific areas that require deeper investigation.

2.2 MENTAL HEALTH

This section explores the relationship between social media use and mental health, highlighting how emotional well-being can be influenced by digital interactions. From signs of psychological fatigue to expressions of anxiety and depression, the studies here reflect the emotional consequences of constant connectivity.

Khalaf et al. (2023) investigated the relationship between social media usage and mental health among adolescents and young adults using a cross-sectional survey. Participants completed self-reported questionnaires assessing emotional and psychological well-being. The study found that excessive social media engagement was associated with increased risks of depression, anxiety, emotional instability, and poor sleep quality. These findings suggest that high levels of social media use can significantly threaten students' mental health.

Similarly, Karpinski et al. (2013) highlighted a mismatch between students' perceived ability to multitask and their actual academic outcomes. This discrepancy may reflect overlooked psychological stress or frustration stemming from overconfidence in managing digital distractions, thereby implying perceived cognitive and emotional effects of social media engagement.

Although the primary focus of the study by El-Badawy and Hashem (2015) was on academic development, indirect implications for mental well-being were noted. The research touched upon aspects such as online interaction patterns, time spent on platforms, and perceived productivity. While no explicit mental health variables were measured, the high degree of engagement with social media alongside high academic performance indicates that students may be managing the emotional and cognitive demands of social media without overt negative mental health consequences. However, the absence of reported emotional distress should not be interpreted as a lack of mental health impact without further targeted research.

In contrast, the study conducted by Bashir and Bhat (2017) focused extensively on the impact of social media use on mental health. The authors identified several key concerns, including increased levels of anxiety, stress, depression, and loneliness among frequent users. They reported that compulsive behaviours, such as persistent checking of notifications and experiencing phantom phone vibrations, are common indicators of technology-induced anxiety. The study also associated high social media usage with emotional fatigue, diminished self-esteem, and a higher vulnerability to psychosocial disorders. These findings suggest that excessive engagement with social networking platforms poses a substantial risk to the mental well-being of young users.

Further evidence is presented by Waqas et al. (2016), who highlighted psychological and behavioural concerns linked to social media overuse. Students reported feelings of addictiveness and distraction, particularly when SNSs were used excessively during academic tasks or lectures. These patterns suggest a potential link to cognitive fatigue and emotional dysregulation, which are relevant to discussions on mental health. The study emphasized that uncontrolled SNS use could negatively influence focus and contribute to psychological stress, especially when students struggled to balance academic responsibilities with constant online engagement.

Similarly, Rithika and Selvaraj (2013) highlighted behavioural patterns that may be associated with emotional strain. Students who spent extended periods on social networking sites reported tendencies such as procrastination, sleep disturbances, and distraction from academic tasks. These behaviours imply a potential link between social media overuse and psychological stress, indicating that frequent digital engagement may contribute to cognitive fatigue and emotional exhaustion, particularly when academic demands are high.

Looking at a more vulnerable population, Naslund et al. (2020) focused extensively on the relationship between social media use and mental health. It reported that individuals with mental disorders use social media at rates comparable to the general population and often derive psychological benefits such as increased peer support and reduced feelings of isolation. However, the study also emphasized that excessive social media use, particularly across multiple platforms, was associated with increased symptoms of depression and anxiety. The authors noted that screen time, social comparison, and exposure to hostile or stigmatizing content could exacerbate mental health conditions, especially among vulnerable populations.

Lastly, the study by Chancellor and De Choudhury (2020) focused on how mental health conditions such as depression, anxiety, and suicidality are manifested in users' digital behaviours. The authors found that changes in language use, engagement patterns, and emotional tone on social media platforms were linked to symptoms of mental illness. However, they also pointed out that many studies in this area lack clinical grounding, raising concerns about the accuracy and ethical implications of inferring mental health status based solely on online activity. This highlights both the promise and the complexity of using social media data to understand mental health.

2.3 PERCEIVED EFFECT OF SOCIAL MEDIA USAGE

Understanding the perceived impact of social media among students is essential in evaluating its role in daily life. Social media platforms are viewed through multiple lenses—ranging from tools for informal communication to potential aids in academic development. The perception of social media among students and youth is nuanced and multi-faceted, as illustrated by various studies across different contexts.

Arteaga Sanchez et al. (2014) conducted a survey among university students in Spain using structured questionnaires to examine students' perceptions of Facebook as a learning platform. The study found that although students acknowledged Facebook's potential for academic engagement, they primarily perceived it as a tool for informal communication and social interaction. The findings suggest that students distinguish between social and academic spaces, often reserving social media primarily for personal use.

Building on these contrasting perspectives, Khalaf et al. (2023) carried out a cross-sectional survey involving adolescents and young adults to explore the perceived impacts of social media on users' lives. Using self-administered questionnaires, the study revealed that students' perceptions of social media ranged from seeing it as a source of support and connection to

identifying it as a cause of emotional stress, cyberbullying, and negative social comparison. This highlights the dual nature of social media as perceived by young users.

Furthermore, Karpinski et al. (2013) examined university students' perceptions of social media usage, with particular attention to multitasking involving social networking sites (SNS) such as Facebook. Employing a mixed-methods approach, their findings indicated that while some students viewed SNS as harmless or even supportive during study sessions, others acknowledged their distracting nature. Cultural differences were also evident, as students in the United States reported higher confidence in their multitasking abilities and engaged more frequently in SNS use during academic activities compared to their European counterparts.

Adding another layer to this perception, Cao et al. (2018) investigated university students' perceptions of mobile social networking site (SNS) use through the application of the Stressor-Strain-Outcome (SSO) model. The study, based on time-lagged survey data from 505 Chinese undergraduate students, found that excessive SNS use resulted in a perceived intrusion into students' daily lives. This was conceptualized as life invasion, where students reported feeling that SNSs occupied an overly central role in both academic and personal contexts. Cao et al. (2018) noted that such perceptions were linked to cognitive-emotional preoccupation, indicating that many students experienced frequent, involuntary thoughts about SNS, which they recognized as disruptive to their routines.

Likewise, El-Badawy and Hashem (2015) provide indirect insights related to students' mental health through their analysis of online interaction patterns, time spent on social media platforms, and perceived productivity. Although the study did not include direct measures of mental health variables, the observation that students exhibited high levels of social media engagement alongside strong academic performance suggests a potential capacity to manage the emotional and cognitive demands associated with social media use. Nevertheless, the absence of reported emotional distress should not be construed as evidence of no mental health impact. Further noted that this empirical research, specifically designed to assess psychological outcomes, is essential to draw more conclusive interpretations.

Recognizing this awareness, Rithika and Selvaraj (2013) examined how students perceive the impact of social media on their academic lives. The study found that social networking platforms such as Facebook, Twitter, and Orkut are extensively used by students, often at the expense of academic focus. While students acknowledged the benefits of staying connected and sharing ideas, they also reported that excessive use of these platforms leads to reduced

attention towards studies. The authors noted that students tend to rely on the readily available information on social media rather than engaging in deeper learning, which affects their concentration and academic discipline. These findings suggest that students are aware of the influence social media has on their academic behaviour and performance.

Broadening the perspective beyond academia, Naslund et al. (2020) examined how individuals living with mental illness engage with social media platforms and the ways they perceive its influence. The study highlighted that many individuals use social media to share personal experiences, seek mental health information, and connect with others facing similar challenges. This level of engagement reflects a recognition of the social and informational value of digital platforms. At the same time, users acknowledged the risks associated with social comparison, privacy concerns, and emotional exposure. These findings suggest that users perceive social media as both a beneficial outlet for connection and a potential source of emotional and cognitive strain.

Finally, Chancellor and De Choudhury (2020) reviewed the ways in which users' social media activity reflects their perceived mental states. The study reveals that individuals often express their emotions and disclose mental health concerns through posts, comments, and interactions on platforms like Twitter, Reddit, and Facebook. Social media was perceived as a space where users could share their inner experiences and seek connection, making it a valuable source for understanding individual well-being. The authors highlighted that these behaviours suggest social media is viewed not only as a communication tool, but also as a personal outlet for emotional expression.

2.4 PERCEIVED EFFECT OF SOCIAL MEDIA ON MENTAL HEALTH

Perceptions about how social media affects mental health are shaped by users' personal experiences and emotional responses to digital engagement. This thematic section explores how individuals perceive and interpret their mental health outcomes as influenced by social media.

To begin with, Khalaf et al. (2023) explored that adolescents' and young adults' perceptions of social media's influence on mental health through a cross-sectional survey. The study showed that positive perceptions of social media (such as feeling connected) were linked with better emotional well-being, whereas negative experiences (like cyberbullying and social comparisons) were associated with higher levels of depression and anxiety. The findings

emphasize the importance of subjective experiences in understanding the mental health outcomes related to social media use.

While emotional well-being was not the central focus of the study, Karpinski et al. (2013) highlighted a mismatch between students' perceived ability to multitask and their actual academic outcomes. This discrepancy may reflect overlooked psychological stress or frustration stemming from overconfidence in managing digital distractions, thereby implying perceived cognitive and emotional effects of social media engagement.

Adding to this, Cao et al. (2018) further reported that students perceived their emotional strain as being directly influenced by excessive SNS use. Cognitive-emotional preoccupation, as conceptualized in the study, led to increased experiences of life invasion, techno-exhaustion, and privacy invasion. These consequences were recognized by the students as emotionally taxing and mentally intrusive. The findings of Cao et al. (2018) suggest that students were aware of the emotional consequences of their SNS habits and attributed heightened stress, distraction, and anxiety to their constant connectivity.

Conversely, El-Badawy and Hashem (2015) did not directly explore the perceived effects of social media on mental health. However, the students' responses suggested a normalized and managed integration of social media into their academic routines. Since the respondents did not report adverse outcomes such as anxiety or distraction, and continued to maintain high academic performance, it can be inferred that, within this sample, social media was not perceived as a source of psychological burden. Nevertheless, this absence of perceived mental health effects should be interpreted with caution due to the study's academic performance focus.

On the other hand, Bashir and Bhat (2017) emphasized that users themselves often perceive social media as a contributing factor to their mental health challenges. The study noted that individuals commonly experience pressure related to digital validation, such as the number of likes and comments received on posts, which can lead to emotional distress. Moreover, users reported heightened feelings of inadequacy and social comparison, which were linked to symptoms of anxiety and depression. These insights underscore the subjective awareness among users of the emotional strain and psychological consequences associated with their online activities.

Similarly, the findings by Waqas et al. (2016) indicated that students themselves perceived their overuse of SNSs as problematic. Many respondents agreed that excessive social media use

affected their academic concentration and created emotional disturbances such as restlessness and reduced self-control. The recognition of these effects among students highlights an important aspect of perceived mental strain. This perceived connection between digital habits and mental stress, even in the absence of clinical diagnosis, supports the need to address emotional well-being in the context of social media use.

The findings of Rithika and Selvaraj (2013) also reflect students' perceptions regarding the emotional and behavioural effects of social media. Through their responses, students indicated that excessive use of social networking platforms negatively influenced their daily routines and study patterns. The study revealed a significant impact of mobile-based social media access on lifestyle, with students acknowledging that constant connectivity led to distraction and reduced time for academic responsibilities. This self-awareness among students demonstrates a perceived connection between social media use and emotional well-being, as they recognized the mental and behavioural consequences of their online habits.

The findings by, Naslund et al. (2020) found that users themselves were aware of the mental health consequences of their digital behaviours. Participants reported emotional distress resulting from online harassment, cyberbullying, and negative social comparisons. The study also noted that some individuals preferred online communication due to the perceived safety and anonymity it offered. These insights highlight that users not only experience emotional strain from social media use but also perceive and acknowledge its impact on their psychological well-being, particularly in the context of stigma and social vulnerability.

Finally, Chancellor and De Choudhury (2020) noted that users' online behaviour often reflects their own perceived emotional well-being. Many users openly discussed feelings of distress, stress, or loneliness through social media posts. The study emphasized that while individuals perceive social media as a space for emotional release and support, the methods used to interpret these perceptions must be handled carefully. The lack of standardized approaches in identifying and validating such expressions can lead to misinterpretation, even when users are clearly communicating emotional strain through their activity.

2.5 ACADEMIC ACHIEVEMENT, MENTAL HEALTH, AND PERCEIVED EFFECT OF SOCIAL MEDIA

The interaction between social media usage, mental health, and academic performance is complex and multifaceted. This section brings together research findings that examine how

digital habits shape academic focus and cognitive resilience, while also addressing the emotional dimensions that influence students' academic journeys.

Arteaga Sanchez et al. (2014) conducted a survey using structured questionnaires among Spanish university students to assess Facebook's role in supporting educational engagement. The study indicated that while students viewed Facebook mainly as a social tool, it also played a secondary role in academic collaboration through peer communication and information exchange. The findings highlight that students' perception of social media as a dual-purpose platform may indirectly contribute to their academic experience.

In the study, by Khalaf et al. (2023) examined the impact of social media usage on mental health and academic outcomes through a cross-sectional survey of adolescents and young adults. Their study revealed that increased social media usage, especially during late-night hours, negatively affected sleep quality, which in turn impaired cognitive functioning and academic performance. These results show how mental health factors mediate the relationship between social media engagement and academic achievement.

Karpinski et al. (2013) also linked SNS multitasking to academic decline, particularly among U.S. students. Multitasking was found to be detrimental to GPA, and while mental health was not explicitly addressed, the associated cognitive overload points to potential emotional fatigue affecting academic performance.

In examining academic outcomes, Cao et al. (2018) found a negative association between SNS-induced psychological strain and academic performance. Using GPA as an objective indicator, the study demonstrated that students who experienced higher levels of life invasion, techno-exhaustion, and privacy concerns performed worse academically. Furthermore, Cao et al. (2018) identified cognitive-behavioural control as a moderating factor, where students with stronger self-regulatory abilities were more capable of managing the emotional strain caused by SNS use, thus reducing its negative impact on academic performance. This highlights the interconnectedness of academic outcomes, perceived social media effects, and mental strain.

In contrast, El-Badawy and Hashem (2015) found no significant relationship between the amount of time students spent on social media and their overall academic performance. Chi-square analysis revealed that even students who reported high daily social media usage-maintained grade ranges between 90–100%, suggesting that social media engagement did not negatively affect academic achievement. The findings also noted that 92% of students used the internet to support their studies, further reinforcing the idea that social media was perceived as

an academic aid. Although the study did not explore mental health directly, the results imply that students are capable of balancing their academic responsibilities and social media use without evident emotional or cognitive strain.

While the primary focus of Bashir and Bhat (2017) was on mental health, the study also discussed the broader implications of psychological strain on cognitive and academic functioning. The authors suggested that the emotional disturbances caused by social media—such as stress, fatigue, and reduced concentration—may indirectly affect academic performance. These psychological effects can impair students' ability to focus, retain information, and engage meaningfully in academic tasks. Although academic outcomes were not the central focus of the study, the findings point to a clear connection between mental health disruptions caused by social media and potential challenges in educational performance

Similarly, Waqas et al. (2016) established a clear connection between SNS addiction and reduced academic performance. Using a cross-sectional survey of 260 university students, the researchers found a significant negative impact of SNS use on academic achievement. Statistical analyses, including Chi-square tests, confirmed that students' addictiveness to SNSs correlated with lower academic performance, especially when excessive time was spent online at the expense of academic tasks. While mental health was not directly measured, the emotional and cognitive distractions reported by participants suggest an indirect pathway through which social media habits can impair both academic success and psychological functioning.

Rithika and Selvaraj (2013) found a statistically significant relationship between frequent social media use and academic performance. The study concluded that students who spent more time on social networking sites experienced delays in assignment submissions and a decline in academic focus. While academic performance was directly measured, the study also identified behavioural patterns—such as poor time management and distraction—that may stem from underlying emotional or cognitive strain. Although not measured directly, these observations suggest a potential mediating role of mental health in the relationship between social media usage and academic outcomes. The study also indicated that only a minority of students used social media for educational purposes, reinforcing the conclusion that its impact is largely negative when it comes to academic achievement.

Even though the primary focus of the study by Naslund et al. (2020) was not academic achievement, its findings have indirect implications for academic performance, especially among adolescents and young adults. The study noted that time spent on social media is often

at the expense of face-to-face interaction and other healthy behaviours, which may include study-related activities. Moreover, the emotional disturbances associated with social media use—such as stress, anxiety, and reduced attention—can impair cognitive functioning and concentration. These factors suggest a potential mediating role of mental health in the relationship between social media use and academic outcomes.

Lastly, Chancellor and De Choudhury (2020) discussed how the mental health symptoms observed on social media—such as stress, disrupted sleep, and emotional instability—can negatively affect day-to-day functioning. These symptoms, when experienced by students, may interfere with focus, motivation, and cognitive performance, thereby indirectly impacting academic achievement. The study suggested that recognizing these behavioural signals could offer early insights into emotional challenges that affect academic success.

2.6 RESEARCH GAP

Despite the growing body of literature on social media usage and its effects, there remains a significant lack of quantitative studies that specifically explore the perceived effect of social media usage on students' mental health and academic achievement, particularly in the context of Indian higher education. Much of the existing research tends to either examine social media usage broadly or focus on isolated aspects such as addiction, online behaviour, or academic distraction, without systematically investigating students' own perceptions of how social media impacts their mental well-being and academic performance. This study addresses this gap by formulating hypotheses that explore the perceived effect of social media usage based on various socio-demographic and contextual variables such as gender, academic program, residence, age, parents' occupation, social media usage status, and parental awareness.

Furthermore, while global studies have attempted to highlight the impact of social media usage on student populations, there is a distinct absence of context-specific research on the perceived effects of social media usage on mental health and academic achievement within Indian public universities. Cultural, institutional, and social contexts significantly influence students' engagement with social media and their perceptions of its effects. Thus, this study, conducted at the University of Hyderabad, seeks to fill this contextual gap by providing focused insights from an Indian public university setting, offering a more nuanced understanding of the phenomenon in relation to students' socio-cultural realities.

Additionally, although prior research has explored either the impact of social media on mental health or on academic performance separately, there has been limited exploration of the

interrelationship between these variables through the lens of perceived effects. Specifically, there is a need to understand how students perceive the connection between their social media usage, their mental health status, and their academic achievement, and how these factors may influence one another. By investigating these interrelationships, including the perceived impact of social media usage and mental health on academic achievement as hypothesized, this study attempts to bridge an important gap in the current literature, providing an integrated and comprehensive perspective that has been largely overlooked in existing research.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 CHAPTER OVERVIEW

According to Kothari (2004), "Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. In it one can study the various steps that are generally adopted by a researcher in studying one's research problem along with the logic behind them" (p. 8).

Creswell (2014) defines research design as "plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis" (p. 3). He emphasizes that methodology includes philosophical assumptions as well as specific methods and procedures to conduct a research study systematically.

Bryman (2016) states that "Research methodology provides a framework for the collection and analysis of data" (p. 39), highlighting that methodology offers an organized structure to ensure that data gathering and interpretation are logically aligned with research objectives.

Further, Saunders et al. (2019) explain that "The methodology refers to the theory of how research should be undertaken, including the theoretical and philosophical assumptions upon which research is based and the implications this has for the method or methods adopted" (p. 128). This indicates that methodology is not only about procedures but also about the underlying reasoning behind choosing certain methods over others.

This chapter describes the methodology adopted for the present study. It is divided into various sections, namely: research approach, research design, area of the study, target population, sample size and sampling technique, research instruments, data collection tools, and data analysis techniques.

3.2 RESEARCH DESIGN

Kerlinger (1986) defines research design as "The plan, structure, and strategy of investigation conceived so as to obtain answers to research questions and to control variance" (p. 279).

Similarly, Cohen et al. (2007) mention that "A research design is essentially a blueprint for research, dealing with at least four problems: what questions to study, what data are relevant, what data to collect, and how to analyse the results" (p. 78).

The researcher adopted a descriptive survey research design for the present study. The descriptive design enabled the researcher to observe and describe the existing conditions

related to students' social media usage, mental health status, and academic achievement without manipulating any variables.

3.3 AREA OF THE STUDY

The present study was conducted at the University of Hyderabad, Telangana, India. The researcher selected this university because of its diverse student body represents entire nation, across various academic disciplines and the active engagement of students with social media platforms. The setting provided a rich and varied sample necessary for the study's objectives.

3.4 POPULATION

Best and Kahn (2006) define population as "Any group of individuals that have one or more characteristics in common that are of interest to the researcher" (p. 13).

The population for the study includes undergraduate (UG) and postgraduate (PG) students enrolled in various programs at the University of Hyderabad for the academic year 2023 - 2025. The researcher chose this broad population to capture diverse perspectives on the impact of social media.

3.5 SAMPLE AND SAMPLING TECHNIQUE

Kothari (2004) states that "Sampling is the process of selecting a few from a bigger group to become the basis for predicting the presence of an unknown piece of information regarding the whole group" (p. 152).

The researcher used the convenience sampling technique to select the participants. As John W. Creswell (2012) states, "in convenience sampling, the researcher selects participants who are readily available and willing to participate" (p. 145).

A total of 156 students were participated randomly based on consent to participate in the study.

3.6 TOOLS FOR DATA COLLECTION

The researcher utilized standardized and validated tools developed by Devaki T.C., Department of Education, Bangalore University, under the supervision of Prof. Umme Kulsum. The instruments included:

- **Mental Health Inventory (MHI):**
Used to assess emotional well-being, anxiety, depression, and psychological distress among students.
- **Social Media Usage Questionnaire (SMUQ):**
Used to evaluate students' social media usage patterns, time spent, and preferred platforms.
- **Perceived Effects of Social Media Usage Scale:**
Used to gauge students' perceptions regarding the impact of social media on their mental health and academic performance.

The reliability of the tools used in the study was directly assessed by the researcher using Jamovi statistical software through the Cronbach's Alpha test. The analysis revealed that the Perceived Effects of Social Media Usage Scale achieved a Cronbach's Alpha value of 0.708, indicating an acceptable level of internal consistency. Similarly, the Mental Health Inventory (MHI) recorded a Cronbach's Alpha value of 0.890, demonstrating high internal consistency. Based on these results, the tools were found to possess satisfactory reliability and were deemed appropriate for use in collecting data for the present study. Hence these tools allowed the researcher to collect structured and quantifiable data relevant to the research questions.

3.7 PROCEDURE OF DATA COLLECTION

The researcher prepared a structured questionnaire using Google Forms and distributed it digitally through WhatsApp groups and social media platforms accessible to students of the University of Hyderabad. Participation was voluntary. Students were informed about the purpose of the study, confidentiality of responses, and their right to withdraw at any point without any consequences. A consent form was included at the beginning of the survey.

3.8 DATA ANALYSIS TECHNIQUES

Kerlinger (1986) emphasized that "Data analysis involves organizing, accounting for, and explaining the data; in short, making sense of data in terms of the participants' definitions of the situation, noting patterns, themes, categories, and regularities" (p. 480).

Best and Kahn (2006) stated that "The purpose of analysis is to summarize the data in such a way that it yields answers to the research questions or hypotheses" (p. 25).

In the present study, after collecting the responses, the researcher coded and organized the data systematically. The researcher then tested the normality of the data distribution using the Shapiro-Wilk test. Since the data deviated from normality, non-parametric statistical tests were employed.

The researcher used the following techniques:

- The **Mann-Whitney U Test** was applied to assess differences between two independent groups such as gender, residence, program of study, and social media usage status, regarding mental health; academic achievement, and perceived effects of social media.
- The **Kruskal-Wallis H Test** was utilized to analyse differences across more than two groups, such as age groups and parental occupational categories.
- The **Spearman's Correlation Coefficient** were computed to explore relationships among students' mental health, academic achievement (SGPA), and perceived social media effects.
- **Simple and multiple regression analyses** were conducted by the researcher to predict academic achievement based on mental health scores and perceived effects of social media usage.

All statistical analyses were carried out using Jamovi software, and results were interpreted based on the accepted significance level of 0.05.

3.9 DELIMITATIONS OF THE STUDY

This study was conducted within specific boundaries set by the researcher to ensure focus and manageability. The research was limited to the University of Hyderabad, Hyderabad, Telangana and the participants included only undergraduate (UG) and postgraduate (PG) students. Research scholars, faculty members, and other students of University of Hyderabad were not included in the study.

The study specifically examined perceived effect of social media usage on mental health and academic achievement, excluding other factors such as family background, socioeconomic status, and extracurricular activities that might also affect these variables.

Furthermore, the study utilized a quantitative approach through structured questionnaires, with no qualitative interviews or focus group discussions undertaken. This methodological choice

was made to allow for statistical analysis and the generalization of findings across a larger sample.

By setting these boundaries, the researcher sought to maintain clarity and consistency in addressing the research objectives while acknowledging that these choices limited the broader applicability of the results.

CHAPTER-4: ANALYSIS AND INTERPRETATION OF DATA

4.1 CHAPTER OVERVIEW

In this chapter, the data collected by researcher, is analysed and interpreted to address the research objectives. The section starts with an overview of the respondent's demographic details, followed by the testing of hypotheses. Correlation and regression analyses are then conducted to explore the relationships between key variables.

4.2 DEMOGRAPHIC PROFILE

This section presents the demographic characteristics of the respondents, covering aspects such as gender, age, academic program, residence, parents' employment status, social media usage patterns, parental awareness, preferred platforms, sources of access, and the number of hours spent daily on social media. Understanding these factors provides important context for interpreting the study's findings and helps analyse differences in responses across various groups.

4.2.1 Gender Distribution of Respondents

Table- 4.1 Distribution of Respondents Based on Gender.

Gender	Counts	Percentage of Total
Women	54	35%
Men	102	65%
Total	156	100%

Source: Primary data.

The table 4.1 shows the number of men and women who took part in the study. It reveals that out of a total of 156 participants; 65% (102) are men while 35% (54) are women. It is clear from the data that more men were involved in the study compared to women. Knowing the gender distribution helps in understanding different perspectives and identifying any differences in responses based on gender. The same information is depicted in the figure- 4.1.

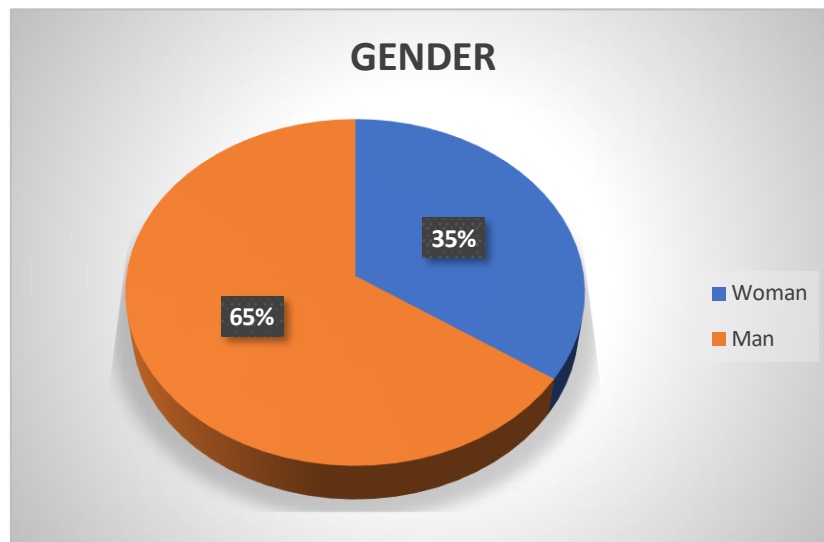


Figure – 4.1: Distribution of Respondents Based on Gender.

4.2.2 Age Distribution of Respondents

Table – 4.2: Age Distribution of Respondents

Age (In years)	Counts	Percentage of Total
17-20	18	12%
21-24	84	54%
25-28	46	29%
28 and above	8	5%
Total	156	100%

Source: Primary data.

The table 4.2 represents the age distribution of the participants in the study. Out of total of 156 participants were involved; 18 participants in the 17-20 years age group, 84 in the 21-24 years age group, 46 in the 25-28 years age group, and 8 aged 28 years and above. It shows that the majority (54%) belong to the 21-24 years age group, followed by 29% in the 25-28 years age group, 12% in the 17-20 years age group, and 5% in the 28 years and above age group. This indicates that most respondents are in their early to mid-20s. Understanding the age distribution helps in analysing responses based on different age groups and provides valuable insights into trends related to age demographics. The same information is depicted in the figure- 4.2.

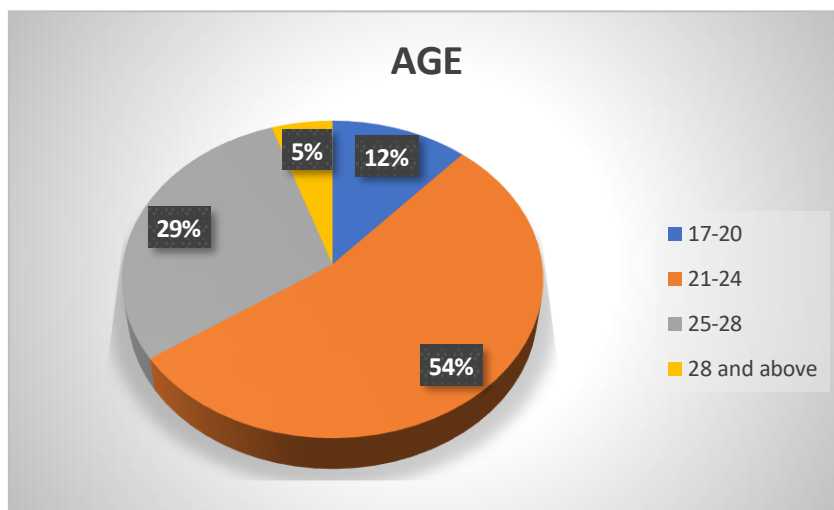


Figure – 4.2.: Age Distribution of Respondents

4.2.3 Academic Program Distribution of Respondents

Table – 4.3: Academic Program distribution of respondents

Academic Program	Counts	Percentage of Total
UG	24	15%
PG	132	85%
Total	156	100%

Source: Primary data

The table 4.3 represents the academic program distribution of the participants in the study. It reveals that out of a total of 156 participants, 85% are postgraduate (PG) students (132), while as 15% are undergraduate (UG) students (24). This indicates that the majority of participants are pursuing postgraduate studies. Understanding this distribution helps in analysing responses based on educational levels and provides insights into how academic background influences the study outcomes. The same information is depicted in the figure- 4.3.

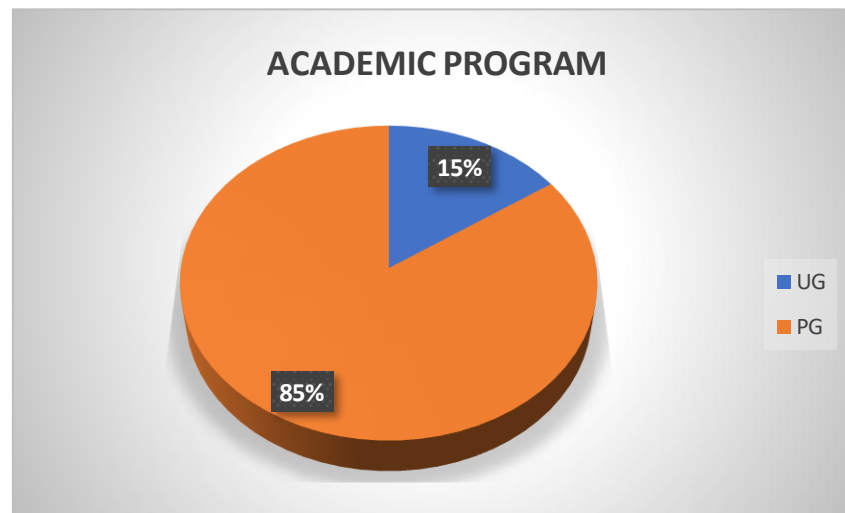


Figure – 4.3: Academic Program distribution of respondents

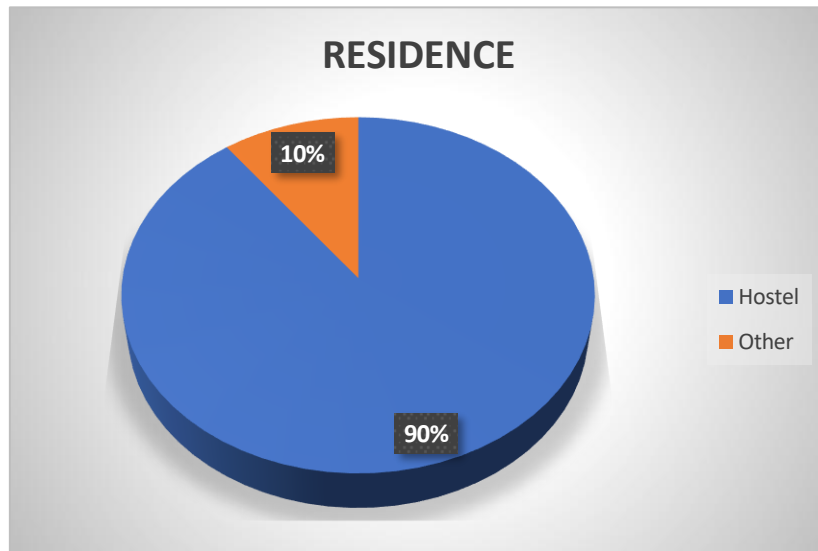
4.2.4 Residence of Respondents

Table – 4.4: Residence distribution of Respondents

Residing with	Counts	Percentage of Total
Hostel	140	90%
Other	16	10%
Total	156	100%

Source: Primary data.

The table 4.4 shows that out of a total of 156 participants; 90% (140) reside in hostels, while 10% live with their parents, relatives, or in rented places (16). Where students live can affect how they use social media, their mental health, and their studies. Hostel students may spend more time online due to peer influence, while those living with family might have different habits. Understanding this helps see how social media affects their well-being and academics. The same information is depicted in the figure- 4.4.



Figure– 4.4: Residence distribution of Respondents

4.2.5 Mother's Occupation Status

Table – 4.5: Details of respondents by their mother's occupation.

Mother's occupation	Counts	Percentage of Total
Government employee	32	21%
Private employee	10	6%
Own business	8	5%
Not employed	106	68%
Total	156	100%

Source: Primary data

The table 4.5 shows details of respondents by their mother's occupation. It reveals that out of a total of 156 participants; 68% (106) of mothers are not employed, 21% (32) work in government jobs, 6% (10) in private jobs, and 5% (8) run their own businesses. A mother's occupation can influence a student's mental health, academic support, and social media usage. Employed mothers may have different time commitments, affecting how students manage studies and online activities, while those with non-working mothers might receive more direct supervision. Understanding this helps analyse the role of family background in students' academic performance and well-being. The same information is depicted in the figure- 4.5.

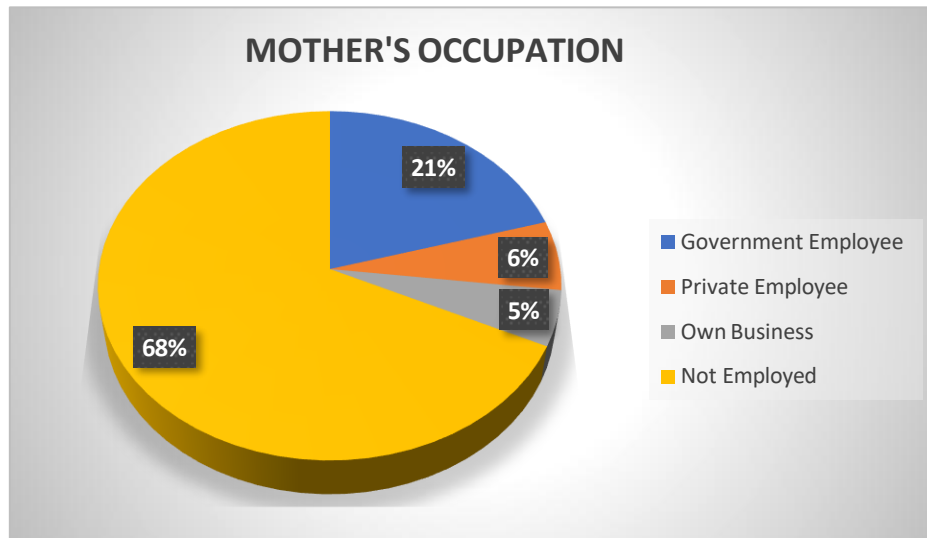


Figure – 4.5: Details of respondents by their mother's occupation.

4.2.6 Father's Occupation Status

Table – 4.6: Details of respondents by their father's occupation.

Father's occupation	Counts	Percentage of Total
Government employee	44	28%
Private employee	24	15%
Own business	46	30%
Not employed	42	27%
Total	156	100%

Source: Primary data.

The table 4.6 shows the occupation status of students' fathers. It reveals that out of a total of 156 participants; 28% (44) of fathers work in government jobs, 15% (24) in private jobs, 30% (46) run their own businesses, and 27% (42) are not employed. A father's employment can impact a student's financial stability, academic support, and social media habits. Working fathers may have different time commitments, while self-employed or non-working fathers may provide more direct involvement in their child's studies. Understanding this helps in analysing how family background influences students' mental health and academic performance. The same information is depicted in the figure- 4.6.

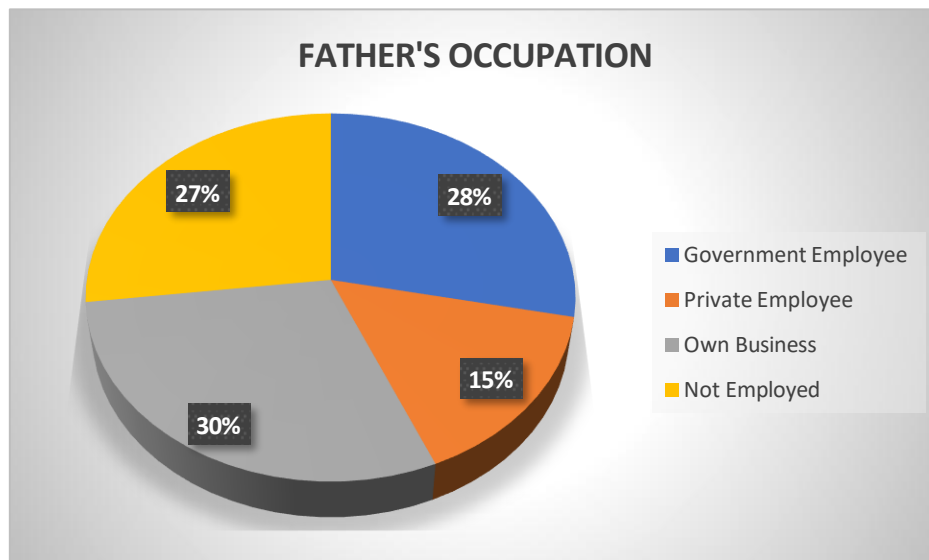


Figure – 4.6: Details of respondents by their father's occupation.

4.2.7 Social Media Usage Status

Table – 4.7: Details of respondents by their social media usage status.

Social Media Usage (SMU) Status:	Counts	Percentage of Total
User	142	91%
Non- user	12	9%
Total	156	100%

Source: Primary data

The table 4.7 represents details of respondents by their social media usage status. It reveals that out of a total of 156 participants; 91% (142) actively use social media, 9% (14) do not use it. Social media plays a significant role in students' mental health and academic performance, influencing their study habits, concentration levels, and emotional well-being. Excessive usage can lead to distractions and stress, while balanced use may provide educational benefits and social connectivity. Understanding these patterns helps in analysing the overall impact of social media on students' academic success and mental well-being. The same information is depicted in the figure- 4.7.

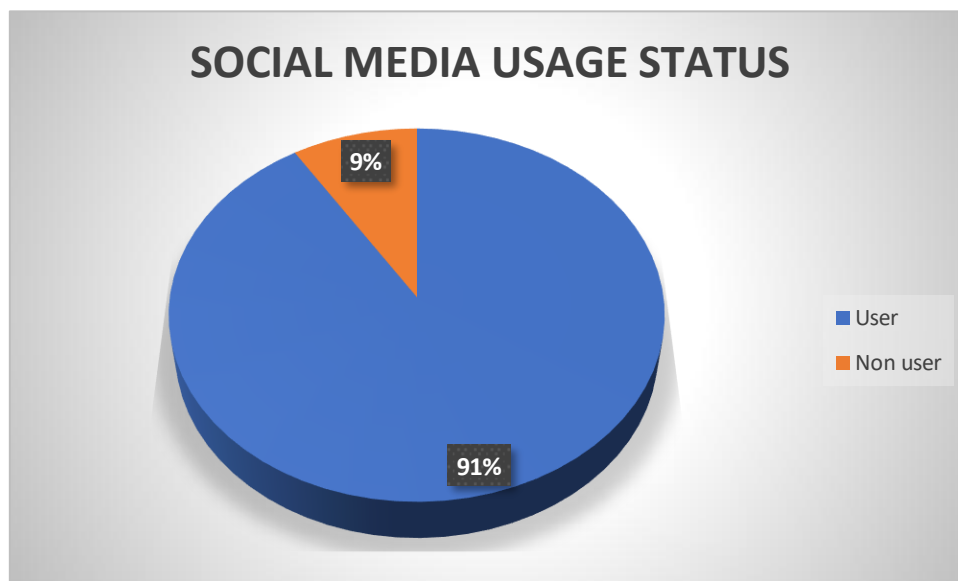


Figure – 4.7: Details of respondents by their social media usage status.

4.2.8 Parental Awareness on their children's social media usage

Table – 4.8: Details of parental awareness on their children's social media usage.

Parental Awareness	Counts	Percentage of Total
Aware	128	82%
Not aware	20	13%
Can't say	8	5%
Total	156	100%

Source: Primary data.

The table 4.8 shows that out of a total of 156 participants, 82% (128) parents are aware of their social media usage, while 13% (20) state that their parents are not aware, and 5% (8) are unsure and two respondents did not respond. This indicates that most students have open communication with their parents about their online activities. However, a small percentage still use social media without parental awareness, which could impact their digital safety, mental health, and academic performance. Encouraging discussions about responsible social media use can help in maintaining a healthy balance between online engagement and academic success. The same information is depicted in the figure- 4.8.

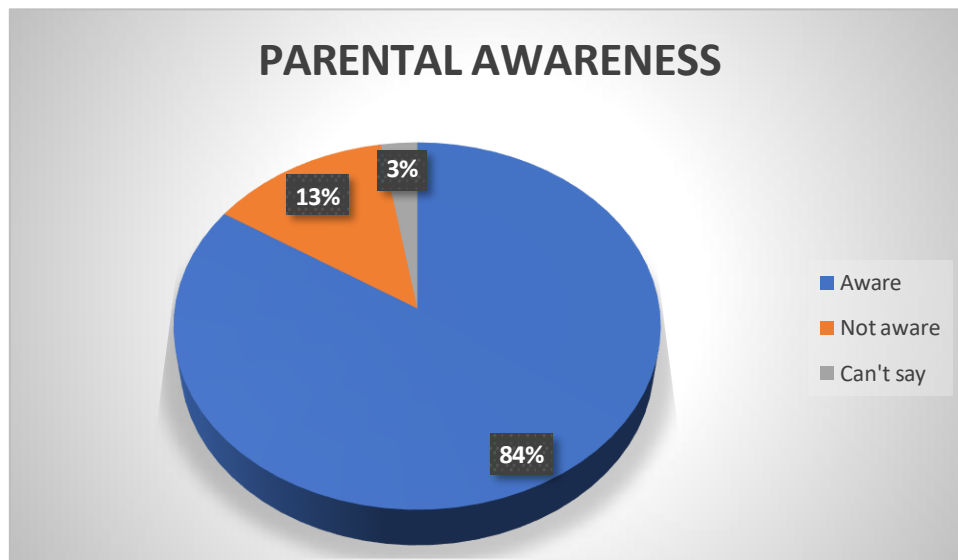


Figure – 4.8: Details of parental awareness on their children's social media usage

4.2.9 Social Media Platforms Usage Among Students

Table – 4.9: Details of respondents by social media platforms usage among students.

Social media platforms usage	Counts	Percentage of Total
WhatsApp	112	21%
You Tube	110	20%
Instagram	94	17%
Twitter	45	8%
Snapchat	44	8%
Facebook	45	8%
LinkedIn	46	8%
Pinterest	30	6%
Blogs	24	4%

Source: Primary data.

The table 4.9 shows that out of a total of 156 participants, 21% (112) prefer to use WhatsApp, 20% (110) use YouTube, and 17% (94) use Instagram, 8% (45) use Twitter, 8% (45) use Snapchat, 8% use Facebook, 8% use LinkedIn, 6% (30) use Pinterest and the percentage of students using Blogs was only 4% (24), which was lowest. This indicates that students primarily rely on messaging and video-sharing platforms, while professional networks like LinkedIn and creative platforms like Pinterest have relatively lower engagement. Understanding these trends can help in designing educational or awareness campaigns targeting

students on the platforms they use the most. The same information is depicted in the figure-4.9

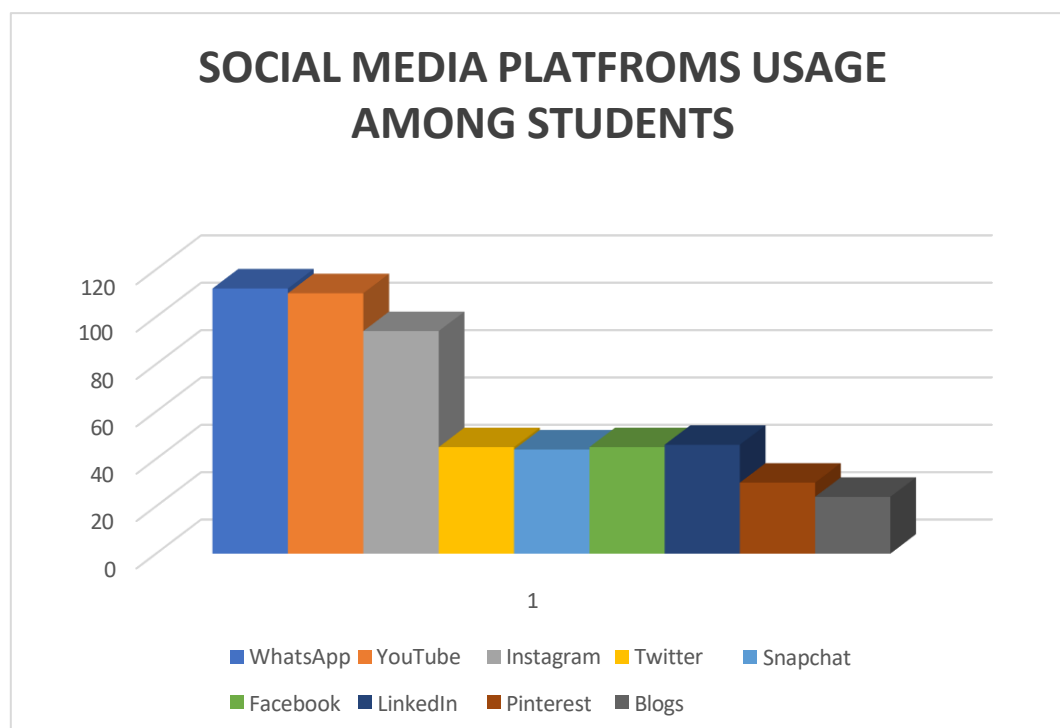


Figure – 4.9: Details of respondents by social media platforms usage among students.

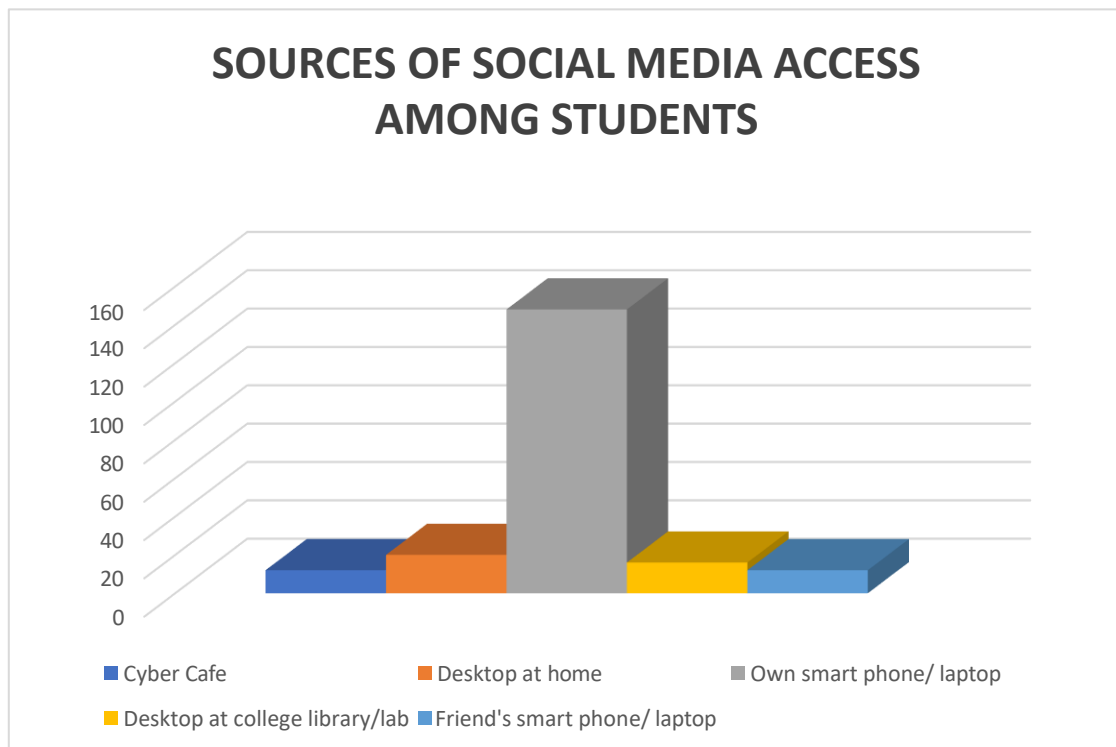
4.2.10 Sources of social media access among Students

Table – 4.10: Details of respondents by the sources of social media access.

Sources of Social media Access	Counts	Percentage of Total
Cyber café	12	6%
Desktop at home	20	10%
Own smart phone/ laptop	148	76%
Desktop at college library/ lab	16	8%
Friend's smart phone/ laptop	12	6%

Source: Primary data

The table 4.10 shows that out of a total of 156 participants, 76% (148) use their own smartphones or laptops to access social media, making it the most common way. Some students 10% (20) use a desktop at home, while 8% (16) access it from college library/lab computers. Very few 6% (12) use cyber cafés or their friend's devices. This suggests that most students have personal and easy access to social media, making it a regular part of their daily routine. The same information is depicted in the figure- 4.10.



Figure– 4.10: Details of respondents by the sources of social media access.

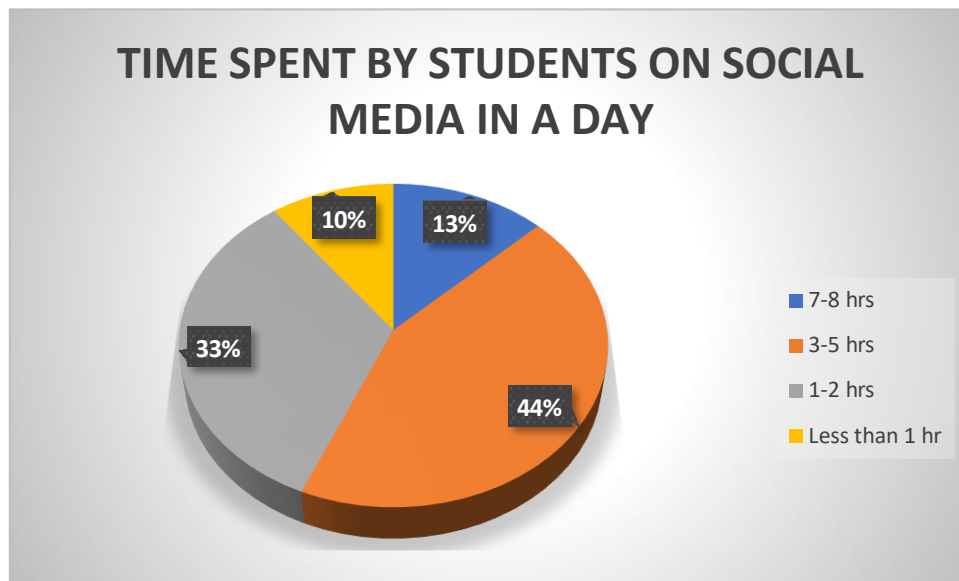
4.2.11 Time spent by students on social media in a day

Table – 4.11: Details of respondents by time spent on social media in a day.

Time spent on social media in a day	Counts	Percentage of Total
7-8 hrs	20	13%
3-5 hrs	68	44%
1-2 hrs	52	33%
Less than 1 hr	16	10%
Total	156	100%

Source: Primary data.

The table 4.11 shows that out of a total of 156 participants; 44% (68) spend 3-5 hours on social media daily, making it the most common time span. About 33% (52) of the students spend 1-2 hours, while 13% (20) spend a significant 7-8 hours per day. Only 10% (16) of the students reported spending less than 1 hour daily on social media. This suggests that a large number of students dedicate a considerable part of their day to social media usage, which could have implications for their academic performance and mental well-being. The same information is depicted in the figure- 4.11.



Figure– 4.11: Details of respondents by time spent on social media in a day.

4.3 LEVEL OF PERCEIVED EFFECT OF SOCIAL MEDIA USAGE

This section provides descriptive statistics pertain to perceived effect of social media usage (PESMU), its classification into levels and hypothesis testing with respect to demographic variables. Descriptive statistics related to the perceived effect of social media usage is provided in table 4.12

Table: 4.12: Descriptive statistics of PESMU

Statistics	Perceived Effect of Social Media usage
N	156
Missing	0
Mean	66.0
Median	65.0
Mode	65.0
Standard deviation	4.80
Minimum	53
Maximum	78
Skewness	0.273
Std. error skewness	0.194
Kurtosis	0.239
Std. error kurtosis	0.386

Shapiro-Wilk W	0.975
Shapiro-Wilk p	0.006

Source: Jamovi output.

Objective 1 intended to find the levels of perceived effect of social media usage among university students. The mean and standard deviation were used to classify perceived effect of social media usage on students' mental health, which is widely used in educational and psychology research. The mean of perceived effect of social media usage among students is 66.025, and the standard deviation is 4.79, Based on this, three levels are classified as follows.

1. Low level: scores less than 61.23 (Mean -1 S.D)
2. Moderate level: Scores between 61.23 to 70.81(Mean $\pm$ 1 SD)
3. High level: score above 70.81(Mean + 1 SD)

This classification is detailed in Table 4.13 and pictorially represented in Figure 4.12:

Table – 4.13: Level of Perceived Effect of Social Media usage

Level	Frequency	Percentage
Low	26	16.7%
Moderate	102	65.4%
High	28	17.9%
Total	156	100

Source: Jamovi output.

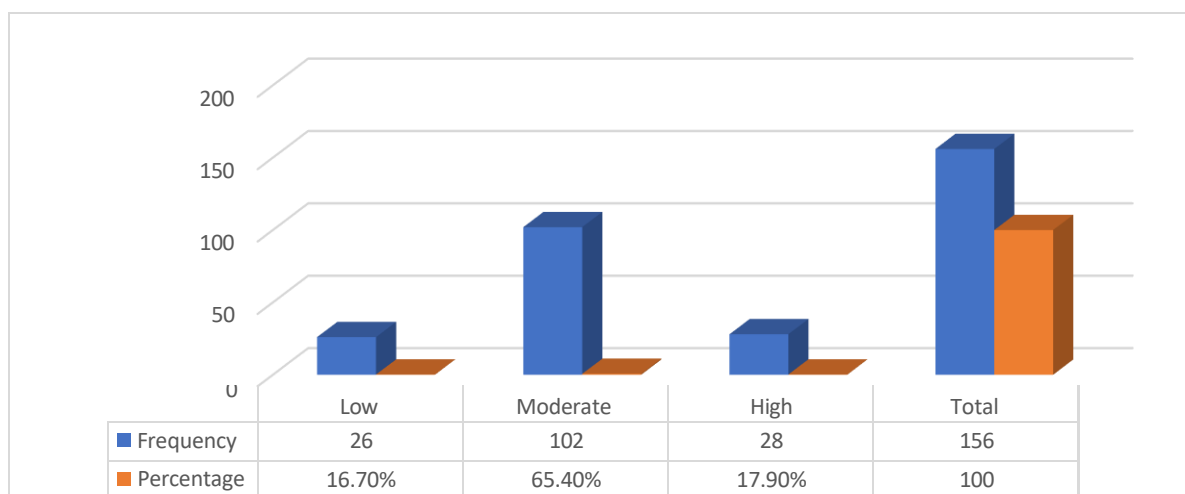


Figure – 4.12: Level of Perceived Effect of Social Media usage

Objective 2 aimed to study the perceived effect of social media usage among university students in relation to demographic variables such as gender, program, residence, social media usage status, age, mother's occupation, father's occupation, and parents' awareness of their child's social media use. Thus, the hypotheses namely, there is no significant difference in the perceived effect of social media usage among university students, in relation to

- i. Gender
- ii. Academic Program
- iii. Residence
- iv. Social Media usage status
- v. Age
- vi. Mother's Occupation
- vii. Father's Occupation
- viii. Parents awareness of using social media

From table 4.12, the data consists of 156 participants, with an average perceived effect score of 66.0 and a median of 65.0, showing that most scores are close to this range. The mode (65.0) indicates the most frequently occurring score. The standard deviation (4.80) suggests low variability, with scores ranging from 53 to 78. The positive skewness (0.273) shows a slight tilt towards higher scores, and also the Shapiro-Wilk test ($p = 0.006$) indicates that the data deviates from normality, meaning non-parametric tests are more appropriate for analysis.

4.3.1 Gender and Perceived Effect of Social Media usage

Table – 4.14: Gender and Perceived Effect of Social Media usage

Group Descriptives						Mann-Whitney U test	
Group	N	Mean	Median	SD	SE	Statistic	P
1 (Women)	54	67.7	67.0	5.11	0.695	2052	0.009
2 (Men)	102	65.1	65.0	4.38	0.434		

Source: Jamovi output.

The study examines the perceived effect of social media usage score of men and women using the Mann-Whitney U test. The null hypothesis (H_0) states that there is no significant difference

in the perceived effect of social media usage between Men and Women. The results show that women (Group 1, N=54) have a mean score of 67.7, while men (Group 2, N=102) have a mean score of 65.1, indicating a difference in their scores. The calculated p-value is 0.009, which is less than the significance level of 0.05. Since the p-value (0.009) is less than the significance level (0.05), the null hypothesis is rejected. This indicates that there is a statistically significant difference in the perceived effects of social media between men and women. The results suggest that gender does play a role in how individuals perceive the effects of social media usage.

4.3.2 Academic program and Perceived Effect of Social Media Usage

Table – 4.15: Academic program and Perceived Effect of Social Media usage

Group Descriptives						Mann-Whitney U test	
Group	N	Mean	Median	SD	SE	Statistic	P
1 (U.G)	24	67.3	68.5	3.91	0.799	1170	0.042
2 (P.G)	132	65.8	65.0	4.92	0.428		

Source: Jamovi output, Primary data

The study examines the perceived effect of social media usage score across educational levels (UG and PG) using the Mann-Whitney U test. The null hypothesis (H_0) states that there is no significant difference in the perceived effect of social media usage between UG and PG students. The results show that UG students (N=24) have a mean score of 67.3, while PG students (N=132) have a mean score of 65.8, indicating a slight difference. The calculated p-value is 0.042, which is less than the significance level of 0.05. Therefore, the null hypothesis is rejected, indicating that there is a statistically significant difference in perceived effect scores between UG and PG students. The results suggest that educational level may influence how students perceive the effects of social media.

4.3.3 Residence and Perceived Effect of Social Media usage

Table – 4.16: Residence and Perceived Effect of Social Media usage

Group Descriptives						Mann-Whitney U test	
Group	N	Mean	Median	SD	SE	Statistic	p
1 (Hostel)	140	65.7	65.0	4.88	0.412	658	0.007
2 (Others)	16	68.5	69.5	3.14	0.785		

Source: Jamovi output, Primary data

The study examines the perceived effect of social media usage between residential status (Hostel vs. Others) using the Mann-Whitney U test. The null hypothesis (H_0) states that there is no significant difference in perceived effect of social media usage between hostel residents and others. The results show that hostel students ($N=140$) have a mean score of 65.7, while students from other accommodations ($N=16$) have a mean score of 68.5, indicating a difference. The calculated p-value is 0.007, which is less than the significance level of 0.05. Therefore, the null hypothesis is rejected, indicating that there is a statistically significant difference in perceived effect scores between hostel and non-hostel students. The results suggest that residential status may influence how students perceive the effects of social media.

4.3.4 Social Media Usage status and Perceived Effect of Social Media Usage

Table – 4.17: Social Media Usage Status and Perceived Effect of Social Media usage

Group Descriptives						Mann-Whitney U test	
Group	N	Mean	Median	SD	SE	Statistic	p
1 (Using)	142	66.2	65.0	4.63	0.388	918	0.639
2 (Not using)	14	64.4	65.0	6.25	1.67		

Source: Jamovi output, Primary data

The study examines the perceived effect of social media usage between social media users and non-users using the Mann-Whitney U test. The null hypothesis (H_0) states that there is no significant difference in perceived effect of social media usage between students who use social media and those who do not or are considering using it. The results show that students who use

social media (N=142) have a mean score of 66.2, while students who do not use or are thinking of using it (N=14) have a mean score of 64.4, indicating a slight difference. The calculated p-value is 0.639, which is greater than the significance level of 0.05. Since the p-value is high, the null hypothesis is accepted, meaning there is no statistically significant difference in perceived effect scores between social media users and non-users. The results suggest that social media usage status does not have a major impact on perceived effect scores.

4.3.5 Age and Perceived Effect of Social Media usage

Table – 4.18: Age and Perceived Effect of Social Media usage

Group Descriptives				Kruskal-Wallis Test		
Group	N	Mean	SD	χ^2	df	p
17-20 yrs	18	67.9	5.41	14.4	3	0.002
21-24 yrs	84	66.7	4.46			
25-28 yrs	46	64.7	4.91			
28 yrs and above	8	62.0	1.69			

Source: Jamovi output.

The study examines the perceived effect of social media usage on the basis of different age groups, using the Kruskal-Wallis test, a non-parametric test used to compare more than two groups. The null hypothesis (H_0) states that there is no significant difference in perceived effect of social media usage across different age groups. The test result shows a chi-square (χ^2) value of 14.4 with 3 degrees of freedom (df) and a p-value of 0.002. Since the p-value (0.002) is less than the significance level of 0.05, the null hypothesis is rejected, indicating that there is a statistically significant difference in perceived social media effects across different age groups. The findings suggest that age plays a pivotal role in the perceived effect of social media usage among respondents.

Table – 4.19: Dwass-Steel-Critchlow-Fligner pairwise comparisons

Pairwise comparisons		Perceived Effect Score	
		W	p
17-20 yrs	21-24 yrs	-1.77	0.594
17-20 yrs	25-28 yrs	-3.06	0.135
17-20 yrs	28 yrs and above	-4.27	0.014

21-24 yrs	25-28 yrs	-2.54	0.274
21-24 yrs	28 yrs and above	-4.49	0.008
25-28 yrs	28 yrs and above	-2.70	0.224

Source: Jamovi output, Primary data

The Kruskal-Wallis test revealed a statistically significant difference in perceived social media effect scores across different age groups ($\chi^2 = 14.4$, $df = 3$, $p = 0.002$), indicating that students' perceptions meaningfully vary with age. Supporting this, the mean perceived effect scores display a decreasing trend from the youngest group to the oldest: students aged 17–20 years reported the highest mean score ($M = 67.9$), followed by those aged 21–24 years ($M = 66.7$), 25–28 years ($M = 64.7$), and the lowest among students aged 28 years and above ($M = 62.0$). Further, the Dwass-Steel-Critchlow-Fligner pairwise comparisons confirmed significant differences between the 17–20 years and 28 years and above groups ($p = 0.014$), and between the 21–24 years and 28 years and above groups ($p = 0.008$). These findings suggest that perceive effect of social media usage of younger students was more strongly compared to their older students. Although other pairwise comparisons did not reach statistical significance, the overall trend highlights that as age increases, the perceived impact of social media tends to decrease among university students.

4.3.6 Mother's Occupation and Perceived Effect of Social Media usage

Table – 4.20: Mother's Occupation and Perceived Effect of Social Media usage

Group Descriptives				Kruskal-Wallis Test		
Group	N	Mean	SD	χ^2	df	p
Government Employee	32	66.8	5.97	12.5	3	0.006
Private Employee	10	68.4	3.03			
Own Business	8	68.8	3.33			
Not Employed	106	65.4	4.49			

Source: Jamovi output, Primary data

The study examines perceived effect of social media usage on the basis of mother's occupation, using Kruskal-Wallis test. The null hypothesis states that there is no significant difference in perceived effect of social media usage based on mother's occupation. The test results show a chi-square value of 12.5, with 3 degrees of freedom, and a p-value of 0.006. Since the p-value (0.006) is less than the significance level of 0.05, the null hypothesis is rejected. This indicates that mother's occupation has a statistically significant impact on how students perceive the effects of social media. The findings suggest that students' perceptions of social media vary depending on their mother's occupation.

Table – 4.21: Dwass-Steel-Critchlow-Fligner pairwise comparisons

Pairwise comparisons		Perceived Effect Score	
		W	p
Government Employee	Private Employee	1.09	0.867
Government Employee	Own Business	1.15	0.848
Government Employee	Not Employed	-2.88	0.175
Private Employee	Own Business	1.02	0.888
Private Employee	Not Employed	-3.44	0.071
Own Business	Not Employed	-3.34	0.085

Source: Jamovi output, Primary data

The Kruskal-Wallis test revealed a statistically significant difference in perceived social media effect scores based on mother's occupation ($\chi^2 = 12.5$, $df = 3$, $p = 0.006$), indicating that students' perceptions meaningfully differ across various maternal occupational groups. Supporting this, the mean perceived effect scores show an increasing trend, with students whose mothers are engaged in own business reporting the highest scores ($M = 68.8$), followed closely by those with mothers in private employment ($M = 68.4$), government employment ($M = 66.8$), and the lowest among students whose mothers are not employed ($M = 65.4$). Further, the Dwass-Steel-Critchlow-Fligner pairwise comparisons revealed no statistically significant differences between most groups, though a marginal trend was observed between private employees and not employed ($p = 0.071$) and between own business and not employed ($p = 0.085$). These marginal p-values suggest a possible, though not conclusive, tendency for

students with employed mothers to perceive the effects of social media more strongly compared to those whose mothers are not employed. Overall, the findings highlight that mother's occupational status may have an influence on students' perceptions of social media's impact, particularly with slightly higher perceived effects among students whose mothers are engaged in professional or business activities.

4.3.7 Father's Occupation and Perceived Effect of Social Media usage

Table – 4.22: Father's Occupation and Perceived Effect of Social Media usage

Group Descriptives				Kruskal-Wallis Test		
Group	N	Mean	SD	χ^2	df	p
Government Employee	44	65.6	4.36	12.0	3	0.007
Private Employee	24	66.8	5.49			
Own Business	46	67.5	4.70			
Not Employed	42	64.4	4.48			

Source: Jamovi output, Primary data

The study examines perceived effect of social media usage on the basis of father's occupation, using Kruskal-Wallis test. The null hypothesis states that there is no significant difference in the perceived effect of social media usage based on father's occupation. The test results show a chi-square value of 12.0, with 3 degrees of freedom, and a p-value of 0.007. Since the p-value (0.007) is less than the significance level of 0.05, the null hypothesis is rejected. This indicates that father's occupation has a statistically significant influence on how students perceive the effects of social media. The results suggest that students' perceptions vary depending on their father's occupation.

Table – 4.23: Dwass-Steel-Critchlow-Fligner pairwise comparisons

Pairwise comparisons		Perceived Effect Score	
		W	p
Government Employee	Private Employee	0.621	0.972

Government Employee	Own Business	2.180	0.413
Government Employee	Not Employed	-2.853	0.182
Private Employee	Own Business	0.704	0.960
Private Employee	Not Employed	-2.389	0.329
Own Business	Not Employed	-5.007	0.002

Source: Jamovi output, Primary data

The Kruskal-Wallis test revealed a statistically significant difference in perceived social media effect scores based on father's occupation ($\chi^2 = 12.0$, $df = 3$, $p = 0.007$), indicating that students' perceptions vary meaningfully across different occupational groups. Supporting this, the mean perceived effect scores show a trend, with students whose fathers are engaged in own business reporting the highest scores ($M = 67.5$), followed by private employees ($M = 66.8$), government employees ($M = 65.6$), and the lowest among students whose fathers are not employed ($M = 64.4$). Further, the Dwass-Steel-Critchlow-Fligner pairwise comparisons confirmed a significant difference between students whose fathers are engaged in own business and those whose fathers are not employed ($p = 0.002$), suggesting that students with self-employed fathers perceive the effects of social media more strongly. However, no significant differences were observed between other groups such as government and private employees ($p = 0.972$), government employees and own business ($p = 0.413$), government employees and not employed ($p = 0.182$), or private employees and own business ($p = 0.960$). The overall findings highlight that father's occupational background, especially being self-employed, may influence students' perceptions regarding the effects of social media.

4.3.8 Parent's Awareness of using social media and Perceived Effect of Social Media usage

Table – 4.24: Parent's Awareness of using social media and Perceived Effect of Social Media usage

Group Descriptives				Kruskal-Wallis Test		
Group	N	Mean	SD	χ^2	df	p
Aware	128	66.6	4.43	12.0	2	0.003
Not aware	20	64.0	5.07			

Can't say	4	62.0	1.15			
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Source: Jamovi output, Primary data

The study examines perceived effect of social media usage on the basis of parental awareness of using social media of their children, using Kruskal-Wallis test. The null hypothesis states that there is no significant difference in perceived effect of social media usage based on parents' awareness of social media usage. The test results show a chi-square value of 12.0, with 2 degrees of freedom, and a p-value of 0.003. Since the p-value (0.003) is smaller than the significance level (0.05), the null hypothesis is rejected. This means that parents' awareness of social media does have a significant impact on how students perceive its effects. Students whose parents are more aware of social media may perceive its effects differently compared to those whose parents have less awareness.

Table – 4.25: Dwass-Steel-Critchlow-Fligner pairwise comparisons

Pairwise comparisons		Perceived Effect Score	
		W	p
Aware	Not aware	-3.85	0.018
Aware	Can't say	-3.24	0.057
Not aware	Can't say	-1.56	0.511

Source: Jamovi output, Primary data

The Kruskal-Wallis test revealed a statistically significant difference in perceived social media effect scores based on parents' awareness of social media use ($\chi^2 = 12.0$, $df = 2$, $p = 0.003$), indicating that students' perceptions vary meaningfully with different levels of parental awareness. Supporting this, the mean perceived effect scores show a decreasing trend from students whose parents are aware ($M = 66.6$), to those whose parents are not aware ($M = 64.0$), and lowest among those who couldn't say ($M = 62.0$). Further, the Dwass-Steel-Critchlow-Fligner pairwise comparisons confirmed a significant difference between students with aware and not aware parents ($p = 0.018$), suggesting that students whose parents are more informed about social media perceive its effects more positively or intensely. Although the difference between 'aware' and 'can't say' groups was not significant ($p = 0.057$), and no significant difference was observed between 'not aware' and 'can't say' ($p = 0.511$), the overall findings highlight the potential influence of parental awareness in shaping students' understanding and perception of social media's effect.

4.4 LEVEL OF MENTAL HEALTH

This section provides descriptive statistics pertain to mental health, its classification into levels and hypothesis testing with respect to demographic variables. Descriptive statistics related to the mental health is provided in table 4.26.

Table: 4.26 Descriptive statistics of Mental Health

	Mental Health Score
N	156
Missing	0
Mean	70.7
Median	71.5
Mode	68.0
Standard deviation	9.91
Minimum	35
Maximum	90
Skewness	-0.774
Std. error skewness	0.194
Kurtosis	1.36
Std. error kurtosis	0.386
Shapiro-Wilk W	0.962
Shapiro-Wilk p	<.001

Source: Jamovi output, Primary Data

Objective 1 intendeds to find the levels of Mental health among university students, to classify into levels The Mean and Standard deviation method was used to classify perceived effect of social media on students' mental health, which is widely used in educational and psychology research. The mean of student's mental health is 70.7, and the standard deviation is 9.91, Based on this, three levels are classified as follows

1. Low level: scores less than 60.79 (Mean -1 S.D)
2. Moderate level: Scores between 60.79 to 80.61 (Mean $\pm$ 1 SD)
3. High level: score above 80.61(Mean + 1 SD)

This classification is detailed in Table 4.27 and pictorially represented in Figure 4.13:

Table – 4.27: Level of Mental Health

Level	Frequency	Percentage
Low	26	16.7%
Moderate	112	71.8%
High	18	11.5%
Total	156	100

Source: Jamovi output, Primary data

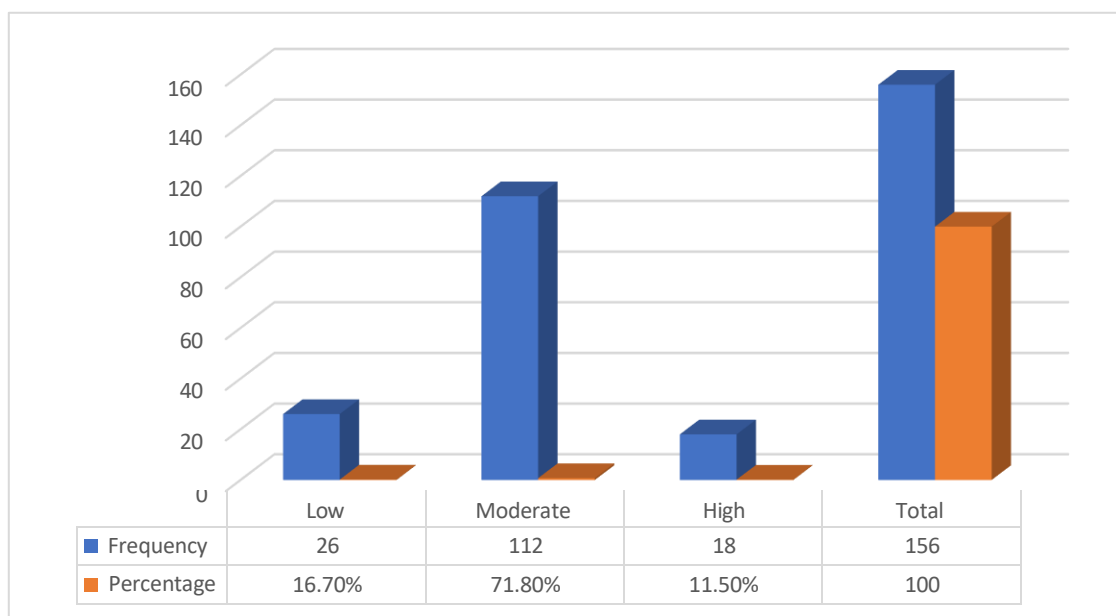


Figure- 4.13: Level of Mental Health

Objective 3 aimed to study the mental health of university students in relation to demographic variables such as gender, program, residence, social media usage status, age, mother's occupation, father's occupation, and parents' awareness of their child's social media use. Thus, the hypothesis namely, there is no significant difference in the mental health of university, in relation to

- i. Gender
- ii. Academic Program
- iii. Residence
- iv. Social Media usage status

- v. Age
- vi. Mother's Occupation
- vii. Father's Occupation
- viii. Parents awareness of using social media

From table 4.26, the data includes 156 participants, with an average mental health score of 70.7 and a median of 71.5, indicating that most scores are around this range. The mode (68.0) shows the most frequently occurring score. The standard deviation (9.91) suggests moderate variation in scores, ranging from 35 to 90. The negative skewness (-0.774) indicates a slight tendency towards higher scores, while the kurtosis (1.36) suggests a peaked distribution. The Shapiro-Wilk test ($W = 0.962$, $p < .001$) confirms that the data does not follow a normal distribution. Because of this, non-parametric test, is used for analysis instead of parametric tests.

4.4.1 Gender and Mental Health Status

Table – 4.28: Gender and Mental Health Status

Group Descriptives						Mann-Whitney U test	
Group	N	Mean	Median	SD	SE	Statistic	p
1 (Women)	54	71.8	73.0	7.30	0.994	2442	0.245
2 (Men)	102	70.1	69.0	11.0	1.09		

Source: Jamovi output, Primary data

The study examines mental health between men and women. The null hypothesis (H_0), as formulated in this study, suggests that there is no significant difference in mental health between Men and Women. The results show that Group 1 of Women ($N=54$) has a mean score of 71.8, while Group 2 of Men ($N=102$) has a mean score of 70.1, indicating a slight difference. However, the calculated p-value is 0.245, which is greater than the significance level (0.05). This means the null hypothesis is accepted, indicating that there is no significant difference between men's and women's mental health status. In simple terms, gender does not affect mental health levels.

4.4.2 Academic Program and Mental Health Status

Table – 4.29: Academic program and Mental Health Status

Group Descriptives						Mann-Whitney U test	
Group	N	Mean	Median	SD	SE	Statistic	p
1 (UG)	24	71.1	69.5	9.23	1.88	1530	0.792
2 (PG)	132	70.6	72.0	10.1	0.876		

Source: Jamovi output, Primary data

The study examines mental health between UG and PG students using the Mann-Whitney U test. The null hypothesis states that there is no significant difference in mental health between UG and PG students. The test results show that UG students have a mean score of 71.1, while PG students have a mean score of 70.6. The p-value is 0.792, which is greater than the significance level of 0.05. This means the null hypothesis is accepted, indicating that there is no statistically significant difference in mental health levels between UG and PG students. The findings suggest that academic level (UG or PG) does not have a major impact on students' mental health.

4.4.3 Residence and Mental Health Status

Table – 4.30: Residence and Mental Health Status

Group Descriptives						Mann-Whitney U test	
Group	N	Mean	Median	SD	SE	Statistic	p
1 (Hostel)	140	70.5	71.0	10.1	0.856	950	0.322
2 (Others)	16	72.4	74.5	7.81	1.95		

Source: Jamovi output, Primary data

The study examines mental health between hostel residents and other students using the Mann-Whitney U test. The null hypothesis states that there is no significant difference in mental health between hostel residents and others. The results show that hostel students have a mean score of 70.5, while others have a mean score of 72.4. The p-value is 0.322, which is greater than the significance level (0.05). This means the null hypothesis is accepted, indicating that living in a

hostel or elsewhere does not significantly impact students' mental health. Accommodation type does not play a major role in students' mental well-being.

4.4.4 Social Media usage Status and Mental Health Status

Table – 4.31: Social Media usage Status and Mental Health Status

Group Descriptives						Mann-Whitney U test	
Group	N	Mean	Median	SD	SE	Statistic	p
1 (User)	142	71.4	72.0	8.98	0.753	662	0.040
2 (Non- user)	14	63.1	64.0	15.2	4.06		

Source: Jamovi output, Primary data

The study examines mental health between students who use social media and those who do not, using the Mann-Whitney U test. The null hypothesis states that there is no significant difference in mental health between user and non- user of social media. The results show that social media users have a mean score of 71.4, while non-users/those thinking of using it have a mean score of 63.1. The p-value is 0.040, which is less than the significance level of 0.05. This means the null hypothesis is rejected, indicating that social media usage has a statistically significant impact on students' mental health.

4.4.5 Age and Mental Health Status

Table – 4.32: Age and Mental Health Status

Kruskal-Wallis Test		
χ^2	df	p
4.36	3	0.226

Source: Jamovi output, Primary data

The study examines mental health status on the basis of different age groups using the Kruskal-Wallis test. The null hypothesis states that there is no significant difference in mental health across different age groups. The test results show a chi-square value of 4.36 with 3 degrees of freedom and a p-value of 0.226. Since the p-value (0.226) is greater than the significance level (0.05), the null hypothesis is accepted. This means that age does not have a significant impact

on students' mental health status. Mental health levels remain similar across different age groups.

4.4.6 Mother's Occupation and Mental Health Status

Table – 4.33: Mother's Occupation and Mental Health Status

Kruskal-Wallis Test		
χ^2	df	p
2.65	3	0.449

Source: Jamovi output, Primary data

The study examines mental health status on the basis of mother's occupation, using the Kruskal-Wallis test. The null hypothesis states that there is no significant difference in mental health based on mother's occupation. The test results show a chi-square value of 2.65 with 3 degrees of freedom and a p-value of 0.449. Since the p-value (0.449) is greater than the significance level (0.05), the null hypothesis is accepted. This means that mother's occupation does not significantly impact students' mental health.

4.4.7 Father's Occupation and Mental Health Status

Table – 4.34: Father's Occupation and Mental Health Status

Kruskal-Wallis Test		
χ^2	df	p
7.37	3	0.061

Source: Jamovi output, Primary data

The study examines mental health status on the basis of father's occupation, using the Kruskal-Wallis test. The null hypothesis states that there is no significant difference in mental health based on father's occupation. The test results show a chi-square value of 7.37 with 3 degrees of freedom and a p-value of 0.061. Since the p-value (0.061) is greater than the significance level (0.05), the null hypothesis is accepted. This means that father's occupation does not have a significant impact on students' mental health. Students' mental health levels remain similar regardless of their father's occupation.

4.4.8 Parent's Awareness of using social media and Mental Health Status

Table – 4.35: Parent's Awareness of using social media and Mental Health Status

Kruskal-Wallis Test		
χ^2	df	p
2.17	2	0.338

Source: Jamovi output, Primary data

The study examines mental health status on the basis of parents' awareness of social media usage about their children, using the Kruskal-Wallis test. The null hypothesis states that there is no significant difference in mental health based on parents' awareness of social media usage. The test results show a chi-square value of 2.17 with 2 degrees of freedom and a p-value of 0.338. Since the p-value (0.338) is greater than the significance level (0.05), the null hypothesis is accepted. This means that parents' awareness of social media usage does not significantly affect students' mental health. Whether parents are aware of their children's social media use or not does not play a major role in students' mental well-being.

4.5 LEVEL OF ACADEMIC ACHIEVEMENT

This section provides descriptive statistics pertaining to academic achievement, its classification into levels and hypothesis testing with respect to demographic variables. Descriptive statistics related to the mental health is provided in table 4.36.

Table: 4.36 Descriptive statistics of Academic achievement

	Academic Achievement Scores
N	156
Missing	0
Mean	8.58
Median	8.70
Mode	9.00
Standard deviation	0.878
Minimum	5.00
Maximum	10.0
Skewness	-1.07
Std. error skewness	0.194
Kurtosis	2.21
Std. error kurtosis	0.386
Shapiro-Wilk W	0.936

Shapiro-Wilk p	<.001
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Source: Jamovi output, Primary Data

Objective 1 intendeds to find the levels of Academic achievement among university students, to classify into levels The Mean and Standard deviation method was used to classify perceived social media's effect on students' mental health, which is widely used in educational and psychology research. The mean of student's academic achievement is 8.584, and the standard deviation is 0.878, Based on this, three levels are classified as follows

1. Low level: scores less than 7.71 (Mean -1 S.D)
2. Moderate level: Scores between 7.71 to 9.45 (Mean $\pm$ 1 SD)
3. High level: score above 9.45 (Mean + 1 SD)

This classification is detailed in Table 4.37 and pictorially represented in Figure 4.14:

Table – 4.37: Level of Academic achievement

Level	Frequency	Percentage
Low	18	11.5%
Moderate	110	70.5%
High	28	17.9%
Total	156	100

Source: Jamovi output, Primary Data

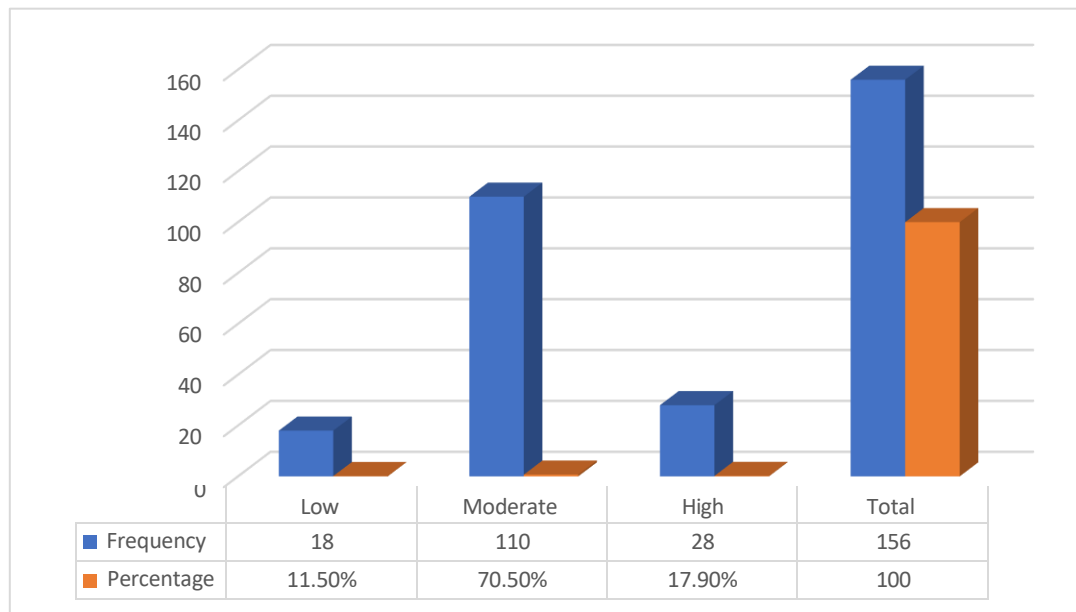


Figure- 4.14: Level of Academic achievement

Objective 4 aimed to study the academic achievement of university students in relation to demographic variables such as gender, program, residence, social media usage status, age, mother's occupation, father's occupation, and parents' awareness of their child's social media use. Thus, the hypothesis namely, there is no significant difference in the academic achievement of university students, in relation to

- i. Gender
- ii. Academic Program
- iii. Residence
- iv. Social Media usage status
- v. Age
- vi. Mother's Occupation
- vii. Father's Occupation
- viii. Parents awareness of using social media

From table 4.36, the data includes 156 participants, with an average SGPA of 8.58 and a median of 8.70, indicating that most students scored around this range. The mode (9.00) shows the most frequently occurring score. The standard deviation (0.878) suggests low variation, with scores ranging from 5.00 to 10.00. The negative skewness (-1.07) indicates that more students have higher SGPA scores, while the kurtosis (2.21) suggests a slightly peaked distribution. The

Shapiro-Wilk test ($W = 0.936$, $p < .001$) confirms that the data does not follow a normal distribution, so non-parametric tests are used for analysis.

4.5.1 Gender and Academic Achievement

Table – 4.38: Gender and Academic Achievement

Group Descriptives						Mann-Whitney U test	
Group	N	Mean	Median	SD	SE	Statistic	p
1 (Women)	54	8.63	9.00	1.09	0.148	2386	0.171
2 (Men)	102	8.56	8.70	0.751	0.0743		

Source: Jamovi output, Primary data

The study examines the academic achievement between men and women, using the Mann-Whitney U test. The null hypothesis states that there is no significant difference in academic achievement between men and women. The test results show that the mean SGPA for women is 8.63, while for men, it is 8.56. The p-value is 0.171, which is greater than the significance level (0.05). Therefore, the null hypothesis is accepted, meaning that there is no significant difference in academic achievement based on gender. Academic performance, as measured by SGPA, is similar for both men and women.

4.5.2 Academic Program and Academic Achievement

Table – 4.39: Academic program and Academic Achievement

Group Descriptives						Mann-Whitney U test	
Group	N	Mean	Median	SD	SE	Statistic	p
1 (UG)	24	8.22	8.29	0.758	0.155	1088	0.015
2 (PG)	132	8.65	8.82	0.885	0.0770		

Source: Jamovi output, Primary data

The study examines the academic achievement between UG and PG students, using the Mann-Whitney U test. The null hypothesis states that there is no significant difference in academic

achievement between UG and PG students. The test results show that PG students have a higher mean SGPA (8.65) compared to UG students (8.22). The p-value is 0.015, which is less than the significance level of 0.05. Therefore, the null hypothesis is rejected, indicating that there is a statistically significant difference in academic achievement between UG and PG students. The findings suggest that academic level may influence students' academic performance, with PG students reporting higher SGPA on average.

4.5.3 Residence and Academic Achievement

Table – 4.40: Residence and Academic Achievement

Group Descriptives						Mann-Whitney U test	
Group	N	Mean	Median	SD	SE	Statistic	p
1 (Hostel)	140	8.63	8.72	0.832	0.0703	812	0.072
2 (Others)	16	8.16	7.52	1.16	0.290		

Source: Jamovi output, Primary data

The study examines the academic achievement between residential status (Hostel vs. Others), using the Mann-Whitney U test. The null hypothesis states that there is no significant difference in academic achievement between hostel residents and others. The results show that hostel students have a higher mean SGPA (8.63) compared to others (8.16). However, the p-value is 0.072, which is greater than the significance level (0.05). This means the null hypothesis is accepted, indicating that the difference in academic achievement between the two groups is not statistically significant.

4.5.4 Social Media usage Status and Academic Achievement

Table – 4.41: Social Media usage Status and Academic Achievement

Group Descriptives						Mann-Whitney U test	
Group	N	Mean	Median	SD	SE	Statistic	p
1 (User)	142	8.62	8.88	0.905	0.0759	588	0.012
2	14	8.22	8.29	0.390	0.104		

(Non- user)							
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Source: Jamovi output, Primary data

The study examines the academic achievement between users and non- users of social media, using the Mann-Whitney U test. The null hypothesis states that there is no significant difference in academic achievement between users and non- users of social media. The results show that students who use social media have a higher mean SGPA (8.62) compared to those who do not or are considering using it (8.22). The p-value is 0.012, which is less than the significance level of 0.05. This means the null hypothesis is rejected, indicating that there is a statistically significant difference in academic achievement between the two groups. The findings suggest that social media usage may be associated with higher academic performance, as users reported a higher SGPA on average.

4.5.5 Age and Academic Achievement

Table – 4.42: Age and Academic Achievement

Kruskal-Wallis Test		
χ^2	df	p
5.26	3	0.153

Source: Jamovi output, Primary data

The study examines academic achievement on the basis of different age groups of students, using the Kruskal-Wallis test. The null hypothesis states that there is no significant difference in academic achievement among different age groups. The test result shows a p-value of 0.153, which is greater than the significance level (0.05). This means the null hypothesis is accepted, indicating that age does not have a significant impact on students' academic achievement. Academic achievement remains similar across different age groups.

4.5.6 Mother's Occupation and Academic Achievement

Table – 4.43: Mother's Occupation and Academic Achievement

Group Descriptives				Kruskal-Wallis Test		
Group	N	Mean	SD	χ^2	df	p
Government Employee	32	8.53	1.165	15.9	3	0.001

Private Employee	10	7.57	0.524			
Own Business	8	8.85	0.506			
Not Employed	106	8.67	0.765			

Source: Jamovi output, Primary data

The study examines academic achievement on the basis of mother's occupation, using the Kruskal-Wallis test. The null hypothesis states that there is no significant difference in academic achievement based on mother's occupation. The test result shows a p-value of 0.001, which is less than the significance level (0.05). This means the null hypothesis is rejected, indicating that mother's occupation has a significant impact on students' academic achievement. Academic achievement varies based on the mother's occupation.

Table – 4.44: Dwass-Steel-Critchlow-Fligner pairwise comparisons

Pairwise comparisons		Academic achievement	
		W	p
Government Employee	Private Employee	-4.767	0.004
Government Employee	Own Business	0.862	0.929
Government Employee	Not Employed	0.514	0.984
Private Employee	Own Business	4.545	0.007
Private Employee	Not Employed	5.458	<.001
Own Business	Not Employed	-0.848	0.932

Source: Jamovi output, Primary data

The Kruskal-Wallis test revealed a statistically significant difference in academic achievement (SGPA) based on mother's occupation ($\chi^2 = 15.9$, $df = 3$, $p = 0.001$), indicating that students' academic performance varies meaningfully with different occupational backgrounds of their mothers. Supporting this, the mean SGPA scores show variation across groups: students whose mothers are in own business recorded the highest mean SGPA ($M = 8.85$), followed by those whose mothers are not employed ($M = 8.67$), government employees ($M = 8.53$), and private

employees ($M = 7.57$). Further, the Dwass-Steel-Critchlow-Fligner pairwise comparisons confirmed significant differences particularly between students whose mothers are government employees and private employees ($p = 0.004$), private employees and own business ($p = 0.007$), and private employees and not employed ($p < 0.001$). These findings suggest that students whose mothers are private employees tend to have comparatively lower academic achievement than those from other occupational groups. The overall pattern highlights the potential influence of a mother's occupation on students' academic performance.

4.5.7 Father's Occupation and Academic Achievement

Table – 4.45: Father's Occupation and Academic Achievement

Kruskal-Wallis Test		
χ^2	df	p
1.50	3	0.682

Source: Jamovi output, Primary data

The study examines academic achievement on the basis of father's occupation, using the Kruskal-Wallis test. The null hypothesis states that there is no significant difference in academic achievement based on father's occupation. The test result shows a p-value of 0.682, which is greater than the significance level (0.05). This means the null hypothesis is accepted, indicating that father's occupation does not have a significant impact on students' academic achievement. Academic achievement remains similar regardless of the father's occupation.

4.5.8 Parent's Awareness of using social media and Academic Achievement

Table – 4.46: Parent's Awareness of using social media and Academic Achievement

Kruskal-Wallis Test		
χ^2	df	p
4.50	2	0.105

Source: Jamovi output, Primary data

The study examines academic achievement on the basis of parent's awareness of using social media of their childrens, using the Kruskal-Wallis test. The null hypothesis states that there is no significant difference in academic achievement based on parent's awareness of social media use. The test result shows a p-value of 0.105, which is greater than the significance level (0.05). This means the null hypothesis is accepted, indicating that parent's awareness of social media

use does not significantly affect students' academic achievement. Students' academic achievement remains similar regardless of their parent's awareness of social media use.

4.6 Impact of Perceived Effect of Social Media Usage and Mental Health on Academic Achievement Among University Students

Objective 5 aimed to determining the impact of perceived effect of social media usage and mental health on academic achievement among university students, Thus, the hypothesis namely, there is no significant impact of perceived effect of social media usage and mental health on academic achievement among university students. To address the objective, a series of correlation and regression analyses were conducted.

4.6.1 Correlation between Mental Health, Perceived Effect of Social Media Usage, and Academic Achievement

Table- 4.47: Correlation between Mental Health, Perceived Effect of Social Media Usage, and Academic Achievement

		Academic achievement	Mental Health	Perceived effect of social media usage
Academic achievement	Spearman's rho	—		
	df	—		
	p-value	—		
Mental Health	Spearman's rho	0.159	—	
	df	154	—	
	p-value	0.048	—	
Perceived effect of social media usage	Spearman's rho	0.046	0.086	—
	df	154	154	—
	p-value	0.566	0.289	—

Source: Jamovi output, Primary data

The correlation matrix examines the relationships among academic achievement, Mental Health, and Perceived Effect of Social Media Usage Score. The results reveal mostly weak correlations among the three variables, with only one relationship reaching statistical significance. The correlation between academic achievement and mental health is weak but statistically significant ($r = 0.159$, $p = 0.048$), indicating a slight positive relationship between mental health and academic performance. This suggests that better mental health is associated with marginally higher academic achievement among students. In contrast, the correlation between academic achievement and Perceived Effect of social media usage is negligible ($r = 0.046$, $p = 0.566$), suggesting that the perceived impact of social media usage does not significantly relate to students' academic performance. Lastly, the correlation between mental health and perceived effect of social media usage is also weak ($r = 0.086$, $p = 0.289$), showing no significant association between mental health and perceived social media usage effects. Overall, the results suggest that while mental health has a slight but significant positive relationship with academic achievement, the perceived effects of social media usage do not show any significant association with either academic achievement or mental health among university students.

4.6.2 Regression Analysis

To further examine the impact of mental health and the perceived effect of social media usage on academic achievement, a series of simple linear regression analyses were conducted.

4.6.2.1 Academic Achievement and Mental Health

To test the influence of mental health on academic achievement among higher education students the linear regression test is conducted. The model fit measures are reported in table 4.48.

Table 4.48: Regression Model fit measures of academic achievement and mental health

Model Fit Measures						
			Overall Model Test			
Model	R	R ²	F	df1	df2	P
1	0.102	0.0103	1.61	1	154	0.207
Note. Models estimated using sample size of N=156						

Source: Jamovi Output.

From table 4.48, the R value is 0.102 and R^2 value is 0.0103 and overall model fit test F value is 1.61 and p-value is 0.207, indicating the model is insignificant. Further this insignificance is explained in table 4.49.

Table- 4.49: Academic Achievement and Mental Health

Model Coefficients – Academic achievement				
Predictor	Estimate	SE	t	p
Intercept	7.94800	0.50686	15.68	<.001
Mental Health	0.00901	0.00710	1.27	0.207

Source: Jamovi output, Primary data

From Table 4.49, it is evident that mental health does not have a statistically significant effect on academic achievement as p value (0.207) is higher than level of significance (0.05).

4.6.2.2 Perceived Effect of Social Media usage and Academic Achievement

To test the influence of perceived effect of social media usage on academic achievement among higher education students the linear regression test is conducted. The model fit measures are reported in table 4.50.

Table 4.50: Regression Model fit measures of perceived effect of social media usage and academic achievement

Model Fit Measures						
			Overall Model Test			
Model	R	R^2	F	df1	df2	p
1	0.0484	0.00234	0.362	1	154	0.548
Note. Models estimated using sample size of N=156						

Source: Jamovi Output

From table 4.50, the R value is 0.0484 and R^2 value is 0.00234 and overall model fit test F value is 1.362 and p-value is 0.548, indicating the model is insignificant. Further this insignificance is explained in table 4.51.

Table- 4.51: Perceived Effect of Social Media usage and Academic Achievement

Model Coefficients – Academic achievement				
Predictor	Estimate	SE	t	p
Intercept	7.99888	0.9758	8.197	<.001
Perceived effect of social media usage	0.00887	0.0147	0.602	0.548

Source: Jamovi output, Primary data

From Table 4.51, it is evident that the perceived effect of social media usage does not have a statistically significant effect on academic achievement as p value (0.548) is higher than level of significance (0.05).

4.6.2.3 Perceived Effect of social media usage and Mental Health

To test the influence of perceived effect of social media usage on mental health among higher education students the linear regression test is conducted. The model fit measures are reported in table 4.52.

Table 4.52: Regression Model fit measures of perceived effect of social media usage and mental health

Model Fit Measures						
			Overall Model Test			
Model	R	R^2	F	df1	df2	p
1	0.112	0.0124	1.94	1	154	0.166
Note. Models estimated using sample size of N=156						

Source: Jamovi Output

From table 4.52, the R value is 0.112 and R^2 value is 0.0124 and overall model fit test F value is 1.94 and p-value is 0.166, indicating the model is insignificant. Further this insignificance is explained in table 4.53.

Table- 4.53: Perceived Effect of Social Media usage and Mental Health

Model Coefficients – Mental Health				
Predictor	Estimate	SE	t	p
Intercept	55.437	10.955	5.06	<.001
Perceived effect of social media usage	0.230	0.165	1.39	0.166

Source: Jamovi output, Primary data

From Table 4.53, it is evident that the perceived effect of social media usage does not have a statistically significant effect on mental health as p value (0.166) is higher than level of significance (0.05).

5.1 CHAPTER OVERVIEW

This chapter presents the key findings of the study, followed by conclusions, recommendations, educational implications, and suggestions for future research. It highlights the influence of social media usage on students' mental health and academic achievement, along with the role of various social and demographic factors. The chapter also reflects on the study's limitations and offers directions for further exploration.

5.2 FINDINGS AND CONCLUSION

The present study, titled "Perceived Effect of Social Media Usage on Students' Mental Health and Academic Achievement: A Study," was conducted to explore how students perceive the effects of social media on their mental health and academic outcomes, while also examining the role of demographic and social variables such as gender, academic program, residence, parental occupation, and parental awareness. Data were collected from 156 undergraduate and postgraduate students of the University of Hyderabad, with 65% of the respondents being men and 35% women. The majority of the participants (54%) were aged between 21–24 years, and 85% were pursuing postgraduate studies. Additionally, 90% of the students resided in hostels, providing important context for analysing social media usage patterns.

The study revealed that most students perceived a moderate effect of social media usage, with 65.4% of students falling into the moderate category, 16.7% into the low category, and 17.9% into the high category. Significant differences in the perceived effect were observed based on gender, academic program, residence, age, mother's occupation, father's occupation, and parental awareness. Female students reported higher perceived effects compared to male students, possibly due to greater emotional engagement and social sensitivity online. Undergraduate students perceived stronger effects than postgraduate students, suggesting that younger students are more deeply immersed in the digital environment.

In terms of residence, students living outside hostels reported stronger perceived effects than hostel residents. This could be because non-hostel students may rely more on social media for social interaction and emotional support. Age also played a role, younger students (aged 17–20 years) perceived stronger social media effects than older age groups, possibly because social media plays a greater role in shaping social identity during late adolescence.

Parental occupation was another influencing factor. Students whose mothers were employed, particularly in private jobs or running businesses, and students whose fathers were self-employed, perceived a stronger impact of social media. This may be linked to increased autonomy and less supervision at home, leading to greater digital engagement. Furthermore, students whose parents were aware of their social media activities reported higher perceived effects, possibly due to more frequent discussions or monitoring that made students more conscious of their online behaviour.

Interestingly, whether a student was a regular user or a non-user of social media did not significantly affect their perception of its impact, highlighting that social media influences extend beyond actual usage frequency and are embedded in the larger digital culture.

In terms of mental health, the majority of students (71.8%) exhibited a moderate level of mental health, with 16.7% at a low level and 11.5% at a high level. Social media usage status had a significant effect on mental health: regular social media users reported better mental health scores compared to non-users. These findings challenge common assumptions that social media use is uniformly harmful, suggesting instead that responsible use may offer benefits like social support and stress relief. Other demographic factors, such as gender, academic program, residence, age, and parental background, did not show significant differences in mental health scores.

Regarding academic achievement, most students achieved a moderate level of academic performance, with a mean SGPA of 8.58. Postgraduate students significantly outperformed undergraduate students, and social media users reported higher academic achievement compared to non-users. This suggests that when used effectively, social media can be a tool for academic support, access to educational resources, and peer collaboration. Mother's occupation also emerged as a significant factor, with students whose mothers were engaged in business or were not employed performing better academically than those whose mothers were private employees. Gender, residence, father's occupation, and parental awareness did not show any significant impact on academic scores.

Correlation and regression analyses revealed that most relationships among perceived social media effects, mental health, and academic achievement were not statistically significant. However, a weak but significant positive relationship was found between mental health and academic achievement, indicating that better mental health is associated with slightly higher academic performance. This suggests that mental health plays a limited yet meaningful role in influencing students' academic outcomes. In contrast, perceived social media effects did not

show any significant relationship with either mental health or academic achievement, indicating that these perceptions do not directly predict students' well-being or academic performance.

In conclusion, the findings of this study suggest that while mental health has a modest influence on academic achievement, the perceived effect of social media on students' mental health and academic performance is not direct. Instead, these outcomes appear to be shaped more by a range of demographic and social factors rather than simple patterns of social media perception. Social media's impact remains complex and context-dependent, rather than inherently positive or negative. Encouraging balanced, mindful, and purposeful social media use, along with supportive family and academic environments, can help students maximize its benefits while reducing potential risks. Rather than enforcing strict restrictions, universities and parents should focus on enhancing students' digital literacy and resilience, enabling them to navigate the digital space in a healthy and productive manner.

5.3 RECOMMENDATIONS

The findings of the study highlight the need for informed and balanced approaches to social media usage in student life. One of the key recommendations is to promote digital literacy among students. Educational institutions should organize orientation programs, workshops, and campaigns that inform students about responsible online behaviour, time management, cyber safety, and critically engaging with content. Such programs can help students become mindful users rather than passive consumers of social media.

The study found that social media usage, when approached constructively, may enhance academic achievement. Therefore, students should be encouraged to use social media platforms for academic collaboration, accessing online learning materials, participating in peer study groups, and staying updated with career or research opportunities. Educators can guide students to identify educational benefits of social media and integrate relevant tools into classroom practices where appropriate.

Parental involvement also plays a key role, as evident from the influence of parental occupation and awareness on student experiences. Parents should maintain open channels of communication with their children about online usage without being overly restrictive or authoritarian. Rather than enforcing strict limits, parents can focus on understanding their child's digital world and supporting self-regulated and ethical online behaviour.

In light of the finding that social media use can support mental health when balanced well,

institutions should ensure that students have access to mental health resources. Regular counselling sessions, stress-relief activities, and student peer support groups should be encouraged as part of a holistic student wellness strategy. Mental health support must be normalized across academic spaces to reduce stigma and increase accessibility.

The study also revealed that undergraduate students and younger age groups were more sensitive to the effects of social media. Therefore, targeted mentoring programs should be developed specifically for undergraduates and first-year students to support them in managing screen time, adapting to university life, and making informed digital choices. Tailored academic and emotional support during the initial years can have a lasting positive impact.

Finally, since mother's occupation was shown to influence academic performance, family-oriented awareness sessions can emphasize the importance of parental encouragement—especially from mothers—in motivating students. Such sessions can also highlight the broader family role in shaping positive study habits and self-confidence among students.

The findings of the study carry important implications for educational institutions, policymakers, teachers, parents, and students themselves. Recognizing the perceived effects of social media usage on students' mental health and academic achievement is crucial for creating supportive learning environments that respond to the realities of digital life.

5.4 EDUCATIONAL IMPLICATIONS

The study highlights that social media, when used with awareness and purpose, can support students both academically and emotionally. This challenges the conventional view of social media as purely a distraction. Therefore, educational institutions should guide students toward responsible and meaningful engagement with digital platforms, rather than imposing strict limitations.

Since students from different age groups and academic levels experience social media differently, universities must design student support programs that are inclusive and adaptive. For instance, younger and undergraduate students may need more structured guidance and mentoring to manage screen time and emotional responses. There is also a clear need to integrate digital citizenship education into the curriculum. Teaching students how to engage ethically and thoughtfully online can help reduce stress and improve academic focus. Additionally, since no direct link was found between mental health and academic performance, institutions should treat both areas as equally important and provide dedicated support services for each, ensuring that students receive holistic care.

5.5 LIMITATIONS OF THE STUDY

Despite careful planning, certain limitations affected the scope and outcomes of the present study. Firstly, the study relied entirely on self-reported data collected through online questionnaires. As a result, there may have been inaccuracies due to social desirability bias or students' subjective perceptions when reporting their mental health status, academic achievement, and social media usage. Secondly, the sample was restricted to students who were active on WhatsApp and other social media platforms, as the survey link was primarily distributed online. Students less engaged with these platforms may have been unintentionally excluded, limiting the diversity of the sample. Thirdly, the study focused exclusively on undergraduate (UG) and postgraduate (PG) students from the University of Hyderabad. Research scholars, faculty members, and students from other universities were not included, thereby restricting the generalizability of the findings to wider student populations across different educational settings. Another limitation was the cross-sectional nature of the study. Data were collected at a single point in time, which limits the ability to establish cause-and-effect relationships between social media usage, mental health, and academic performance.

Additionally, external variables such as personal life circumstances, academic stress unrelated to social media, family support systems, and other psychological factors were not controlled for, which may have influenced the outcomes. Finally, the study exclusively employed quantitative methods. While this allowed for statistical analysis, it restricted the exploration of students' deeper personal experiences and qualitative insights that could have enriched the understanding of the perceived effect of social media usage.

5.5 SCOPE FOR FURTHER RESEARCH

While the present study offers valuable insights into the perceived effect of social media usage on students' mental health and academic achievement, it also highlights opportunities for further exploration. Future research could adopt a longitudinal design to examine how these relationships evolve over time, capturing the dynamic nature of social media's influence. Qualitative approaches, such as interviews or focus groups, could be employed to gain deeper insights into students' personal experiences and emotional challenges linked to social media use. Comparative studies involving students from diverse regions, cultural backgrounds, and institutions could provide a broader perspective and reveal contextual differences. Further, platform-specific investigations focusing on applications like Instagram, WhatsApp, or LinkedIn could uncover distinct patterns of influence on students' mental health and academic outcomes. Lastly, exploring the role of family communication styles and parental involvement

in shaping students' social media habits and academic motivation would offer an enriched understanding of the home environment's contribution to digital behaviour and academic resilience.

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APPENDIX

Instruction for students

The researcher intends to analyse the influence of social media on students' mental health and academic achievement. This study focuses on gathering inputs from students of University of Hyderabad to understand how social media usage patterns, time spent on social media, and its related behaviours impact mental well-being and academic performance. The following statements describe various aspects of social media usage and its potential effects on students. Choose or tick the options that are appropriate for you. Kindly answer all the questions, as there is no right or wrong answer. Please consider your personal experiences and perceptions while responding, as your input is invaluable for evaluating the influence of social media.

Yours faithfully,

(Pratiksha kasodhan)

1) Name: _____

2) Gender: Men/ Women/ Third gender

3) Age: 17-20/ 21-24/ 25-28/28 and above

4) Program: UG/PG

5) School: School of Mathematics & Statistics/ School of Chemistry/ School of Computer & Information Sciences/ School of Humanities/ School of Management Studies/ School of Physics/ School of Life Sciences/ School of Social Sciences/ School of Engineering Sciences & Tech./ School of Economics/ S N School of Arts & Communication/ School of Medical Sciences

6) Department: _____

7) SGPA of previous semester: _____

8) Residing with: Parents/ Relatives/ Hostel

9) Mother's Occupation: Government employee/ Private employee/ Own Business/ Not Employed

10) Father's Occupation: Government employee/ Private employee/ Own Business/ Not Employed

11) Social Media Usage (SMU) Status: User/Non-User

12) If User, Are your Parents aware of your Social Media Usage: Aware/Not aware

13) If Non-User/Wish to use, reason: _____

Mental Health Inventory (MHI)

Instruction: Please indicate how often you have thought, felt or behaved this way in the past two weeks by choosing the appropriate option/putting a tick mark in the appropriate place.

Sl. No.	Statements	Never	Rarely	Often	Always
1	I am not afraid of failure.				
2	I confidently express my opinions.				
3	I feel that I too can contribute to the society.				
4	I feel relaxed and free from tension.				
5	I think that my life is under my control.				
6	I do what I feel is right.				
7	I enjoy spending time with people.				
8	I see a bright future ahead in my life.				
9	I can cope with any situations.				
10	I think I have many good qualities.				
11	I am pleased with my life.				
12	I am living the kind of life I want to live.				
13	I value recreational activities as much as my academics.				
14	I politely disagree to unhealthy peer pressure.				
15	I try my best to help someone in trouble.				
16	I am well adjusted to my life situation.				
17	My friends are not fond of me.				
18	I have control over my behaviors.				
19	I am satisfied with what I have in my life.				
20	I plan to work step by step when in stress.				
21	I can do my work even if I am upset.				
22	I get sufficient help from others if I need it.				

23	I seek support from trustworthy elders when in trouble.				
24	I am afraid of imaginary calamities.				
25	I have clarity in my actions.				

Perceived Effects of Social Media Usage

Sl. No.	Perceived Effects of Social Media Usage	Strongly Agree	Agree	Disagree	Strongly Disagree
1	The social media usage enhances socialization.				
2	Social media cannot be used as an educational tool.				
3	Social media usage weakens the relationship with family members.				
4	Social media usage is helpful for completing academic activities.				
5	Too much information available on social media will only develop anxiety.				
6	Use of social media improves interaction with lecturers.				
7	We can clarify academic doubts with experts on social media.				
8	Social media usage helps to improve study habits.				
9	Social media is not a platform for presenting our creativity.				
10	Social media is a distraction for students.				
11	Social media gives exposure to innovative ideas.				
12	Social media is a good platform for academic interactions for students.				

13	Social media usage decreases the physical activities.				
14	Social media develops creative writing skills.				
15	Social media helps in developing the students' research skills.				
16	Social media usage decreases our academic performance.				
17	Social media users have been blackmailed by their online friends.				
18	Social media gives knowledge about various employment opportunities.				
19	Social media usage is a good way to make use of our leisure time.				
20	Social media usage leads to sleep disturbances.				
21	We become victims of cyber bullying.				
22	Information available on social media is true.				
23	Social media usage leads to addiction.				
24	Social media users get unwanted attention from strangers.				

Social Media Usage Questionnaire (SMUQ)

1) Which of these social media do you use? [Can tick more than one option]

a) Blogs ()

b) Facebook ()

c) You Tube ()

d) Twitter ()

e) Pinterest ()

f) LinkedIn ()

g) Instagram ()

h) WhatsApp ()

i) Snap Chat ()

j) Any Other (specify)_____()

2) Where do you have social media access from? [Can tick more than one option]

a) Cyber Cafe ()

b) Desktop at home ()

c) Own smart phone/ laptop ()

d) Desktop at college library/lab ()

e) Friend's smart phone/ laptop ()

f) Any other (specify)_____

3) Since how long have you been using Social Media? [Tick any one option]

a) Above 2 years ()

b) 1 to 2 Years ()

c) 6 to 12 months ()

d) 1 to 6 months ()

e) Less than a month ()

4) How often do you use or visit various social media? [Tick any one option]

a) Once a day ()

b) 4-5 times a day ()

c) Once a week ()

d) 4-5 times a week ()

e) Less than once a month ()

f) As needed () example: _____

5) How much time do you spend on social media usage in a day? [Tick any one option]

a) 7-8 hrs ()

b) 3-5 hrs ()

c) 1-2 hrs ()

d) Less than 1hr ()

e) As needed () specify: _____

6) What is the purpose of your social media usage? [Can tick more than one option]

a) Due to Peer Pressure ()

b) For Entertainment ()

c) For Communication ()

d) For Media Creation ()

e) For Self Presentation ()

f) For Academic Needs ()

g) For General Information ()

h) For Meeting New People ()

i) For Maintaining Existing Relationships ()

j) Just to see what others do ()

k) Updating Profile Information ()

l) Any other (specify) _____

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Perceived effect of social media usage on students' mental health and academic achievement: A study

BOOK SUMMARY

Drawing on evidence from university students, this book investigates the perceived effects of social media on mental health and academic achievement. The findings reveal that social media's influence is shaped by individual and social contexts, underscoring the importance of balanced digital engagement and digital literacy in contemporary higher education.

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