Impact of Social Media on Mental Health on Post Graduate Students of Arts under Dhanamanjuri University

Dr. Mayanglambam Prakash Singh, Sapam Chinttoo Devi, Aheibam Ayangleima Chanu, Dr. Sapam Shinttoo Devi

Manipur, India

Corresponding Author: *Dr. Mayanglambam Prakash Singh,* Manipur, India

Abstract: *The study examines and analyses the impact of social media on postgraduate arts students at Dhanamanjuri University, focusing on stress, anxiety, self-esteem, and academic performance. A descriptive survey was conducted with 50 (25 male and 25 female) Arts students of the university, analysing social media usage patterns and their psychological effects. Findings of the study show that 48% of the sample spends over three hours daily on social media, with 30% feeling anxious without access and 64% reporting sleep disturbances. While 56% believe it distracts from their academic studies, 86% engage in meaningful interactions. There were no significant gender differences found. A majority of students, i.e., 52% agree that limiting social media use improves mental health. The study highlights the need for digital literacy programs and workshops on mental health support to promote responsible social media use and mental well-being.*

Keywords: **Social media:** *Digital platforms that enable users to create, share, interact and connect with others, such as Facebook, Instagram, and Twitter.*

Mental health: *A state of emotional, psychological, and social well-being that affects how individuals think, feel, and act, and how they handle stress, relationships, and decision making.*

Stress: *A mental health outcome measured by self-reported feelings of tension, worry, or academic pressure experienced by the students.*

Anxiety: *The level of nervousness, unease, or apprehension reported by students, assessed using a standardized mental health scale*

Self-Esteem: *An individual's overall sense of personal worth and confidence, reflecting how positively they view themselves and their abilities.*

1. INTRODUCTION

Social media is generally considered as a collaborative media that shares and exchanges its own or co-created content like files, pictures, videos, blogs, or messages on a large scale. It is a means of interaction among people, which offers a network of opportunities for enjoyable, attractive and effective learning experiences.

Social media has evolved through the years, shaping digital communication. In 1997, the development of "SixDegrees.com" became the first social networking site, introducing profiles and friend connections. "Friendster" (1999) and "MySpace" (2003) expanded online social interactions, with "MySpace" becoming a cultural phenomenon before declining and replaced by "Facebook" in 2004. Video sharing was first made possible by "YouTube" in 2005, and real-time microblogging by "Twitter" in 2006. "LinkedIn" which was developed in 2002, focused on professional networking. The shift to visual and mobile-based platforms made "Instagram" gain popularity by 2010 as a photo-sharing application, "Snapchat" by 2011innovated with ephemeral content, and TikTok dominated short-form video by 2016. Augmented reality (AR), and Virtual reality (VR) are now integrated into the future of social media, further continuing to revolutionize global interactions.

Social media platforms like Facebook, Instagram, WhatsApp, YouTube, TikTok, Twitter(X), and Snapchat are the current big buzzword, serving as tools for communication, self-expression, and entertainment. Short-form video dominance, integration of artificial intelligence, expansion of private

communities like Facebook and WhatsApp, and enhanced social listening tools that monitor conversations and trends are some of the social media evolutions seen in India and overseas.

While social media offers many advantages, such as staying connected with friends, networking opportunities, access to educational content, offering a sense of belonging especially for students who may struggle with traditional social settings,and a tool for raising awareness about mental health issues and reducing stigma; its impact on mental health is a growing concern. College students, already navigating academic pressures and personal development, often find themselves significantly affected by social media on their mental health.

Some significant effects of social media on mental health include the issue of comparison, negative self-assessment anxiety, depression, poor self-esteem, a feeling of inadequacy, addiction-like behaviours, sleep disruptions, cyberbullying and in extreme cases, suicidal thoughts. The fear of missing out (FOMO) is another by product of social media, where students feel left out when they see others participating in activities they were not part of, further exacerbating feelings of loneliness and dissatisfaction.

Postgraduate students are in a unique stage of their academic and personal lives. They often face intense pressure to excel academically, and manage the transition into professional environments. The rigorous demands of postgraduate studies can lead to high levels of stress, anxiety, "Fear of Missing Out" (FOMO), feelings of isolation and loneliness. This results in a compulsive need to engage with social media, leading to increased screen time, disrupted sleep patterns, and reduced social interactions. Understanding and addressing these issues is essential in fostering a healthier academic environment and supporting the overall mental health of the postgraduates. Thus, a study is performed to investigate the **"IMPACT OF SOCIAL MEDIA ON THE MENTAL HEALTH OF POSTGRADUATE STUDENTS OF ARTS UNDER DHANAMANJURI UNIVERSITY"**, focusing on how social media usage contributes to stress, anxiety, and feelings of inadequacy among students facing academic pressure.

Objectives of the Study:

The following are the objectives identified for the study:

1. To find out how much time postgraduate students of Arts at Dhanamanjuri University spend on social media.

2. To identify the mental health issues that students experience concerning their social media use.

3. To explore how different ways of using social media affect students' mental health.

4. To observe strategies for promoting healthier social media habits and enhancing mental well-being among students.

5. To compare the differences in social media usage patterns between male and female postgraduate students of Arts under Dhanamanjuri University.

Hypotheses of the Study:

Based on the objective of the present study, the following hypotheses are selected:

- H_O1: There exists a significant amount of time that postgraduate students of arts under Dhanamanjuri University spend on social media.

- H_O2. There exists a significant correlation between social media use and the mental health issues experienced by students, such as anxiety, depression, and stress.

- H_O3. There exists a significant difference in the mental health outcomes of students based on the different ways they use social media, with certain patterns of use leading to more negative mental health effects.

- H_O4.There exists a positive impact on students' mental well-being when strategies for healthier social media usage are implemented.

- H_O5. There is no significant difference between males and females regarding the social media usage patterns.

Study Design:

This research follows a descriptive survey method to collect and analyze the data on the impact of social media on the mental health of postgraduate students of Arts under Dhanamanjuri University. The descriptive method was chosen because it provides a comprehensive understanding of the students' experiences and opinions, allows data collection in a structured way, and enables easier analysis of patterns and giving meaningful conclusions.

Population and Sample:

Fifty postgraduate students were selected from a population of students studying the Arts under Dhanamanjuri University. This sample includes an equal representation of male and female students, with 25 females and 25 males selected using a random sampling technique.

Tools and Techniques Used:

A self-made questionnaire titled "Digital Impact: Exploring Social Media's Effect on Student Mental Health," designed using Google Forms, is used as a primary tool for data collection. The Questionnaire comprises 34 statements based on a "Likert scale" where respondents are asked to indicate their level of agreement or disagreement on a symmetrical scale, ranging from "Strongly Agree" to "Strongly Disagree". The questionnaire was distributed online via Google Forms, ensuring an easy accessibility and a higher response rate from students.

Procedure of Data Analysis:

The data collected from the self-made questionnaire will be analyzed using the percentage method for overall data analysis and Chi-square test for gender-based comparisons.

2. DATA ANALYSIS AND INTERPRETATION

Table 1. *Analysis and interpretation of Patterns of Social Media Usage Among Postgraduate Students.*

SA=strongly agree, A=agree, N=neutral, D=disagree, SD=strongly disagree

SL.NO.	ITEMS	SA	A	N	D	SD
1	I spend more than three hours daily on social media platforms.	24%	48%	16%	10%	2%
2	I primarily use one social media platform over others.	4%	22%	28%	42%	4%
3	I use social media for academic purposes regularly.	6%	36%	48%	8%	2%
4	I check my social media frequently during study or class time.	8%	18%	24%	42%	8%
5	I post or share content on social media daily.	2%	8%	10%	62%	18%
6	I interact with friends or peers on social media daily.	6%	50%	28%	6%	0%
7	I spend more time on social media during weekends compared to weekdays.	14%	40%	36%	8%	2%

1. A majority of the students (48%) agree that they spend more than three hours daily on social media, with 24% strongly agreeing, suggesting a high level of engagement. Only a small percentage (12%) disagreed, while (16%) remained neutral, indicating that many students have extensive social media usage, with some variation in daily usage patterns.

2. A significant portion of students (42%) agreed that they primarily use one social media platform, while 28% were neutral and 4% strongly agreed. A smaller percentage (26%) disagreed, showing that while many students have a preferred platform, there is still variety in how different platforms are used.

3. The majority of students (36%) agreed that they use social media for academic purposes regularly, while 48% are neutral, indicating occasional or uncertain use for academic tasks. A small portion (2%) strongly disagreed, suggesting they do not use social media for academics at all, and 8% disagreed, meaning they rarely or never use it for academic purposes. Only 6% strongly agreed, indicating frequent and consistent use of social media for academic reasons.

4. The majority of students (42%) disagreed with checking social media during study or class time, and 8% strongly disagreed. A smaller portion (24%) were neutral, while 18% agreed and 8% strongly agreed. This suggests that while a majority of students avoid checking social media during study or class time, some will still engage in it occasionally or frequently.

5. Majority of the students (62%) do not post or share content daily on social media, with 18% strongly disagreeing. Only a small percentage (8%) agreed, and 2% strongly agreed, suggesting

that posting or sharing content on social media daily is not a common practice among the respondents. Additionally, 10% of the students were neutral, possibly indicating occasional or inconsistent posting habits.

6. Most students (50%) agreed that they interact daily with friends or peers on social media, while 28% are neutral, and 16% disagreed. The fact that no one strongly disagrees suggests that social media interaction is relatively common, though the frequency varies, with a smaller percentage (6%) strongly agreeing that they interact daily.

7. Majority of students (40%) agreed that they spend more time on social media during weekends, with 14% strongly agreeing. However, 36% were neutral, indicating that their usage is not heavily skewed toward weekends. Only a small portion (10%) disagreed, with 2% strongly disagreeing, showing that social media usage is generally more frequent on weekends for many students, though some variation exists.

Table 2. *Analysis and interpretation of the Impact of Emotional and Psychological Effects of Social Media.*

SA=strongly agree, A=agree, N=neutral, D=disagree, SD=strongly disagree

SL.NO.	ITEMS	SA	A	N	D	SD
1	I feel anxious when I cannot access social media.	4%	26%	26%	42%	2%
2	Social media use makes me feel isolated.	2%	30%	20%	48%	0%
3	I often compared myself to others Based on their social media posts.	10%	16%	10%	50%	14%
4	Using social media late at night negatively affects my sleep.	14%	64%	14%	6%	2%
5	Social media impacts my mood Negatively.	4%	18%	36%	42%	0%
6	I have experience with cyberbullying or Negative comments on social media.	6%	12%	24%	50%	8%
7	The content I view on social media makes me feel inadequate.	0%	28%	30%	40%	2%
8	I feel pressure to portray a perfect image on social media.	0%	18%	28%	48%	6%

Interpretation of the above tabulated data is presented below:

1. 42% of students disagreed, indicating that most do not feel anxious when unable to access social media, 26% remained neutral, suggesting mixed or uncertain feelings. Meanwhile, 30% (26% agreed, 4% strongly agreed) felt some level of anxiety when unable to access social manners.

2. 48% of students disagreed that social media makes them feel isolated, while 0% strongly disagreed. 20% were neutral, and 32% (30% agreed, 2% strongly agreed) felt some level of isolation. This indicates that while most students do not feel isolated, a notable minority does, with some remaining undecided.

3. 50% of students disagreed and 14% strongly disagreed with comparing themselves to others on social media, indicating that most do not engage in such behavior, 10% were neutral, while 26% (16% agreed, 10% strongly agreed) do compare themselves. This shows that while most avoid comparisons, a notable minority does engage in them.

4. 64% of students agreed and 14% strongly agreed, indicating that late-night social media use affects their sleep, 6% disagreed and 2% strongly disagreed, while 14% were neutral, suggesting that some do not experience this effect.

5. 42% of students disagreed, and 36% were neutral, suggesting social media does not affect mood for most students, 22% (18% agreed, 4% strongly agreed) felt it negatively impacts their mood.

6. 50% of students disagreed and 24% were neutral, indicating that most have not experienced cyber-bullying or negative comments, 18% (12 agreed, 6% strongly agreed) have had such experience.

7. 40% of students disagreed and 2% strongly disagreed, indicating that most do not feel inadequate due to social media content, 30% were neutral, suggesting mixed or uncertain feelings. Meanwhile, 28% (28% agreed, 0% strongly agreed) felt that social media content makes them feel inadequate.

8. 48% of students disagreed and 6% strongly disagreed, indicating that most do not feel pressure to portray a perfect image on social media, 28% remained neutral, suggesting mixed or uncertain feelings. Meanwhile, 18% (18% agreed, 0% strongly agreed)felt the pressure.

Table 3. *Analysis and interpretation of the Impact of Social Media on Academic Performance and Lifestyle.*

SA=strongly agree, A=agree, N=neutral, D=disagree, SD=strongly disagree

SL.NO.	ITEMS	SA	A	N	D	SD
1	Taking a break from social media improves my mental well-being.	8%	60%	26%	6%	0%
2	I often use social media to seek news or information.	14%	74%	12%	0%	0%
3	Social media distracts me from my academic studies.	12%	44%	24%	20%	0%
4	Social media has influenced my academic performance negatively.	2%	36%	28%	34%	0%
5	I engage in meaningful conversations on social media.	4%	68%	16%	12%	0%
6	Social media notifications make me feel overwhelmed.	2%	26%	42%	28%	2%

Interpretation of the tabulated data is presented below:

1. 60% of students agreed and 8% strongly agreed, indicating that most feel taking a break benefits their mental health, 6% disagreed, and 0% strongly disagreed, showing a small group does not agree, 26% remained neutral, suggesting mixed or uncertain views.

2. 74% of students agreed and 14% strongly agreed, indicating that most use social media for news and information, 12% remained neutral, suggesting mixed or uncertain views. No students strongly disagreed or disagreed.

3. 44% of students agreed and 12% strongly agreed, indicating that most feel social media is a distraction, 20% disagreed, and 0% strongly disagreed, showing a smaller group does not feel distracted, 24% remained neutral, suggesting mixed or uncertain views.

4. 34% of students disagreed, 0% strongly disagree, indicating that most do not believe social media has a negative effect on their academic performance, 36% agreed and 2% strongly agreed, suggesting that a significant portion feels social media has had a negative impact, 28% remained neutral, reflecting mixed or uncertain views.

5. 68% of students agreed and 4% strongly agreed, indicating that most feel they have meaningful interactions on social media, 12% disagreed, and 0% strongly disagreed, showing a small portion does not engage in meaningful conversation, 16% remained neutral, suggesting mixed or uncertain views.

6. 28% of students disagreed and 2% strongly disagreed, indicating that most do not feel overwhelmed by notifications, 42% remained neutral, suggesting mixed or uncertain views. Meanwhile, 26% agreed and 2% strongly agreed, indicating that some students do feel overwhelmed by notifications.

Table 4. *Analysis and interpretation of Strategies for Managing Social Media Usage.*

SA=strongly agree, A=agree, N=neutral, D=disagree, SD=strongly disagree

SL.NO.	ITEMS	SA	A	N	D	SD
1	I actively participate in online Communities or forums.	0%	28%	36%	34%	2%
2	I feel productive after spending time On social media.	0%	32%	60%	8%	0%
3	My social media habits are healthy and balanced.	2%	50%	28%	18%	2%
4	I am aware of strategies to reduce excessive social media use.	2%	70%	22%	6%	0%
5	I set time limits for my social media usage.	0%	44%	36%	14%	6%
6	Social media platforms should promote mental awareness.	24%	64%	8%	4%	0%
7	I would attend workshops about managing social media and mental health.	12%	58%	20%	10%	0%
8	Educational institutions should address the impact of social media on students.	18%	70%	12%	0%	0%

Interpretation of the above tabulated data is presented below:

1. 34% of students disagreed and 2% strongly disagreed, indicating that most do not actively participate in online communities or forums, 36% remained neutral, suggesting mixed or uncertain views. Meanwhile, 28% agreed, and 0% strongly agreed, indicating some level of students among a smaller portion of students.

2. 60% of students were neutral, suggesting mixed or uncertain views about feeling productive after spending time on social media, 8% disagreed, indicating that a small portion does not feel productive, 32% agreed, suggesting that some students do feel productive after spending time on social media. No participants strongly disagreed or strongly agreed.

3. 50% of students agreed and 2% strongly agreed, indicating that most feel their social media use is balanced, 18% disagreed and 2% strongly disagreed, suggesting a small portion does not feel their habits are healthy, 28% remained neutral, suggesting mixed or uncertain views.

4. 70% of students agreed and 2% strongly agreed, indicating that most are aware of strategies to reduce excessive social media use, 6% disagreed, and 0% strongly disagreed, suggesting that a small portion is not aware, 22% remained neutral, reflecting mixed or uncertain views.

5. 44% of students agreed, indicating that many do try to manage their usage,14% disagreed and 6% strongly disagreed, suggesting that some do not set time limits, 36% remained neutral, reflecting mixed or uncertain words.

6. 64% of students agreed and 24% strongly agreed, indicating that most students believe social media should promote mental awareness, 4% disagreed, and 0% strongly disagreed, suggesting a small portion does not support it, 8% remained neutral, reflecting mixed or uncertain views.

7. 58% of students agreed and 12% strongly agreed, indicating that most students would attend workshops about managing social media and mental health, 10% disagreed, and 0% strongly disagreed, suggesting a small portion is not interested, 20% remained neutral, reflecting mixed or uncertain views.

8. 70% of students agreed and 18% strongly agreed, indicating strong support for educational institutions addressing the impact of social media on students, 0% disagreed or strongly disagreed, showing unanimous support for addressing the impact of social media, 12% remained neutral, reflecting mixed or uncertain views.

Table 5. *Analysis and interpretation of Measures to Foster Healthy Social Media Habits*

SA=strongly agree, A=agree, N=neutral, D=disagree, SD=strongly disagree

SL.NO.	ITEMS	SA	A	N	D	SD
1	I balance my social media Usage with offline activities.	6%	64%	22%	6%	2%
2	I use digital detox (like turning off notifications) regularly.	2%	38%	40%	16%	4%
3	Social media encourages me to adopt responsible usage habits.	2%	54%	34%	8%	2%
4	I follow social media accounts that promote well-being.	4%	64%	16%	14%	2%
5	Limiting social media use improves mental health.	22%	52%	20%	6%	0%

Interpretation of the above tabulated data is presented below:

1. 64% of students agree that they balance social media use with offline activities, while 22% are neutral. Only 2% strongly agree, suggesting limited strong conviction. Meanwhile, 6% each disagree or strongly disagree, indicating a minority struggles with balancing social media and offline activities.

2. 38% of students agree that they use digital detox strategies (like turning off notifications), while 40% remain neutral, indicating mixed feelings, and 4% strongly disagree, suggesting a significant portion does not adopt such strategies. Only 2% strongly agree, reflecting minimal strong adherence.

3. 54% of students agree that social media encourages them to adopt responsible user habits, while 34% are neutral, indicating mixed feelings, 8% disagree with 2% strongly disagree, and 2% strongly agree, reflecting limited strong endorsement.

4. 64% of students agree that they follow social media accounts promoting mental well-being, while 16% remain neutral, indicating mixed feelings, 14% disagree or 2%, strongly disagree, and 4% strongly agree, reflecting limited strong endorsement.

5. 52% of students agree that limited social media use improves mental health, while 20% remain neutral, indicating mixed feelings, 22% strongly agree, reflecting strong endorsement, and only 6% disagree, with no respondents strongly disagreeing.

Table 6. *Analysis and interpretation of Gender differences in Social Media Usage Patterns Among Postgraduate Arts Students of Dhanamanjuri University.*

Sl. No.	Group Of Students	Social Media Dimensions	X^2 Value	Degree of Freedom	Critical Value (0.05)
1	Male	Social Media Usage Duration	3.2	4	9.488
	Female				
2	Male	Preferred Social Media Platform	8.89	4	9.488
	Female				
3	Male	Social Media Use During Study/Class	3.87	4	9.488
	Female				
4	Male	Social Media Comparison	2.05	4	9.488
	Female				
5	Male	Social Media And Sleep Disruption	4.03	4	9.488
	Female				

Interpretation of the above tabulated data is presented below:

1. The null hypothesis is accepted as the chi-square value $X^2 = 3.2$ is less than the critical value=9.488. Hence, there is no significant difference between males and females' response regarding spending more than three hours daily on social media platforms.

2. Since the chi-square value $X^2 = 8.89$ is less than the critical value=9.488, we fail to reject the null hypothesis. Hence, there is no significant difference between males and females' responses in their preference for using one social media platform over others.

3. Since the chi-square value $X^2 = 3.87$ is less than the critical value=9.488, we fail to reject the null hypothesis. Hence, there is no significant difference between males and females' responses in terms of checking social media during study or class time.

4. Since the chi-square value $X^2 = 2.05$ is less than the critical value=9.488, we fail to reject the null hypothesis. Hence, there is no significant difference between males and females' responses regarding comparing themselves to others based on social media posts.

5. Since the chi-square value $X^2 = 4.03$ is less than the critical value=9.488, we fail to reject the null hypothesis. Hence, there is no significant difference between males and females' responses regarding the impact of using social media late at night on sleep.

3. MAIN FINDINGS OF THE STUDY

The main findings of the study are listed below:

1. A significant proportion of students (48%) spend more than three hours daily on social media, reflecting a high level of engagement.

2. 42% of students primarily use one social media platform, suggesting a tendency to favor specific platforms, though some variety exists.

3. Only 36% of students regularly use social media for academic purposes, with 48% being neutral, indicating that academic use is not widespread.

4. 42% of students avoid checking social media during study or class time, though a smaller percentage still engage with it occasionally.

5. 42% of students do not feel anxious when unable to access social media, but 30% experience anxiety when they cannot access it.

6. 48% of students do not feel isolated by social media, though 32% experience isolation due to social media use.

7. 64% of students do not compare themselves to others based on social media posts, while 26% do engage in comparison.

8. 64% of students agree that late-night social media use negatively affects their sleep, with 14% strongly agreeing.

9. 42% do not feel that social media negatively affects their mood, but 22% report a negative impact on their mood from social media use.

10. 50% of students have not experienced cyber-bullying or negative comments, but 18% have faced such experience.

11. 40% of students do not feel inadequate from social content, while 28% report feeling inadequate because of it.

12. 48% of students do not feel pressured to portray a perfect image on social media, but 18% do feel this pressure.

13. 60% of students feel productive after spending time on social media, suggesting a positive impact on productivity for some.

14. 34% of students do not participate in online communities, while 36% are neutral, and 28% engage in such communities.

15. 56% of students feel that social media distracts them from academic studies, with 44% agreeing and 12% strongly agreeing.

16. 36% of students feel that social media negatively impacts their academic performance, whileuse for social interaction.

17. 70% are aware of strategies to reduce excessive social media use, with only 6% unaware of such strategies.

18. More than half 54% believe social media encourages responsible user habits, with a small minority 8% disagreeing.

19. A majority of students 52% agree that limiting social media use improves mental health, with 22% strongly agreeing, showing strong support for this idea and minimal disagreement.

20. There is no significant difference between males and females regarding the specific social media usage patterns.

4. EDUCATIONAL IMPLICATIONS

New programs and workshops should be established to educate students about social media's impact on mental health, academics, and sleep while promoting responsible use and the importance of taking breaks. Workshops on managing social media anxiety and coping with negative online experiences should be provided to help students navigate challenges. Encouraging balanced social media use, including avoiding it during study hours, late nights, and setting time limits, by raising awareness about its effect on academic performance, sleep, and social interactions, is indicated. Supporting the positive online communities can foster meaningful discussions and emotional support, while digital literacy programs can equip students with skills to manage social media use and protect their mental well-being.

5. CONCLUSION

The present study assesses the impact of social media on the mental health of postgraduate students of Arts at Dhanamanjuri University. The findings revealed that social media has both positive and negative effects on students' mental well-being. While many students experience feelings of anxiety, pressure to maintain a perfect online image, and negative comparisons, others benefit from the connection and information social media provides.

The study also highlights that students are aware of the potential harms of excessive social media use, with many recognizing that taking breaks and setting time limits can improve their mental well-being.

However, balancing social media use with academic responsibilities remains a challenge for many students.

The findings suggest that Dhanamanjuri University and similar institutions should consider integrating programs that educate students on managing social media use and its potential effects on mental health. Providing workshops on responsible social media use, promoting mental resources, and encouraging balanced online habits can help students mitigate the negative impacts of social media.

REFERENCES

Abi-Jaoude, E., Naylor, K. T., & Pignatiello, A. (2020). Smartphones, social media use, and youth mental health. CMAJ, 192(6), E136-E1421

American Economic Association, (2021). Social media and mental health. American Economic Review, 111(5), 1-35

Artemis Hospitals. (n.d.). The impact of social media on mental health. Artemis Hospitals.Retrieved October 18, 2024, from https://www.artemishospitals.com/blog/articles-by-doctors/the-impact-of-social-media-on-mental-health

Berryman, C., Ferguson, C. J., & Negy, C. (2018). Social Media use and mental health among young adults. Psychiatric Quaterly, 89(2), 307-314

Bathla, N. (2022). Impact of social media on the mental health and academic achievement of secondary school students. Department of Education, Tantia University. INFLIBNET Centre

Devaki, T. C. (2020). Effect of social media usage on mental health and academic achievement of pre-university students. Department of Education, Bangalore University. INFLIBNET Centre

Growth Jockey. (n.d.). Social media trends in India & globally. RetrievedOctober 24, 2024, from https://www.growthjockey.com/blogs/social-media-trends-india-global

Hussain, Z., & Giffiths, M. D. (2018). Problematic social networking site use and comorbid psychiatric disorders: A systematic review of large-scale studies. Frontiers in psychiatry, 9, 686

Iqbal, A., Iftikhar, M., & Hussain, T. (2024). Impact of social media use on the mental health of university students. Migration letters, 21(S5), pp. 1848-1862

Keles, B., McCrae, N., & Grealish, A. (2020). A systematic review: The influence of social media on depression, anxiety, and psychological distress in adolescents. International Journal of Adolescence and Youth, 25(1), 79-93

Khaitan Public School. (n.d.). The importance of mental helath for students and how to prioritise it. Retrieved October 18, 2024, from https://khaitanpublicschool.com/the-importance-of-mental-health-for-students-andhow-to-prioritise-it/

National Education Association. (2023). Impact of social media and personal devices on mental health.Retrieved from: https://www.nea.org/resource-library/impact-social-media-and-personal-devices-mental-health

O'Reilly, M., Dorgra, N., Whiteman, N., Hughes, J., Eruyar, S., & P (2018). Is social media bad for mental health and well-being? Exploring the perspectives of adolescents. Clinical Child Psychology and Psychiatry, 23(4), 601-613

Primack, B. A., Shensa, A., Sidani, J.E., Whaite, E. O., Lin, l. y., Rosen, D., Colditz, J. B., Radovic, A., & Miller, E. (2017). Social media use and perceived social isolation among young adults in the U.S. American Journal of Preventive Medicine, 53(1), 1-8

Rideout, V., & Fox, S. (2018). Social media, social life: Teens reveal their experiences.Common Sense Media. Retrieved from: https://www.commonsensemedia.org/research/social-media-social-life-2018

Stiglic, N., & Viner, R. M. (2019). Effects of screen-time on the health and well-beingof children and adolescents: A systematic review of reviews. BMJ Open, 9(1), e023191. Retrieved from: https://doi.org/10.1136/bmjopen-2018-023191

Sulaiman, W. A. W., Malek, M. D. H. A., YUNUS, A. R., Ishak, N. H., Mohamad safir, D. n., & Fahrudin, A. (2024). The impact of social media on mental health: A Comprehensive review. SEEJPH, XXV, 1468

Tyagi, S., & Tripathi, N, (2023). Impact of social media on mental health: Self-esteem. International Journal of innovative Research and Growth, 9(11).

Vidal, C., Lhaksampa, t., Miller, L., & Platt, R. (2020). Social media use and depression in adolescents: A scoping review. International Review of Psychaitry, 32(3), 235-253

Woods, H. C., & Scott. H. (2016). Sleepyteens: Social media use in adolescence is associated with poor sleep quality, anxiety, depression, and low self-esteem. Journal of Adolescence, 51, 41-49

AUTHOR'S BIOGRAPHY

Dr. Mayanglambam Prakash Singh, a distinguished scholar and academician, currently serves at Dhanamanjuri University, Imphal, Manipur. His intellectual pursuits are deeply rooted in research and development, where innovation and scholarly rigor shape his contributions. As a former Rajiv Gandhi National Fellow, his academic journey has been marked by profound inquiry and analytical depth. Furthering his scholarly endeavors, he has held the esteemed position of Post-Doctoral Fellow under the aegis of ICSSR. His erudition and expertise have enriched several universities across India, leaving an indelible mark on the academic landscape. With an unwavering passion for special education, he seeks to bridge knowledge gaps and foster inclusivity in learning. His research trajectory embodies a synthesis of theoretical discourse and practical interventions. He envisions a transformative educational paradigm where accessibility and equity define academic excellence. His contributions echo in the corridors of pedagogical advancement, inspiring future scholars and practitioners alike. A steadfast advocate of progressive education, he remains devoted to intellectual growth and societal upliftment.