



# Patterns Of Social Media Intensity In Relation To Socio-Demographic Factors Among Arts And Science Students

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## Abstract:

### Background of the study:

Even though social media is an integral part of college students' lives, there are still no exclusive studies made to examine the intensity of social media use in college students' daily lives. Hence, the current study focused on measuring college students' social media use in their daily lives.

**Objectives of the study:** The present study aims to measure the intensity of social media use among the college students; the study also pinpoints the determinants of the intensity of social media use.

**Methods:** The study is cross-sectional in nature along with the descriptive research design. To analyse the quantitative data, SPSS software was used. To measure the intensity of social media use, a social media use scale was adopted, along with a socio-economic demographic profile.

**Findings and conclusion:** in the study, the researcher found that more than half of the respondents have a moderate level of social media use. The study concluded that age, gender, family type, residence, and duration of social media use were significantly associated social media intensity. The study concludes that the socio-economic demographic variables influence the intensity of social media use.

*Index Terms* - Social media intensity, socio-economic, college students and determinants.

## I. INTRODUCTION

The term "social media" refers to the "digital platforms that enable users to create, share, and exchange content in virtual communities and networks" (Kaplan & Haenlein, 2010). Through social media, college students can easily access plenty of up-to-date information (Kandpal, Sharma, Arpita, et al., 2023). College students believe they can effectively promote themselves on social media sites that best suit their needs. Social media networks are budding worldwide (Gundogmus et al. 2020). Social media platforms allow users to engage with various groups and build relationships. Social networking sites can be described as grids of friends for social or professional interactions (Trusov, Bucklin, & Pauwels, 2009). Boyd (2007) noted that adolescents and college students utilise social media to engage with peers, exchange information, and shape their personalities, thereby initiating their social lives. So social media plays a crucial role in the daily lives of the adolescents. In the modern era, the integration of social learning with the social web stage has transformed learning from an individualistic activity to one where students actively gather data through various platforms (Chen and Bryer, 2012). Students can fully utilise social media to enhance their learning and theoretical performances (Bhattacherjee, 2012).

As per the Global Digital Statistics (2025), there are 5.56 billion people (67.9% of the total population) who are actively using the Internet, with 5.24 billion active social media users. The result also pointed out that 62.1 per cent of the 16-to-24 age group used social media to contact friends and family. The study highlighted the prevalence of social media use among college students. Primack & Escobar-Viera (2018), in their study, pointed out that adolescents' social media use now becomes an alarm; it also has drastic effects on the satisfaction of their lives. The study highlighted how social media impacts the lifestyles of adolescents, but most studies have not examined how social media use affects their daily lives. Apart from this, there is a need to examine the use of social media among college students; the excessive use of social media may lead to the creation of various psychosocial problems. Social media use can be categorised into active versus passive users. Passive social media use is generally defined as the undirected consumption of social media content, which is sometimes referred to as "lurking." Escobar-Viera et al., (2018). Active SMU, although also broadly defined, is understood as directed engagement in social connections on SM (sometimes referred to as "directed communication"; Burke et al., 2010). Ellison et al. (2007) stated that social media intensity use is described as users' actual activity, or in other words, as the degree to which users actively engage in the social network.

Psychiatric terminology frequently labels challenging behaviours related to internet use as 'addiction'. However, some of the behaviour displayed by young people may be interpreted as abnormal. For example, young people who frequently post selfies may appear egotistic, but that kind of attitude has emerged as a social norm in younger social networks (McCrae, 2019). Educational institutions nowadays have predicted that the use of social media provides an opportunity for students to have beneficial communication with teachers, other pupils, and higher authorities. Unfortunately, there are still several gaps in the knowledge concerning social media's effect on their daily life and use, despite a wealth of studies. Research has not sufficiently examined the impact of specific social media use on students' social media intensity. Additionally, a significant proportion of studies use self-reported data, which constrains their ability to draw inferences regarding relationships (Tamura et al., 2022). Hence, this study investigates the gaps that can be addressed to gain a more comprehensive understanding of the factors that influence the intensity of social media use among college students.

### **RATIONALE OF THE STUDY**

In the modern world, especially after the emergence of covid-19, students' social media use has increased (Parlak Serte et al., 2019). After that, 'social media' and 'college students' are two inseparable terms because they rely heavily on social media to fulfil their academic as well as daily needs. Students use social media not only for communication and entertainment but also for academic purposes and social interaction. Because of these factors, students need to spend more time on social media. Since social media is an integral part of students' lives, there is a need to focus on measuring its usefulness. Hence, the present study focused on examining the intensity of social media use. In academia, many studies have been executed to examine the use of social media, but they only explore the most frequently used social media platforms and time spent on social media only. They did not explore the intensity of social media use. Therefore, this study specifically focuses on the intensity of social media use. The intensity of social media refers to the frequency and depth of social media use and its influence on college students regarding psychological and sociological factors. The study also exposes how socio-economic variables and the duration of social media use associated with the intensity of social media. To measure the intensity of social media use, the study adopts a social media use scale.

### **OBJECTIVES OF THE STUDY**

The study examines the socio-economic status of the respondents in relation to their duration of social media use as well as the intensity of social media use. Additionally, the study focuses on identifying the factors that associated with them.

### **HYPOTHESIS**

H01: Socioeconomic status has no association with the duration of using social media.

H02: There is no association between the duration of social media use and the intensity of social media use.

H03: Socioeconomic status has no association with social media use.

## CURRENT STUDY

For the present study, the universe consists of students in the arts and science disciplines at a university located in the Salem district who use all social media platforms in their daily routine.

## CRITERIA FOR BEING A SAMPLE

1. The respondents should belong to the Salem district.
2. The respondent age should be in the range of 20-28 only.
3. They should have been using social media for a period of at least one year.
4. Unfilled responses in the questionnaire were excluded.

## TOOLS AND TECHNIQUES

The study is descriptive and cross-sectional in nature; to get the response from respondents, the study uses a questionnaire along with scales. For analysing the data, the researcher used the Statistical Package for Social Science's (SPSS) software. The researcher also used a systematic observation technique to monitor their behaviour.

## SOCIAL MEDIA USE SCALE

To measure the intensity of social media use in their daily context, the study adopts the social media use scale, which was developed by Alison B. Tuck et al. in 2013. The scale consists of 17 items. Each item uses a 9-point scale, where 1 represents "never", 2 represents "1-2 times per week", 3 represents "3-4 times per week", and 4 represents "5 or more times per week". There are 4 sub-items in this scale. Items 1-5 represent image-based social media use, items 6-8 represent comparison-based social media use, items 9-12 represent belief-based social media use, and items 13-17 represent consumption-based social media use. The minimum score is 17, and the maximum score is 153.

## SAMPLING

For the present study, before carrying it out, the researcher did a survey to identify the study's universe. During the study, the researcher identified 881 individuals as the universe based on the criteria mentioned above. Out of these, the researcher selected 220 samples for the study by using the simple random sampling (lottery) method.

## RELIABILITY TEST

Before executing a social media use scale in the study, the researcher did a reliability test. To execute a reliability test, the researcher used the Cronbach's alpha test. The Cronbach's alpha value should be higher than 0.7 for social science research (Hundleby & Nunnally, 1968). In the present study, all four subparts obtained a Cronbach's alpha value above 0.7, which indicates the scale is reliable. After achieving sufficient reliability, the researcher started to execute the study.

**Table: 1**  
**Socioeconomic demographic profile of the respondents**

Socioeconomic demographic profile		N=220	%
Age	20-22	25	11.36
	23-25	145	65.91
	26-28	50	22.73
Gender	Male	147	66.82
	Female	73	33.18
Stream of Study	Arts	94	42.73
	Science	126	57.27
Age at the time of starting to use social media	Below 15 years	33	14.86
	15-18	61	27.73
	Above 18	126	57.27
Family type	Nuclear family	175	79.55
	Joint family	45	20.45

Residence	Rural	85	38.64
	Urban	135	61.36
Parents' monthly income	Up to 10000	89	40.45
	10001-20000	76	34.55
	More than 20000	55	25.00

(Source: Primary data)

The table indicates the socio-economic background of the college students. With respect to age, nearly two-thirds (65.91%) of the respondents were in the age category of 23-25 years old, followed by more than one-fifth (22.73%) of the respondents in the age category of 26-27 years old; the rest of them (11.36%) were in the age category of 20-22 years old. 28 is the maximum age in the study area. The mean age of the respondents is 24.34. On the basis of gender, 66.82 per cent of the respondents were male, and the rest were female. Although the proportion of male and female students in academics is equal, male students use social media significantly more than female students. With regard to the stream of students, nearly three-fifths (57.27%) of the respondents belonged to the Science stream, followed by 42.73 per cent of the respondents who studied in the arts stream. Regarding the age when respondents began using social media, most (57.27%) started after turning 18 years old, while more than one fourth (27.73%) began using it between the ages of 15 and 18, and 14.86% started before the age of 15. A sizeable (79.55%) portion of the respondents lived in a nuclear family setup; just over one-fifth (20.45%) of the respondents lived in the joint family system. More than three-fifths (61.36%) of the respondents reside in urban areas; nearly two-fifths (38.64%) of the respondents reside in rural areas. Based on financial background, just over two-fifths (40.45%) of the respondents' parents had a monthly income below 10,000 rupees, more than one-third of the respondents' parents earned between 10,001 and 20,000 rupees, and exactly one-fourth of the respondents' parents earned more than 20,000 rupees per month.

**Table: 02**  
**Intensity of social media use among college students**

Intensity of social media use	N=220	%
Low	58	26.36
Moderate	111	50.45
High	51	23.18

(Source: Computed Data)

The table portrays the intensity of social media use among the college students. To measure the intensity of social media, the study adopts a social media use scale. Overall, the mean of the social media scale is 84.5. Based on the mean score, the social media use is classified into low, moderate and high social media use. Those who all scored below 40 (up to 39) have low social media use; those who all scored in the range of 40-85 are considered to have moderate social media use. Those who all scored above 85 are considered high social media users. The table concluded that more than half (50.45%) of the respondents come under the category of moderate social media use. Moderate social media use refers to a balanced engagement between the virtual world and the social world. Generally, these groups of people have the habit of using social media on a regular basis but within a certain limit. More than one fourth (26.36%) of the respondents reported a low level of social media use, characterised by less intensity and frequency, while 23.18 percent of the respondents fell into the high level of social media use category, indicating a strong emotional attachment and a tendency for repetitive and compulsive engagement with social media.

**Table: 3**  
**Association between socioeconomic status and duration of using social media**

Age	Duration of using social media				Result
	Less than 1 hour	1 hour - 3 hours	More than 3 hours	Total	
20-22	6 (24.00) (07.50)	07 (28.00) (07.07)	12 (48.00) (29.27)	25 (11.36)	$\chi^2=37.57$ , Df=4, p=0.00001(S)
23-25	53 (36.55) (66.25)	80 (55.17) (80.81)	12 (08.28) (29.27)	145 (65.91)	
26-28	21	12	17	50	

		(42.00) (26.25)	(24.00) (12.12)	(34.00) (41.46)	(22.73)	
Gender	Male	31 (21.09) (38.75)	85 (57.82) (85.86)	31 (21.09) (75.61)	147 (66.82)	$\chi^2=46.02$ , Df=2, p=0.00001(S)
	Female	49 (67.12) (61.25)	14 (19.18) (14.14)	10 (13.70) (24.39)	73 (33.18)	
Stream of study	Arts	23 (24.47) (28.75)	51 (54.26) (51.52)	20 (21.28) (48.78)	94 (42.73)	$\chi^2=7.94$ , Df=2, p=0.01(S)
	Science	57 (45.24) (71.25)	48 (38.10) (48.48)	21 (16.67) (51.22)	126 (57.27)	
Family type	Nuclear	52 (29.71) (65.00)	91 (52.00) (91.91)	32 (18.29) (78.04)	175 (79.55)	$\chi^2=19.78$ , Df=2, p=0.00005(S)
	Joint family	28 (62.22) (35.00)	0 8 (17.77) (08.08)	09 (20.00) (21.95)	45 (20.45)	
Residence	Rural	61 (71.76) (76.25)	15 (17.65) (15.15)	9 (10.59) (21.95)	85 (38.63)	$\chi^2=75.56$ , Df=2, p=0.000000(S)
	Urban	19 (14.07) (23.75)	84 (62.22) (84.85)	32 (23.70) (78.05)	135 (61.36)	
Monthly Income	Up to 10000	41 (46.07) (51.25)	37 (41.57) (37.37)	11 (12.36) (26.83)	89 (40.45)	$\chi^2=8.06$ , Df=4, p=0.09(NS)
	10001-20000	22 (28.95) (27.50)	38 (50.00) (38.38)	16 (21.05) (39.02)	76 (34.55)	
	More than 20000	17 (30.91) (21.25)	24 (43.64) (24.25)	14 (25.45) (34.15)	55 (25.00)	

(Source: Computed Data)

The table reveals the association between socioeconomic variables (age, gender, stream of study, family type, residence) and the duration of social media use. With respect to age, there is a significant association between age and duration of social media use at the significant level of 0.00001. The table portrays that nearly half (48%) of the 20-22 age group respondents used social media for more than 3 hours per day, which is the youngest age group in the study. Among the 23-25 age group, 55.85 per cent of the respondents used social media for 1-3 hours per day, whereas among the 26-28 age group, more than two-fifths (42%) of the respondents used social media for less than 1 hour per day. Overall, the table indicates that as age increases, social media use decreases in terms of duration; this is because the 20-22 age group believes that social media helps them enhance their social capital by extending their contacts for mutual benefit, while the 26-28 age group views social media primarily as a communication platform. Additionally, the table reflects their improved mental stability. On the basis of gender, there is a significant association between the duration of social media and gender at the significant level of 0.00001. Nearly two-thirds (67.12%) of female respondents used social media for less than 1 hour, while more than three-fourths (78.91%) of male respondents used social media for more than 1 hour per day. The results indicate that male students used social media for longer hours than female students, as female students' use was limited due to domestic responsibilities, while male students had more freedom to access social media. Some of the male students stated that they had the habit of using social media at midnight, and similarly, some of the female students stated that because of the cyber security issue, their social media use was low. Regarding the field of study, there is a significant association at the 0.01 level between the duration of social media use and students' streams; just over three-fourths (75.54%) of arts stream students reported using social media for more than 1 hour, while a considerable

(71.25%) portion of respondents from science streams used social media for less than 1 hour. The data indicates that arts students had a higher duration of social media use compared to science students; although science students used social media for a shorter duration, the majority of them did so for academic purposes and employment-related information. Contrarily, the field observed that the majority of arts students used social media for entertainment purposes. With respect to family type, there is an association with the duration of social media use at the significant level of 0.00005; a considerable (70.29%) portion of the students who hailed from joint families used social media for more than 1 hour, whereas among students who hailed from joint families, the majority of them used social media for less than 1 hour, because students who hailed from joint families overcome their loneliness, but most of the joint family respondents did not face much loneliness because of their family setup. The residence was found to have a significant association with the duration of social media use at a significant level of 0.000000. A considerable portion of rural students used social media for less than 1 hour, while a sizeable (85.7%) portion of urban students used social media for more than 1 hour, highlighting a clear contrast in usage patterns between the two groups. Leisure time activities and social bonding differentiate social media use between rural and urban students; rural students engage in more physical activities, giving less attention to social media, while urban students, with fewer physical activities, spend more time on social media. Similarly, rural students had better social bonding with their neighbourhoods, but urban students did not have such strong relationships with their neighbours; most urban students used social media to make more friends and have a positive relationship with them. Interestingly, economic conditions do not affect the duration of social media use. This conclusion implies that there is no significant difference in the duration of social media use.

**Table 4**  
**Association between socioeconomic status and intensity of social media use**

Age		Level of social media Use				Result
		Low	Moderate	High	Total	
Age	20-22	6 (24.00) (10.34)	09 (36.00) (08.11)	10 (40.00) (19.61)	25 (11.36)	$\chi^2=16.11,$ Df=4, p=0.002(S)
	23-25	32 (22.07) (55.17)	86 (59.31) (77.48)	27 (18.62) (52.94)	145 (65.91)	
	26-28	20 (40.00) (34.48)	16 (32.00) (14.41)	14 (28.00) (27.45)	50 (22.73)	
Gender	Male	22 (14.97) (37.93)	85 (57.82) (76.58)	40 (27.21) (78.43)	147 (66.82)	$\chi^2=29.68,$ Df=2, p=0.000000(S)
	Female	36 (49.32) (62.07)	26 (35.61) (23.42)	11 (15.07) (21.57)	73 (33.18)	
Stream of study	Arts	30 (31.91) (51.72)	42 (44.68) (37.84)	22 (23.40) (43.14)	94 (42.73)	$\chi^2=3.003,$ Df=2, p=0.22(NS)
	Science	28 (22.22) (48.28)	69 (54.76) (62.16)	29 (23.02) (56.86)	126 (57.27)	
Family type	Nuclear	39 (22.29) (67.24)	100 (57.14) (90.09)	36 (20.57) (70.59)	175 (79.55)	$\chi^2=14.89,$ Df=2, p=0.0005(S)
	Joint family	19 (42.22) (32.76)	11 (24.44) (99.91)	15 (33.33) (29.41)	45 (20.45)	
Residence	Rural	47 (55.29) (81.03)	27 (31.76) (24.32)	11 (12.94) (21.57)	85 (38.64)	$\chi^2=59.83,$ Df=2, p=0.000000(S)
	Urban	11 (08.15)	84 (62.22)	40 (29.63)	135 (61.35)	

		(18.97)	(75.68)	(78.43)		
Monthly Income	up to 10000	21 (23.60) (36.21)	44 (49.44) (39.64)	24 (26.97) (47.06)	89 (40.45)	$\chi^2=3.66,$ Df=4, p=0.45(NS)
	10001-20000	19 (25.00) (32.76)	38 (50.00) (34.23)	19 (25.00) (37.25)	76 (34.55)	
	More than 20000	18 (32.73) (31.03)	29 (52.73) (26.13)	8 (14.55) (15.69)	55 (25.00)	

(Source: Computed Data)

The table shows the association between socioeconomic variables (age, gender, stream of study, family type, and residence) and the intensity of social media use. On the basis of age, there is an association between age and intensity of social media use at the significant level of 0.02. Among the 20-22 age group, exactly two-fifths (40%) of the respondents had high social media intensity; among the 23-25 age group, nearly three-fifths (59.31%) of the respondents had a moderate level of social media intensity; and among the 26-28 age group, exactly two-fifths (40%) of the respondents had a low level of social media intensity. Overall, it concludes that the younger age group had a higher level of social media intensity, and the older age group had a low level of social media intensity. With regard to gender, there is a significant association with the intensity of social media use. The study results reveal that a sizeable (85.03%) portion of the male respondents had a moderate/high level of social media intensity, but in contrast, nearly half of the female students had a low level of social media intensity. It concludes that male students had a higher level of social media intensity than female students. With respect to the stream of study, there is no association with the level of media intensity, even though there is a difference in the duration of social media use between arts and science students, but it did not make any impact on the intensity of social media use. Family type has an association with the intensity of social media use at the significant level of 0.0005; it concludes that compared to students who all resided in nuclear families, students who hailed from joint family systems had a higher level of social media intensity. Residence also had a strong association with the intensity of social media use, with a significance level of 0.000000; the results indicate that urban students had a higher level of social media intensity compared to rural students.

**Table: 5****Association between duration of social media use and intensity of social media use**

Duration of social media use	Intensity of social media Use				Result
	Low	Moderate	High	Total	
Less than 1 hour	41 (51.25) (70.69)	26 (32.5) (23.42)	13 (16.25) (25.49)	80 (36.36)	$\chi^2=84.12,$ Df=4, p=0.000000(S)
1 hour - 3 hours	11 (11.11) (18.97)	75 (75.76) (67.57)	13 (13.13) (25.49)	99 (45.00)	
More than 3 hours	06 (14.63) (10.34)	10 (24.39) (9.01)	25 (60.98) (49.02)	41 (18.64)	

(Source: Computed Data)

The table reveals the association between the duration of social media and the intensity of social media use. The result displays that there is a significant association between duration of social media use and intensity of social media use at the significant level of 0.000000. Among the less than 1-hour users of social media, more than half (51.25%) of the respondents had low social media intensity; among 1-3-hour social media users, more than three-fourths (75.76%) of them had a moderate level of social media intensity; and among more than 3-hour users, more than three-fifths (60.98%) of the respondents had a high level of social media intensity. The table shows that social media use is both longer and more intense. The increase in the duration of social media use associated users' feelings and makes them more attracted to social media.

**DISCUSSIONS**

The study found that age plays a key role in social media use; the young age group (20-22) had a high level of social media use, which contrasts with the 23-25 and 26-28 age groups because they had a low level of social media use. The 20-22 age group, being in the initial stage of identity formation, believes that social media is essential for shaping their identity, while other age groups, having already established their identities,

use social media less frequently. The finding matches Tsitsika et al.'s (2014) study, which found that age has a relationship with heavy social media use and negative internalising symptoms (anxious/depressed, withdrawal/depressed); they also stated that the younger age group mostly experienced heavy social media use. The finding also aligns with Auxier and Anderson (2021), who stated that younger people tend to use social media more than older individuals.

The present study showed that gender plays a key role in social media use; male students tend to use social media for longer durations than female students because female students are more focused on privacy, and their social media use is influenced by parental control and domestic responsibilities, which do not apply to male students. But Banjanin et al. (2015) expressed that gender has no relationship with time spent on social media. The finding is also in contrast with Barry et al. (2017); they found that gender has no association with social media use. Interestingly, Gottfried (2024), in his study, stated that female students used social media for longer hours compared to male students; it is in complete contrast to the findings.

The study results reveal that there is an association between the duration of social media use and the intensity of social media use; if there is an increase in the duration of social media use, there is an increase in the intensity of social media use. The finding is in contrast with Banjanin et al. (2015), who in their study found that time spent on social media had no association with depression.

### **CONCLUSION**

social media can be viewed as a 'double-sided sword' (Deters & Mehl, 2013; Lenhart et al., 2015). Social media plays a vital role in students' lives; with the help of social media, students can enhance their knowledge as well as careers if they handle it effectively. Negative consequences can arise if students fail to handle social media effectively. The study found that most of the students had a moderate level of social media intensity, and socioeconomic status has an association with social media use. The study concludes that age, gender, stream of study, family type, and residence are the major determinants of the duration of social media use. Compared to PG students (23-28), UG students (20-22) exhibited a longer duration of social media use. Male students used social media for longer periods of time than female students did. Arts students had a higher duration of social media use. Students who hailed from nuclear families had a higher duration of social media use than students from joint family systems. The use of social media is higher among urban students than rural students. Similarly, the intensity of social media use is determined by age, gender, family type, residence, and the duration of social media use. All the factors that influence the duration of social media also associated the intensity of social media use, except the stream, because arts and science students show similar intensity of social media use. The duration of social media use also associated with the intensity of social media use; students who use social media for fewer hours have low intensity, and those who use it for a longer duration have a high level of intensity. The study concludes that the socio-economic demographic variables influence the intensity of social media use.

### **LIMITATIONS OF THE STUDY**

- The study was executed only within a Salem district alone, so the study may lack its heterogeneity (especially with respect to culture).
- The study focused exclusively on arts and science students; the findings may differ if the research includes students from other fields (other than arts and science disciplines).
- The study was conducted with only 25% of the total population, which represents a significant limitation.
- The study did not give much attention to the qualitative aspects, so the study may lack the ability to express the rich experience of a phenomenon in a more exclusive manner.

### **SUGGESTIONS**

- Educational institutions can step forward and create awareness programs to explain the impacts of excessive social media use.
- Educational institutions may consider providing counselling services for Students who are all facing excessive social media intensity.
- Students can give more attention to physical activities and yoga to overcome high-intensity social media use.
- Parental involvement and supportive communication may regulate the excessive social media use, especially students up to their UG and initial days of PG (because the study observes that, compared

to other age categories, the 19–22 age category has high social media use with respect to duration and intensity).

- Parents of the students should have a friendly relationship with their children, because the study observes that loneliness is a factor that leads to excessive use of social media on the basis of duration and intensity.
- NGOs and social workers can conduct programs to address excessive social media use.
- Students should be involved in more physical activities, as peer influence significantly affects the intensity of social media use; therefore, if they focus on other activities, their social media use may decrease.

## IMPLICATIONS

The study examines the duration and intensity of social media use, as well as the factors associated with it. The study can be useful to the policymakers, because while making policy, they need to give attention to how their daily routine is constructed through social media. So, they need to give attention to these aspects, especially those related to students' education. The study can be helpful to parents who are raising adolescents, as it identifies the major determinants of social media use and highlights the significant role that parenting plays in the intensity of social media use. The study can also be helpful to educationalists because they also need to know how social media use associates with the college students, especially in academic-related activities. The study can also be helpful to the psychologist and social workers.

## SCOPE OF FURTHER STUDY

- A future study can give more attention to exposing the difference in social media between rural and urban students.
- Future researchers can use mixed methods to explore the study, so it gives rich data about the problem.
- Future studies may also conduct comparative research among different districts to reveal how social media use varies in relation to their cultural contexts.
- Future studies can use mediating and moderating analysis to expose the more appropriate determinants (it eliminates the role of extraneous variables).
- Future studies can include psychological aspects too, to expose the psychological issues more clearly.
- Future studies can be done among all the college students (like among engineering students, nursing students, and medical students).
- Future studies can frame a model to overcome the high intensity of social media use.
- Further study can be done in a longitudinal study, because this study can expose the dynamics of social media use in a more accurate manner.

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