A STUDY ON SOCIAL MEDIA ADDICTION AND DEPRESSION AMONG SCHOOL GOING STUDENTS

DISSERTATION

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SUPERVISOR'S CERTIFICATE

This is to certify that **Mr. Mandeep Singh** student of **B.A. Honours Psychology Semester V, Session 2021-2024**, bearing **Roll No 2108019** has worked under supervision of **Dr. Taniya Raina** on Project entitled **"A STUDY OF SOCIAL MEDIA ADDICTION AND DEPRESSION AMONG SCHOOL GOING STUDENTS"**. **His** mini project is fit for submission, in partial fulfillment of their requirements for the award of the Degree in **B.A. Honours Psychology**.

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I have had so many rich experiences and opportunities that I personally believe will forever shape and influence my professional life while fostering personal growth and development. It would not have been possible to successfully complete my project work without the contribution and collaboration of some important personalities. First and foremost, praises and thanks to The God, The Almighty, for His showers of blessings throughout my research work to complete the research successfully. I would like to thanks to the MIER college of education, Head School of social science for his unprecedented help and scholarly skills that he imbibed in me and whose guidance was a remarkable force that enabled me to successfully complete the mini project. Special thanks and appreciation to my supervisor DR-TANIYA RAINA to whom I am grateful for her ongoing mentorship and never- ending supply of fascinating tasks. Her guidance and advice carried me through all the stages of writing my project. I fully acknowledge her enormous contribution in this work.

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CHAPTER I

INTRODUCTION

Social media is social interaction among the people in which they create, share or exchange pictures, ideas, views in virtual communities and networks. It is the use of web-based media to have an interactive dialogue. The social media is increasing the democratic participation and it allows people to keep in touch with friends, family and communities. At the same time social media is changing the way in which people interact with others through social networking sites people are more connected with the other but at the same time it is making the people more isolated and creating a new sub-culture.10 years ago, young people may have only been in touch with friends and peer-groups when hanging out at school, or meeting up in town. Now young people can be touch through instant messaging, social networks, online games and many other tools. Young people are growing up in a constantly connected society. Talk if 'real world vs. online world' or 'real world vs. virtual world' is mistaken. The online world is real. It has meaning for the young people who use it, and increasingly physical and virtual and woven together. But when a technology is developed, you cannot always predict how people will use it. Often young people are involved in 'technology appropriation' - taking social media tools and using them in new ways, developing and experimenting with new forms of communication using the tools available to them. The impact of social media is not equally spread across all young people. Some young people lack direct, regular access to the internet. Others may have literacy or skills issues which prevent them from participating fully in mainstream social media spaces. However, as social media brings about changes in society - it does impact upon all young people. Where young people have limited access to technology their 'digital exclusion' may add to 'social exclusion(Masthi, 2017)

Social media usage is a 'global consumer phenomenon' with an exponential rise in its usage in the last few years. Research into frequent, excessive, and compulsive social network activity has increased over the years, in which terms such as "social network site addiction" and "Facebook addiction" have been used interchangeably One can get addicted to social media like alcohol, tobacco, injectable

and non-injectable substances because of proffered reward. Addiction may have deleterious effect on the health of users in their formative years. Physical effects involve the brain, hearing, vision and heart; psychological effects as anxiety, disturbed sleep pattern, fatigue, loneliness, depression, and social problems such as academic decline, relationship problems, and social isolation. Overall, the research into this topic is in its infancy, and as such the social media addiction constructs need further exploration

Contemporary scientific literature addressing social media usage, addiction and health problems among adolescents is scarce in India. Nowadays, children irrespective of their socio-economic background had greater exposure to electronic gadgets like smart phones at a much younger age and more prone to social media overuse or addiction.

Social media addiction can be viewed as one form of Internet addiction, where individuals exhibit a compulsion to use social media to excess Individuals with social media addiction are often overly concerned about social media and are driven by an uncontrollable urge to log on to and use social media. Studies have shown that the symptoms of social media addiction can be manifested in mood, cognition, physical and emotional reactions, and interpersonal and psychological problems It has been reported that social media addiction affects approximately 12% of users across social networking sites (Hou et al., 2019).

DEPRESSION

Depression is one of the most common global mental health problems. In adolescents, it is one of the under-recognized health problems due to the inability to disclose their feelings and reluctant to seek psychiatric help. In the last century the medical community did not accept the existence of depressive disorders in children. It was believed that children are lacking the mature psychological and cognitive structure needed to experience symptoms related to depressive disorders. However, a growing body of evidence proved that children not only experience the whole spectrum of mood disorders but also suffer from significant morbidity and mortality associated with them Recent studies have also confirmed the prevalence of depression (10%–60%) in adolescents. The transition period from childhood to adulthood is a

stage marked by emotional instability that makes adolescents vulnerable to depression. Behavioural changes associated with hormonal changes during this period make depression difficult to diagnose. It is reported that more than 70% of the children with depression do not receive appropriate treatment. The Diagnostic and Statistical Manual of Mental Disorders, Fifth edition has defined symptoms for depression; this includes depressed moods, psychomotor agitation or retardation, diminished interest or pleasure, insomnia, fatigue or loss of energy, diminished ability to concentrate, significant weight loss, feelings of worthlessness or excessive guilt, and recurrent thoughts of death. Individuals exhibiting five or more of those symptoms meet the criteria for major depressive disorder There is no ideal screening or assessment tool available for depression assessments However, combinations of optimal diagnostic tools followed by clinical interviews are commonly used for diagnosis and treatment of depression. Exploring the magnitude of depression and associated sociodemographic (Shukla et al.,2019) factors among adolescents can contribute to the development of preventive and control strategies for depression. In the present study, we have attempted to estimate the prevalence of depression and its associated socio demographic factors among school-going students in the rural and urban areas of Patna, Bihar.(Jha et al., 2017)

Depression is a global concern for children, adolescents, and adults even in developed nations. Major depression was the fourth most frequent human illness in 1990 and is projected to rank second by the year 2020 in the adolescent age group. In India, the combined prevalence of depression and anxiety among school-going adolescents has been reported as 57.65%, with 3% cases of extremely severe depression. Depressive disorders are reported to be considerably more common in females, with a lifetime prevalence of 14.1% for females and 8.6% for males. This has been attributed to genetics, increased prevalence of anxiety disorders in females, biological changes associated with puberty, cognitive predisposition, and sociocultural factors. From health-seeking and treatment point of view, about half of depressed adolescents are left undiagnosed in primary care settings. Depression also has a deep effect on adolescents' psychosocial domain and academic performance. More often, they are more preponderate toward probability for hospitalizations, recurrent depressions, substance abuse, and antisocial behaviours, and with time, the most devastating outcome is suicide, which is the third leading cause of death among older

adolescents. Studying the level of depression and its association with various biosocial factors among adolescents, especially girls, will help in the development of effective preventive strategies. Based on the findings of a preliminary study done in the settings where this study was conducted, this was conducted as a more extensive study to estimate the prevalence of depression among school-going adolescent girls and various sociodemographic associated with it(Shukla et al., 2019)

RELATIONSHIP BETWEEN SOCIAL MEDIA AND DEPRESSION

One of the biggest differences in the lives of current teenagers and young adults, compared to earlier generations, is that they spend much less time connecting with their peers in person and more time connecting electronically, principally through social media. Some experts see the rise in depression as evidence that the connections social media users form electronically are less emotionally satisfying, leaving them feeling socially isolated. “The less you are connected with human beings in a deep, empathic way, the less you’re really getting the benefits of a social interaction,” points out

Alexandra Hamlet, PsyD, a clinical psychologist. “The more superficial it is, the less likely it’s going to cause you to feel connect which is something we all need Indeed, one exception to the depression correlation is girls who are high users of social media but also keep up a high level of face-to-face social interaction. The Twenge study showed that those girls who interact intensely offline as well as through social media don’t show the increase in depressive symptoms that those who interact less in person do. And there are some teenagers who aren’t successful in connecting with peers offline, because they are isolated geographically or don’t feel accepted in their schools and local communities. For those kids, electronic connection can be life.

Depression is defined as depressive disorders that are characterized by sadness, loss of interest or pleasure, feelings of guilt or low self-worth, disturbed sleep or appetite, feelings of tiredness, and poor concentration (abridge version, WHO, 2017). On the other hand, evidence suggests that using social media can adversely affect its users ’mental health, mainly the young generation (Blizzard & Stones,2016). Other studies reported that the excessive use of social media among young adults is associate with mental health problems, e.g. depression, anxiety, stress, and self-esteem

(see Seabrook et al., 2016). Social media defined as ‘websites which allow profile creation and visibility of relationships between users’(Boyd & Ellison, 2008; as cited in Sims et al., 2017) has become one of the common leisure activities among its users. Now, almost half of the world population (49%; 3.80 billion) actively use social media and these numbers are rapidly swelling every day (Kemp, 2020). We use social media for a variety of reasons such as maintaining relationships, entertainment (Boyd & Ellison, 2007; Lin & Lu, 2011); that made social media as an inseparable part of many individuals ‘daily life. Although social media provides a range of benefits and opportunities as jut mentioned above, concerns have been raised about its excessive usage globally (Baccarella et al.,2018). The excessive or addictive use of social media defined as ‘a behavioral addiction that is characterized as being overly concerned about social media, driven by an uncontrollable urge to logon to or use social media, and devoting so much time and effort to social media that impair other important life areas’(Hilliard, 2019). Though over the past decade, studies mainly explored the opportunities provided by internet-social media but now scholars ‘attention have turned to explore the adverse effects of the internet and social media among its users (Baccarella et al., 2018).Many prior studies have explored the relationship of social media usage with the users’mentalhealth problems (e.g. depression, anxiety, stress, loneliness, and self-esteem) among the various age group of people in developed countries (Glazzard& Stones, 2016; Hou et al., 2019; Slavic, 2016;Shensa et al., 2018; Wang et al., 2018; Waqas et al., 2018). In the least developed countries such as Afghanistan, there is not enough relevant academic literature. Therefore, this study will contribute by examining whether the relationship between the excessive use of social media and mental health problems are the same or not in developed and in least developed countries. The main objective of this study is to investigate the correlation between social media addiction and depression among university students in the Khost province of Afghanistan(Haand&Shuwang, 2020)

SIGNIFICANCE OF THE STUDY

Present study is descriptive in nature as it attempts to identify the correlation between social media addiction and depression social media addiction and depression among school-going students have become significant concerns in today’s digital age. Understanding the implications of excessive social media use on the mental health of

students is crucial for educators, parents, and policymakers. A study on this topic holds immense significance as it can provide valuable insights into the relationship between social media addiction and depression, leading to the development of targeted interventions and support systems for students.

STATEMENT OF THE PROBLEM

A Study On Social Media Addiction and Depression Among School Going Students

OPERATIONAL DEFINATION

Social Media Addiction

Social media addiction is a behavioural addiction that is defined by being overly concerned about social media, driven by an uncontrollable urge to log on to or use social media, and devoting so much time and effort to social media that it impairs other important life areas.

Depression

Depression (major depressive disorder) is a common and serious medical illness that negatively affects how you feel, the way you think and how you act. Fortunately, it is also treatable. Depression causes feelings of sadness and/or a loss of interest in activities you once enjoyed. It can lead to a variety of emotional and physical problems and can decrease your ability to function at work and at home.

Depression symptoms can vary from mild to severe and can include Feeling sad or having a depressed mood

- Loss of interest or pleasure in activities once enjoyed
- Changes in appetite — weight loss or gain unrelated to dieting
- Trouble sleeping or sleeping too much

OBJECTIVES OF THE STUDY

The objective of research project summarizes what is to be achieved by the study. In view of the available literature & importance of the topic, the following objectives were set: -

1. To examine the association between social media addiction and depression among school going students
2. To examine the difference between social media addiction among male & female school going students
3. To examine the difference between depression among male & female school going students

HYPOTHESES OF THE STUDY

1. There will be no significant relationship between social media addiction and depression among school going students
2. There will be no significant difference between social media addiction among male & female school going students
3. There will be no significant difference between depression among male & female school going students.

DELIMITATION OF THE STUDY

- The study has been delimited to 120 students.
- The study was in quantitative in nature

CHAPTER II

REVIEW OF LITERATURE

INTRODUCTION

A literature review is a piece of academic writing demonstrating knowledge and understanding of the academic literature on a specific topic placed in context. A literature review also includes a critical evaluation of the material; this is why it is called a literature review rather than a literature report. It is a process of reviewing the literature, as well as a form of writing. To illustrate the difference between reporting and reviewing, think about television or film review articles. These articles include content such as a brief synopsis or the key points of the film or programmed plus the critic's own evaluation. Similarly, the two main objectives of a literature review are firstly the content covering existing research, theories and evidence, and secondly your own critical evaluation and discussion of this content. Usually, a literature review forms a section or part of a dissertation, research project or long essay. However, it can also be set and assessed as a standalone piece of work.

1.SOCIAL MEDIA ADDICTION AMONG SCHOOL GOING STUDENTS

2.DEPRSSION AMONG SCHOOL GOING STUDENTS

3.SOCIAL MEDIA AND DEPRESSION AMONG SCHOOL GOING STUDENTS

SOCIAL MEDIA ADDICTION AMONG SCHOOL GOING STUDENTS

Sümen & Evgin, 2021conducted a cross-sectional & correlational study with the aim to look at the connection between high school students' addiction to social media and their sleep patterns and psychiatric issues. 1,274 school students were the participant in the study. A Descriptive Information Form, the Strengths and Difficulties Questionnaire (SDQ), the Sleep Quality Scale (SQS), the Sleep Variables Questionnaire (SVQ), and the Social Media Addiction Scale for Adolescents (SMASA) were utilized in the data collection process. The results of the study found

that 49.3% students used social media for one to three years, 53.9% said they used it for one to three hours per day, and 42.8% said they used it when they went to sleep.

Prusoff et al., 1980examined a study with the purpose of validating the "Bergen Facebook Addiction Scale" in Turkish language. 700 students took the test, with 397 of them being high school students and 303 being university students. The outcome of the study revealed a notable variation in relation to gender, length of use, university department, and high school type.

Azizi et al., 2019 examined that in recent years, social media has had a significant impact on pupils' performance. The aim of this research was to examine the connection between Iranian students' academic achievement and their addiction to social media. 360 students were recruited for this cross-sectional study using stratified random sampling. Students in a variety of fields face both opportunities and challenges from these networks. researcher designed and carried out this study as a result of social networking addiction and its effects on students' academic performance. Descriptive and inferential statistics were used along with SPSS-18.0 to evaluate the data. The mean addiction to social networking was greater among male students (52.65 ± 11.50) compared to female students (49.35 ± 13.96), with a statistically significant difference ($P < 0.01$). The addiction to social networking among students was negatively correlated with their academic performance ($r = -0.210$, $p < 0.01$).

Bhandari, 2022. examined that this study aims to investigate senior secondary school students' Internet addiction in relation to their perceived loneliness and socioeconomic status. A sample of 736 senior secondary students from Amritsar, Punjab, participated in this study. The researcher-developed internet addiction measure, the socioeconomic scale, and the perceived loneliness scale were used to collect data. According to a variance test, regular lonely students are more likely than non-lonely pupils to develop an online addiction. Additionally, students who experience extreme loneliness have higher online addictions than students who do not. Furthermore, lonelier students seem to be more susceptible to internet addiction than their peers. It may be concluded that students who are extremely lonely are the most dependent on the internet, followed by those who are lonely but not too dependent on it.

Can, 2023Examined that this study was to look at the connection between loneliness and high school students' addiction to social media. A quantitative data analysis was carried out on 379 students using the UCLA loneliness scale and the social media addiction scale. The findings revealed that students' degrees of loneliness and social media addiction were moderate. Nevertheless, there was no correlation discovered between the addictions of students and their loneliness. According to the study, students who are addicted to social media may be deprived of authentic social interactions, which could result in feelings of loneliness.

Ayatalumo & Ukegbu, 2018 examined social media addiction among Nigerian students and proposes potential remedies. Data from oral interviews and behaviour observations revealed that 78% of students spent three to five hours studying on social media, impacting their academic performance. The lack of a smartphone was the reason for 22% of students not spending much time on social media. The essay highlights the addiction of social media on students and suggests they should focus more on creative activities and a wider variety of professional material on social media applications. This would help Africa achieve sustainable growth and promote sustainable communication.

Alexander & Delariarte, 2022This study examines the stages of social media addiction in Indian teenage populations are examined in this study. Social media has taken over as the most common way to utilize the internet, bringing people together in virtual networks as technology becomes more and more necessary. Studies on adolescents' lives have revealed both positive and negative effects, with a greater emphasis on the detrimental effects on adolescents' physical, social, and psychological well-being. This predicament has been made worse by the pandemic's new normal, which limits work and study to virtual spaces. To learn more about teenagers' experiences with social media use, ten focus group discussions and in-depth semi-structured interviews with seven of them were done. Four emergent themes were found after the data was processed using Interpretative Phenomenological Analysis (IPA): the investigating stage, low-risk stage, moderate risk stage, and high-risk stage of social media addiction.

Wordu et al., n.d. examined that social media addiction affected 2,786 senior year students in public senior secondary schools in Rivers State, Nigeria, in terms of their

academic performance. Four research questions and a descriptive survey design were employed in the study to direct the investigation. 349 students from ten metropolitan secondary schools in Port Harcourt made up the sample. Two information technology and psychology specialists evaluated the questionnaire, and test-retest reliability was examined. According to the findings, pupils who used social media more frequently had greater rates of Internet addiction. Addiction to social media may be the outcome of pre-existing conditions like anxiety, stress, or depression. Participating students ran the chance of experiencing cyberbullying, sadness on Facebook, and online sexual intimidation. Among the recommendations were training instructors to use social media platforms for academic work and hosting seminars in schools to inform students about the negative effects of excessive social media usage on academic performance.

Tenzin et al., 2019Examined that this study incidence of psychological co-morbidities and internet addiction among adolescents in Bhutan enrolled in secondary school. Between May and November 2017, the study was carried out at twelve schools located around Bhutan. According to the study, 388 (54%) and 586 (81%) of the adolescents in the study genuinely used smartphones for internet use, while 248 adolescents (34.440%) developed internet addiction. Internet addiction has been linked to anxiety and depression. Those who use the internet at home have been found to be highly addicted to it, with smartphones being the most popular device for access. Internet addiction has also been linked to social networking and using the internet at night. There is also evidence connecting boredom, stress/anxiety, and peer pressure to internet addiction. The study discovered that internet addiction has an impact on sleep, social connections, and academic achievement. The great frequency of adolescent internet addiction in Bhutan needs to be addressed right away.

Amudhan et al., 2022 conducted an experiment he examines that the frequency and correlates of technology addiction in Indian teenagers enrolled in school. 1729 teenagers who completed the Internet Addiction Test-Adolescents, Game Addiction Scale, Smartphone Addiction Scale, and Television Addiction Scale participated in a crosssectional study. 10.69% of participants reported utilizing technology in some capacity, almost all of them. The most prevalent kind was game addiction, which was followed by phone addiction. Addiction to technology has been found to be

substantially linked to a number of risk variables at the individual, family, and educational levels. This new public health issue emphasizes the necessity of an integrated socio-ecological framework that targets risk factors at different levels in order to encourage positive attitudes toward technology.

Basu et al., 2021conducted the study is to evaluate medical students' addiction to social media with a self-created questionnaire. 264 undergraduate medical students in Delhi, India participated in the study, and they were evaluated using the Pittsburgh Sleep Quality Index and the SMAQ. The SMAQ was discovered to include four components: Component 1 consisted of reduced alternate pleasure items; Component 2 consisted of intense desire items; Component 3 consisted of hazardous use goods; and Component 4 consisted of impaired control items. pupils who reported having poor sleep quality and older pupils had a mean SMAQ score that was considerably higher. Higher test results were linked to sleep deprivation, according to the study, and most students' inability to cut down on social media use was indicative of tolerance issues and poor control.

Yayman& Bilgin, 2020examine the study in this the evaluate medical students' addiction to social media with a self-created questionnaire. 264 undergraduate medical students in Delhi, India participated in the study, and they were evaluated using the Pittsburgh Sleep

Quality Index and the SMAQ. The SMAQ was discovered to include four components: Component 1 consisted of reduced alternate pleasure items; Component 2 consisted of intense desire items; Component 3 consisted of hazardous use goods; and Component 4 consisted of impaired control items. pupils who reported having poor sleep quality and older pupils had a mean SMAQ score that was considerably higher. Higher test results were linked to sleep deprivation, according to the study, and most students' inability to cut down on social media use was indicative of tolerance issues and poor control.

Neethi Perumal et al., 2022 conducted an experiment he examines that adolescents who are addicted to social media frequently experience compulsive use of video games, the internet, and mobile devices. This study's main objective is to dissuade teenagers from using social media continuously. Addiction models are created by

social media companies such as Facebook, Instagram, YouTube, and Snapchat using psychological approaches. In order to prohibit social media companies from paying users for merely using the platform, Hawel's act suggests a "natural stopping point" in newsfeeds and distinct indicators for watching videos.

Al Ghifari et al., 2021 conducted an experiment he examines that, internet and social media addiction is a serious problem, especially for Indonesian students who are transitioning to online learning in the wake of the Covid-19 outbreak. After conducting a validity and reliability test on 2002 respondents, it was found that 20.18% had a mild internet addiction, 4.85% had a moderate addiction, and 0.45% had a severe one. Addiction to social media was also common; 14.99% of users reported having a light addiction, 4.7% had a serious addiction, and 0.45% had a severe addiction. Because it is logical, factual, and falsifiable, the study contends that internet and social media addiction constitutes a legitimate scientific field. It takes extra care to prevent and lessen the signs of addiction. (Adorjan & Ricciardelli, 2021)Examined that This study investigates the idea of internet addiction in Canadian youth, concentrating on their views and experiences with their gadgets—in particular, social media and cell phones. The study, which comprised 35 focus group talks with 115 teenagers between the ages of 13 and 19, discovered that, in spite of feeling as though their agency has been diminished by the influence of algorithms and affordances of these devices, teens willingly accept the label of addiction. The teenagers set themselves apart from their younger siblings and parents, who are blamed for becoming drug addicts as well. The study also emphasizes how peer groups, as opposed to the technology themselves, have an impact on addictive behaviors like FOMO. The results have ramifications for our comprehension of the experiences of young individuals who suffer from internet addiction.

O’Keeffe et al., 2011 examine that adolescents suffering from addiction may experience a variety of challenges, such as substance misuse, recurrent behaviours, and major problems at employment, school, or family. Addiction is a complicated disease. Numerous psychological, emotional, physiological, and environmental elements can contribute to addiction. Tolerance to an addiction can result in a person needing greater and more frequent doses of the drug to experience the same effects. This may lead to challenges with withdrawal and unsatisfactory results for the person

and their loved ones. Adolescents' well-being is impacted by a number of things, such as broken objectives, the absence of parental relationships, strained interpersonal bonds, dwindling social and cultural values, and exposure to unhealthful surroundings. In order to address these problems and enhance teenagers' general well-being, it is imperative to comprehend social media addiction and its impacts.

Dalvi-Esfahani et al., 2021 conducted an experiment he examines the impact of Empathic Concern (EC) and Perspective Taking (PT) on social media addiction (SMA), a problem faced by adolescents. Previous studies have shown that internet addiction behaviour varies according to personality traits. To understand how these impacts intensify, a research model was developed to consider individual traits. Data from 592 high-school students (42.1% male) was analysed using the partial least squares structural equation modelling (PLSSEM) approach. Results revealed that both EC and PT significantly and negatively predict SMA. Extraversion negatively moderated the relationships between EC and SMA and PT and SMA. Behaviours associated with SMA were more common among students of highincome schools compared to low-income schools. The research model revealed that while there were no differences across genders, behaviours associated with SMA were more common among stud(ENSAM-Meknes, Moulay Ismail University &Benhadj, 2023)ents of high-income schools.

Watson et al., 2022 conducted an experiment he examines that, online activity, problematic social media use, and school connectedness. 441 teenagers from a nationally representative Qualtrics panel sample took part in the research. The findings indicated that the factors most strongly linked to teenage distress were gender, social media use, and mattering. With Mattering accounting for an extra 12.8% of explained variance, it was discovered that the prediction of teenagers' anxiety/depressive symptomatology was greatly improved. Adolescent females reported higher rates of depression and anxiety. A greater degree of anxiety and depression symptomatology was correlated with higher levels of social media usage and lower levels of mattering.

Benhadj, 2023examine that the study involving 200 Moroccan teenage pupils revealed a significant dependence on social media. The Internet Addiction Test by Kimberly Young was used to assess the level of addiction among the participants. Facebook was

the most used platform, followed by Twitter. The study found that only 11% of participants had severe social media addiction, while 24% were average users and 61% had moderate addiction. However, 3.5% of participants did not have a social media addiction. The results showed a significant difference in students' levels of addiction based on their educational stream, and no gender-based statistically significant difference was found.

Paakkari et al., 2021examined that teenagers' everyday lives now revolve heavily around social media, yet overuse of it can result in addiction that poses a health risk. Research divided users of social media into three categories: troublesome, moderate risk, and no risk. The findings indicated that older age groups, those with mediocre to poor school attainment, little health literacy, and no parental supervision were most likely to have problematic social media usage (9.4%). Girls and teenagers with low/moderate parental supervision and health literacy were more likely to be at intermediate risk (33.5%). If the responder was a member of a problematic or moderate risk use group, all adverse health markers went higher. The study reaffirmed the link between unhealthy social media usage and poor health outcomes, highlighting the importance of closely monitoring teenagers at intermediate risk who display unfavourable outcomes.

Saud et al., 2019conducted an experiment he examines that Princess Nourah University students' perceived body image and social media addiction was examined using a crosssectional methodology. The study comprised 307 female students, and information was gathered via questionnaires about body image, social media addiction, and polls. The study's findings revealed that 50.1% of participants had a moderate social media addiction and 73% of participants had a poor body image. While the relationship between social media addiction and BMI was substantial, the relationship between body image and addiction was not. The study recommends that future research look into the primary source of social media addiction and determine preventative measures for any potential drawbacks. (Sinha &Chandiok, 2020) examines the impact of social media usage on youth addiction and its effects. Using a self-designed questionnaire, the research found that 50% of participants were somewhat addicted to social media platforms. This suggests that if preventive

measures aren't taken, extreme addiction may occur. Additionally, 73.3% of the population reported deteriorating academic performance due to high SNS usage.

Furthermore, 63.3% of participants showed compulsive behaviour when told to leave SNS. The study highlights the need for better control over social media usage among youth.

Ahmer & Tanzil, 2018 conducted an experiment he examines that in Karachi in the month of March and June 2016 found that 85% of medical undergraduates were affected by Internet Addiction (IA) using Social Networking Sites (SNS). The Young's Internet Addiction Test was administered to 340 students, assessing the frequency and intensity of IA over the past three years. The study also revealed that 65.6% of students were "minimally addicted," 18.5% were moderately addicted, and 0.9% were severely addicted. The burden of IA was higher among female medical students compared to male students. There was no significant difference between the type of medical college attended and IA, but significant differences were observed in certain behavioural patterns among addicted and non-addicted medical students. Internet Addiction is an emerging mental health concern affecting social behaviour patterns of medical undergraduates.

Kapus et al., 2021He conducted a study on internet addiction (IA) in Hungarian high school students was conducted using a questionnaire-based survey. The study involved 3000 paper-based questionnaires and 2540 responses, with a response rate of 84.6%. The study found that 19.1% of students had internet addiction, with age, family status, household size, spending more than 6 hours online, and daily time interval being significantly associated with IA. Alcohol use, drug intake, and musculoskeletal disorders were also strongly associated with IA. The study concluded that a significant proportion of students suffered from IA, which is associated with substance intake and musculoskeletal pain. The study also highlighted preventable risk factors of IA, such as working hours or nighttime internet use, number of hours spent online, and family surroundings. The findings highlight the importance of addressing these factors to reduce the prevalence and risk of IA among Hungarian high school students.

Nguyen et al., 2020examined that this study aims to investigate the link between social media addiction and mental disorders among undergraduate students. A comprehensive search of six electronic databases revealed a high prevalence of social addiction (9.7%41%), indicating a positive association with mental health. The study also confirmed the link between online shopping addiction and eating disorders among social addicts. The findings contribute to raising awareness and finding solutions to these risk problems. The study also discusses the causes and harms of social media addiction, highlighting the importance of raising awareness and finding solutions for these health issues.

Thomas, 2020 examined that this study aims to investigate the relationship between social media addiction, critical thinking, and achievement emotions among 229 university students. Results show a strong negative relationship between social media addiction and achievement emotions, while a weak negative relationship exists with critical thinking. Critical thinking has a weak positive relationship with achievement emotions. The study suggests that students should exercise caution with their social media use, as individuals who agree with addiction statements also agree with negative emotions towards achievement in an academic context.

DEPRESSION AMONG SCHOOL GOING STUDENTS

Bansal et al., 2009 examines the study s that adolescence, up to 20% of teenagers report having depression at some point in their lives. Three to nine percent of teenagers at any given moment satisfy the criteria for depression. 30–50% of depressive individuals are not identified by primary care doctors in their usual course of treatment. At the conclusion of adolescence, up to 20% of teenagers report having depression at some point in their lives. Three to nine percent of teenagers at any given moment satisfy the criteria for depression. 30–50% of depressive individuals are not identified by primary care doctors in their usual course of treatment were compiled into a different semi-structured performance. Fisher's Exact Test was used for statistical analysis with SPSS 1715.18.4% of school-age adolescents had a BDI score of e12, indicating depression; 2% of students showed signs of distress (GHQ-12 score e14); 5.6% of students had positive scores on both measures. There was evidence of distress when it was discovered that some characteristics, such as parental arguments, domestic abuse, and difficulty coping with studies, were significantly ($P < 0.05$)

connected with higher GHQ-12 ratings. Higher BDI scores were significantly ($P < 0.05$) correlated with economic hardship, physical punishment at school, school bullying, and parent-child disputes, all of which indicated depression. The study draws attention to the prevalent but disregarded issue of teenage depression.

Sandal et al., 2017conducted an experiment The goal of the current study was to determine the prevalence of DAS in teenagers. To identify the mental health status of school attending teenagers in Chandigarh. The goals were to (i) investigate the prevalence of DAS in teenagers enrolled in school and (ii) investigate the correlations of DAS.A Depressive illnesses frequently begin in childhood. Early detection and prevention of depression, anxiety, and stress (DAS) are imperative. Cross-sectional survey of students of four classes from 9th to 12th studying in government schools. Using a lottery, ten Chandigarh government schools were chosen at random. Every school used the lottery method to select a part at random for each of the four courses. From each school, forty pupils were chosen, for a sample size of 470.DAS was present in 65.53%, 80.85%, and 47.02% of cases, respectively. The overall rate of comorbidity between anxiety and depression was 57.65%. Very few people (3%) had extremely severe depression. Females had a higher prevalence of DAS. The peak age for anxiety and depression was eighteen. In Chandigarh, teenagers who were enrolled in school had a high prevalence of DAS. Early and efficient detection of DAS is essential in order to stop many mental illnesses in their infancy.

Lee, 2006 examine that teenage suicide and despair shouldn't be disregarded or minimized. Although there are objectives for the health community to aim toward and mental health is one of the ten health indicators that Healthy People 2010 is focused on, statistics indicate that teenagers in a Northern California county were at high risk for mental health problems. This study investigated the causes of teenage perceived stress and avenues for support. It was an initial assessment of the depression level of seventh-graders enrolled in middle school. The study's findings indicate that nearly one in five seventh-graders exhibits signs of depression, with Asian children having the highest frequency and severity of depression. While the majority of pupils are aware that counseling services Asian students have the highest prevalence of graders experiencing signs of depression, and a small number of students have used the program for private reasons.

Sahril et al., 2019 examined that this study aims to determine its prevalence and factors associated with severity among adolescents in Malaysia. A cross-sectional study was conducted using secondary data from the Malaysian National School-Based Health Survey 2012, involving 21,764 eligible school adolescents aged 12 to 18. The results showed that the prevalence of mild, moderate, and severe depression was 16.6%, 12.8%, and 3.8%, respectively. Females had a 32% higher risk of having more severe depression compared to males, while Indian ethnics had 73% higher odds of developing more severe depression compared to Malays. Smokers and those who drink alcohol had a 30% higher risk of having more severe depression. Adolescents who used drugs had an 81% higher chance of having more severe depression. Adolescents who experienced suicidal ideation had a 3-time greater chance of having more severe depression. Adolescents with parents or guardians who rarely or rarely knew their problems and worries had a 33% greater risk of having more severe depression.

Paul & Usha, 2021The study aimed to determine the prevalence of depression among school-going adolescents in Ernakulam District, Kerala and identify predictors. A total of 1057 adolescents, including 619 males and 438 females, were enrolled in the study. Data was collected using Socio personal data sheet and CESD-R. Out of the 1057 samples, 150 (14.19%) had depression, while 907 (85.77%) had no depression. The study found that family history of medication use, family dispute, learning disability, chronic physical illness, and mother's occupation were significantly associated with depression among adolescents. Family dispute was the only predictor of depression among adolescents. The study's limitations suggest that family dispute is a significant predictor of depression among adolescents.

Kamath et al., 2021examined that this study aims to investigate the prevalence of depression among school going adolescents in India using Beck's Depression Inventory. A systematic literature search was conducted to identify cross-sectional school-based studies published between 1990-2020. The meta-analysis included 13 studies, and the random effect meta-analysis revealed a prevalence of 53%. The prevalence was 50% in males and 57% in females. The subgroup analysis showed that the prevalence increased with education levels. The review found that over half of the school-going adolescents in India suffered from mild to severe depression. The results

suggest a need for a re-evaluation of mental health policy and new public health approaches to address depression. Strengthening school-based mental health services, along with community and centre-based care, is crucial for preventing and effectively managing depression among adolescents

Daya A. & G., 2018 examined that this study aims to investigate the prevalence and patterns of depression, anxiety, and stress among 400 school-going adolescents in Tirunelveli district, Tamil Nadu, India. The results showed an overall prevalence of 73.6%, 86.5%, and 24.7%, respectively. Depression, anxiety, and stress were significantly observed more among 10th-class students compared to other classes. The study suggests that early identification and treatment of these disorders is crucial to prevent serious consequences in later life. The findings underscore the need for increased awareness among teachers and parents about the importance of early identification and treatment of mental disorders. Hanspal et al., 2019The study aimed to assess the prevalence of depression and its associated risk factors among rural school-going adolescents in Ramanagaram District, Karnataka. A cross-sectional study was conducted among adolescents aged 10-19 years from three government schools, using the Patient Health Questionnaire-9 to screen for depression. Factors associated with depression included having more than four family members, feeling that parents fight frequently, having a family member suffering from serious illness, feeling pressurized by parents to perform well in exams, nonparticipation in sports, and a high prevalence of depression at 39%. The findings suggest the need for school-level screening for depression, sensitivity of school management and teachers to this issue, and setting up referral pathways for dealing with adolescent depression.

Alharbi et al., 2019 examined that this study aims to investigate the prevalence of depression and anxiety among high school students. The study involved 1245 students, with a sample size of 325.0% not depressed and 423 mildly depressed. Anxiety was assessed using the GAD-7 questionnaire, with 36.50% of students without anxiety and 425 mildly depressed. Gender showed a significant relationship between depression and anxiety. The study suggests that raising awareness about mental health is crucial, as the prevalence of mental disorders has significantly increased over time. Health services should provide health education to students on how to deal with stress and depression through exercise and good sleep. The findings

highlight the need for improved mental health education and support for students in adolescence.

Latiff et al., 2016 examined that this study aims to investigate that how common depression was among Pair Gudang, South Malaysia, secondary school pupils. A validated Depression, Anxiety and Stress Scale (DASS) 12 questionnaire was used to examine 2,927 pupils for risk behaviours, demographics, and symptoms of mental disorders. 53.1% of the population was female and 53.8 percent were Malay. 33.2% of respondents reported having mild depressive symptoms; in contrast, moderate, severe, and extremely severe depressive symptoms were present in 21.5%, 18.1%, and 3.0% of respondents, respectively. Academic achievement, risky behaviours, and demographic traits were found to be important predictors of teenage depression using logistic regression analysis.

Dziedzic et al., 2021 examined the study The purpose of was to ascertain how common anxiety, sadness, violence, and loneliness were among Polish high school students. The De Jong Gierveld Loneliness Scale (DJGLS) and the Hospital Anxiety and Depression Scale (HADS-M) were used in the study. Findings indicated a considerable relationship between depressive illnesses and loneliness, with the overall HADS-M score and the total loneliness scale score showing the largest influence. 23% of people had problems overall, and 19.3% had borderline illnesses. Disorders were found in 46.3% of students on the aggressiveness subscale and in 24% of students on the anxiety subscale. 22.7% of students reported feeling moderately lonely on the DJGLS, compared to 6.67% who reported feeling really severely lonely. To sum up, 25% of students reported feeling anxious. additionally depressive disorders, with females exhibiting greater rates of emotional isolation, hostility, anxiety, and sadness.

Khanehkeshi & Basavarajappa, 2012 examined that this study aims to investigate levels of academic stress and sadness. A random selection of 120 first, second, and third graders was made. Depression and academic stress were regarded as dependent factors, but gender and grades were considered independent variables. A children's depression questionnaire and a scale for measuring academic stress were used to gather data. Gender had a statistically significant impact on both dependent variables, according to the findings. There was a noteworthy correlation between grades and academic stress. The study found that gender had a statistically significant impact on

academic stress and depression, and that there was a substantial difference in these outcomes between boys and girls. But there was no discernible relationship between academic stress and grades.

de Souza & Hidalgo, 2014 examined the cross-sectional study on relationship between chronotype (midpoint of sleep) and social jetlag with depression symptoms in young students. The study involved 351 students aged 12-21 years old, who answered questionnaires on demographic characteristics, the Munich Chronotype Questionnaire (MCTQ), and the Beck Depression Inventory (BDI). The results showed that girls and evening students were more frequently depressed, and the depression group was significantly delayed for both midpoints of sleep during school and free days. The study also found that a sleep phase delay was associated with higher levels of depression, but no association was found with social jetlag hours. The study also found that young girls, possibly earlier types, who are required to study in the evening have more chances of presenting depression symptoms. The study emphasizes the importance of reconsidering the weekly routine imposed on young people and the role of chronobiological variables in assessing depression in adolescents.

Alotaibi, 2015examined that this study aims to investigate an evidence-based review of the literature on anxiety and depression in Saudi schools. The study focused on developing innovative approaches to combat anxiety and depression in Saudi schools. The research study analysed non-empirical qualitative literature on anxiety and depression in the United Kingdom and Saudi Arabia. The main argument was that student counsellors in Saudi schools could directly address and reduce the high prevalence of anxiety and depression among Saudi school children and adolescents. The research study concluded that student counselling in Saudi schools could potentially help combat and reduce anxiety and depression levels

Rojas et al., 2012 examined that this study was in Santiago, Chile and in this he investigated the link between illicit drug use and depression symptoms among students. A sample of 2,597 adolescents aged 12-18 years, including 45% women, reported alcohol, tobacco, and marihuana consumption. Logistic regression models were used to analyse the association between drug use and depression symptoms. Results showed tobacco and marihuana use were reported by 38 and 13% of students, respectively, with higher frequency among women. Depressive symptoms were more

common among women, and the association between drug use and depression severity should be considered in treatment guidelines.

SOCIAL MEDIA ADDICTION AND DEPRESSION AMONG SCHOOL GOING STUDENTS

Victor et al., 2024 examined a study to look at teenage sadness in Malaysians and the extent of social media addiction. Potential participants in the cross-sectional study, who were drawn from Sarawak and Johor and ranged in age from 13 to 21, were given a scripted questionnaire. To analyze the data, Chi-square tests, correlation, and descriptive statistics were used in SPSS. All told, high degrees of social media addiction and depression were reported by 72.0% and 33.0%, respectively, of the 384 respondents. The use of social media excessively and adolescent depression were found to be significantly positively correlated. Different age groups, genders, races, and times had varying degrees of social media addiction and depression. devoted to social networking sites. These results highlight the necessity of addressing teenagers' excessive use of social media.

Azem et al., 2023The purpose of this scoping review was to look into the relationship between teenage social media use and depression. Using five databases, the study examined 43 papers to find articles published between August 2022 and 2012. The findings showed a link between the usage of social media and depression in addition to other detrimental effects such anxiety, restless nights, low self-esteem, and anxiety related to appearance and social situations. The most popular method of research was conducting surveys. A variety of standardized measures were employed to evaluate social media use, depression, and other variables like self-worth and sleep patterns. Eight of the research found that women who use social media exhibit more symptoms of depression than men do. An overview of the most recent research on the connection between depression and social media use is given in this scoping review among teenagers. The results highlight how critical it is to keep an eye on social media use and offer assistance to those who are depressed. To create more uniform evaluation techniques and to gain a deeper understanding of the variables influencing this relationship, more research is necessary.

M et al., 2018The study aimed to assess the prevalence of internet addiction among secondary school students in the Klang Valley, Malaysia. The research involved 199 adolescents from six randomly selected secondary schools. The results showed that 49.2% of students were addicted to the internet. Significant factors associated with internet addiction included spending longer hours online during holidays, easy access to a computer, confiding on the internet, severe anxiety levels, and high depression scores. Selfesteem was not found to be significantly associated with internet addiction. This research has important implications for clinical practice, research, and policy-making in Malaysia, as internet addiction is becoming a global problem linked to mental health issues like depression and anxiety.

Al-Qudah & Baioumy, 2018The study investigates the relationship between social media use, ambition, depressive symptoms, and anxiety among twelfth grade students in a secondary school in Irbid. The research involved 552 students, selected randomly for the 2017/2018 academic year. The results showed a significant positive relationship between the aim of using the account and engaging in topics of interest on social networking sites and ambition. The duration of use and engaging in these topics explained approximately 16% of the variation in the level of ambition. The topics that attract attention and the duration of the account explained 20% of the variance in the level of depressive symptoms. The study recommends that school students be made aware of the importance of positive interaction in using social media and use it to provide access to opportunities and aspirations of others.

Raji, 2018The study looks at the connections between anxiety, depressive symptoms, ambition, and social media use among twelfth grade students at an Irbid secondary school. 552 pupils that were randomly chosen for the 2017–2018 school year participated in the study. The findings demonstrated a strong positive correlation between ambition and the goal of utilizing the account, as well as engaging in relevant content on social networking sites. About sixteen percent of the difference in the degree of ambition was explained by the length of time spent using and participating in these issues. Twenty percent of the variation in the degree of depressed symptoms was explained by the issues that garner attention and the length of the narrative. According to the report, educators should emphasize to pupils the value of having positive interactions when using social media.

Uysal, 2022The study investigates the impact of social media addiction (SMA) on the depression levels of tourist guidance undergraduates in Turkey's higher education tourism context. The research involved 404 participants from various tourism faculties. Results showed a positive correlation between SMA and depression levels, with conflict positively correlated and mood modification negatively correlated. Relapse and occupation were not significantly correlated. The findings provide empirical data for future curriculum development in tourist guidance departments.

Naz et al., 2022The study focuses on the increasing prevalence of social media usage among the current generation, particularly among 15-25-year-olds. The research involved 400 questionnaires distributed to both manual and online users, with a response rate of 58%. The study used a causal-based observational approach to explore the relationship between social media usage and mental health in youngsters, with the mediation of depression and the moderating role of parental care. The results showed a positive relationship between social media use and mental health issues among youngsters, with depression acting as a significant mediator. Parental support was found to be a significant moderator in this relationship. The study suggests that excessive social media usage can lead to depression and negatively impact mental health. By focusing more on their children's well-being, parents can help stabilize their children's mental health.

CHAPTER III

RESEARCH METHODOLOGY

INTRODUCTION

A research methodology describes the techniques and procedures used to identify and analyze information regarding a specific research topic. It is a process by which researchers design their study so that they can achieve their objectives using the selected research instruments. It includes all the important aspects of research, including research design, data collection methods, data analysis methods, and the overall framework within which the research is conducted. While these points can help you understand what is research methodology, you also need to know why it is important to pick the right methodology.

DESIGN OF THE STUDY

The design of the research is the actual blueprint of the procedure for the completion of various research steps and reaching valid conclusion

METHOD

Descriptive survey method is used in the study after considering nature, need and purpose of present research. Descriptive survey studies are conducted to collect the data of existing phenomena with the view to employ data to justify current condition and practices or make intelligent plans description of the tools and the sample is given under.

POPULATION AND SAMPLE OF THE STUDY POPULATION

In the course of our research, our targeted population comprised of school going students, keeping in view the importance of studying this specific age group due to its unique developmental nuances and distinct perspectives the sample will be collected from Jammu districts only.

SAMPLE

Sampling is the soul of scientific study. A good sample minimizes the error of estimation, is less time consuming, and economical in terms of time and money. The size of sample varies from study to study, methods and nature of population. In the present study, keeping in view the limitation of time the researcher has to be contented within the limited samples. The investigator randomly selected 120 school going students from various schools of Jammu district.

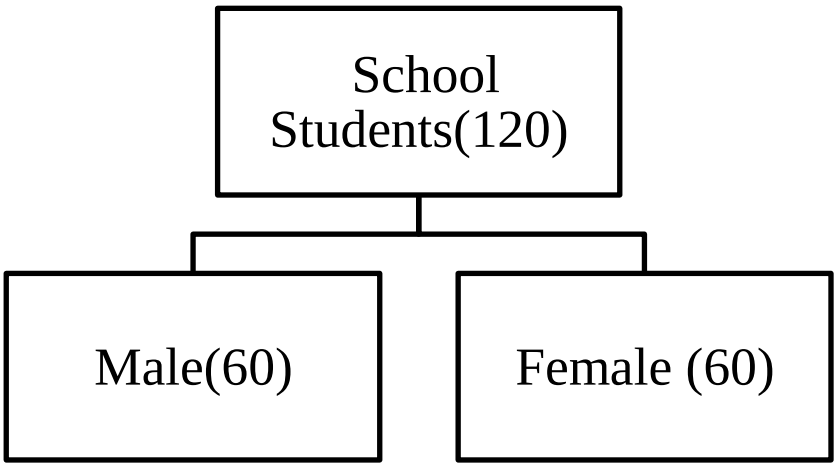

Table 1

Distribution of sample of adolescents

S.No.	Name of the School	No. of Adolescents
1.	Model Academy School	70
2	Bright Blossom School	25
3	Govt. Higher Secondary School	25
Total	03	120

SAMPLING TECHNIQUE

In the present study the investigator used ‘Purposive Sampling Technique’ for data Collection.

Variables of the study

A. Dependent variable

- Social media addiction
- Depression

B. Independent variable

- School going students
- Gender- Male Female

RESEARCH TOOLS USED AND ITS DESCRIPTION

The selection of suitable tools is of vital importance for successful research. Different tools are suitable for collecting different kinds of information for various purposes. Selection of tools for data collection depends upon the nature of problem undertaken. For the present investigation the investigator has used the following tools of research:

- **Beck depression inventory**:The Beck Depression Inventory (BDI) contains 21 items that assess cognitive, behavioral, affective, and somatic components of depression. Higher scores represent more reported depression. One of the more popular measures of depression, the BDI has been shown to differentiate effectively among nondepressed, moderately depressed, and severely depressed adults (Beck, 1967; Beck, Ward, Mendelsohn, & Erbaugh, 1961).

- **Bergen social media scale**: Bergen Social Media Addiction Scale is developed from the Bergen Facebook Addiction Scale with a simple modification of the term Facebook to social media. It’s a short survey used in psychological research that has been widely accepted by the psychology community. It's quick and something you can take yourself. It is a 6-item scale designed to expose the difficulties an individual faces due to social media's excessive usage and assess the severity accordingly.”

CHAPTER IV

DATA ANALYSIS & INTERPRETATION

This chapter presents the analysis and interpretation of the data collected, integral to addressing the research questions and hypotheses set forth in this study. The data, both quantitative and qualitative, has been systematically processed and analysed using appropriate statistical and thematic techniques. The results are presented in a structured manner, highlighting key patterns, relationships, and trends that emerged from the analysis,

Table 1: Demographic profile of the respondents

S.No.	Demographic Characteristics		Percentage (%)	Total
1.	Gender	Female	31.7%	38
		Male	68.3%	82
2.	Locality	Rural	59.2%	71
		Urban	40.8%	49
3.	Age	6-12	27.5%	33
		13-18	72.5%	87
4.	Educational			
	Qualification	9^{th} class	8.3%	10
		10^{th} class	20.8%	25
		11^{th} class	30.0%	36
		12^{th} class	40.8%	49

Note: *N*=120.

The demographic analysis of the study sample (N=120) from table 1 reveals that the majority of participants are male (68.3%), reside in rural areas (59.2%), and are between the ages of 13 and 18 (72.5%). In terms of educational qualifications, the largest group of participants are in the 12th class (40.8%), followed by those in the 11th class (30.0%), 10th class (20.8%), and 9th class (8.3%). Following figures depict the same

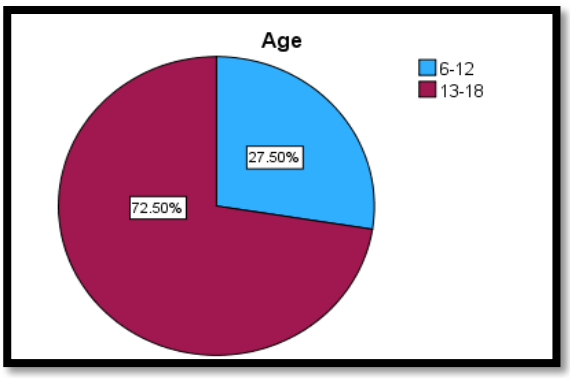

Figure 1 Distribution of Age

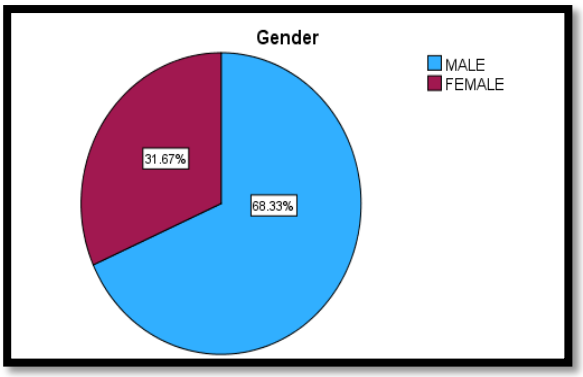

Figure 2 Distribution of Gender

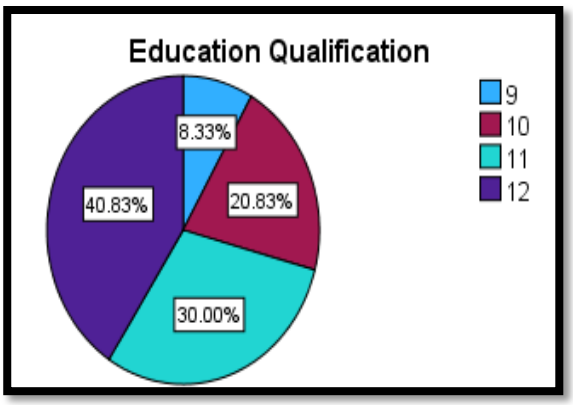

Figure 3 Distribution of Education qualification

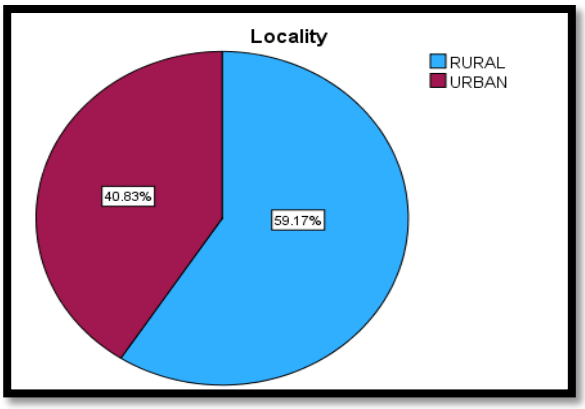

Figure 4 Distribution Of Locality

Table 2

Correlation Analysis

		Depression	Social Media Addiction
Depression	Pearson Correlation	1	-.453.**
	Sig.(2-tailed)		.000
Social Media Addiction	Pearson Correlation	-.453.**	1
	Sig. (2-tailed)	.002	
	N=120		

**. Correlation is significant at the 0.01 level (2-tailed)

From Table 2 it is observed that there is a significant negative correlation between depression and social media addiction, ($r = -.453$). This indicates that higher levels of social media addiction are associated with lower levels of depression among the study participants. The Correlation is also displayed with the help of a scatter plot as shown in Figure 5

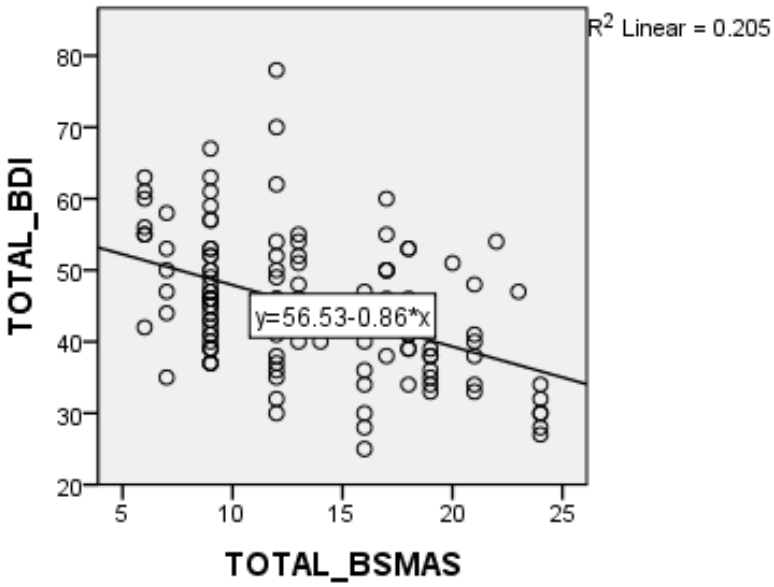

Figure 5 Scatter plot

Table 4

Mean, S.D & Results of Independent t-test

VARIABLE	MEAN		SD		t-test	P-Value
	Male	Female	Male	Female		
Depression	44.89	45.58	10.09	9.07	-.359	.868
Social Media Addiction	12.85	14.16	5.24	4.83	-1.29	.359

P> .05

To test the hypothesis that male and female differ significantly on Depression & Social media addiction, an independent t-test was performed. As can be seen in table 3, there was no statistical significant difference between both the genders on Depression with t-value being -.359 (p > .05) and no statistical significant difference on Social media addiction with t-value being -1.29 (p> .05).

CHAPTER V

SUMMARY, CONCLUSIONS & RECOMMENDATIONS

INTRODUCTION

This chapter summarizes the study findings, draws conclusions, and offers recommendations based on the research on social media addiction and depression among school-going students. The study aimed to investigate the association between social media addiction and depression and examine gender differences in these variables.

SUMMARY

Study Purpose and Objectives

The purpose of this study was to examine the relationship between social media addiction and depression among school-going students and explore any gender differences in these variables. The specific objectives were:

1. To examine the association between social media addiction and depression among school-going students.
2. To examine the difference between social media addiction among male and female school-going students.
3. To examine the difference between depression among male and female school-going students.

HYPOTHESIS

1. There will be no significant relationship between social media addiction and depression among school-going students.
2. There will be no significant difference between social media addiction among male and female school-going students.

3. There will be no significant difference between depression among male and female school-going students.

METHODOLOGY

An independent t-test was performed to test the hypotheses regarding gender differences in social media addiction and depression. Pearson correlation was used to assess the relationship between social media addiction and depression. The sample consisted of 120 school-going students, equally divided between boys and girls.

KEY FINDINGS

1. **Gender Differences:**

- No significant difference in depression between boys and girls (t-value = -.359, $p > .05$).
- No significant difference in social media addiction between boys and girls (t-value = -1.29, $p > .05$).

2. **Associations between Variables:**

Significant negative correlation between social media addiction and depression ($r = -0.453$). This indicates that higher levels of social media addiction are associated with lower levels of depression among the study participants.

CONCLUSIONS

Association between Social Media Addiction and Depression

The findings reveal a significant negative association between social media addiction and depression among school-going students. Contrary to popular belief that social media addiction exacerbates depression, the results suggest that higher levels of social media addiction are associated with lower levels of depression in the study sample. This unexpected finding highlights the complex and potentially bidirectional nature of the relationship between social media use and mental health.

Gender Differences in Social Media Addiction and Depression

The study found no significant gender differences in levels of social media addiction and depression among school-going students. Both male and female students exhibited similar patterns of social media use and depression, suggesting that these experiences are not significantly influenced by gender. This finding implies that interventions targeting social media addiction and depression should be inclusive and address the needs of all students, regardless of gender.

Implications for Mental Health Interventions

The negative correlation between social media addiction and depression suggests that social media use may have nuanced effects on adolescents' mental health. While excessive use can lead to negative outcomes, moderate use might provide social support and connection, potentially reducing feelings of depression. Therefore, mental health interventions should consider the context and patterns of social media use rather than viewing it as inherently harmful.

RECOMMENDATIONS

Intervention and Prevention Programs

1. School-Based Mental Health Programs:

Implement mental health programs in schools that address both the potential risks and benefits of social media use. Educate students on healthy social media habits and provide tools for self-regulation.

2. Community Engagement:

Develop community programs that offer alternative social and recreational activities to reduce the reliance on social media for social interaction. Encourage participation in sports, arts, and other group activities.

3. Parental Involvement:

Educate parents about the signs of social media addiction and its potential impact on mental health. Encourage open communication about social media use and mental health between parents and children.

Policy Recommendations

1. Mental Health Education:

Integrate mental health education into the school curriculum, focusing on the impact of social media. Provide training for teachers to recognize and address issues related to social media addiction and depression.

2. Access to Mental Health Services:

Ensure accessible and affordable mental health services for students. Increase funding for school counselors and mental health professionals to support students in need.

FUTURE RESEARCH

1. Longitudinal Studies:

Conduct longitudinal studies to explore the long-term effects of social media addiction on mental health. Investigate how patterns of social media use evolve and their impact on depression over time.

2. Diverse Populations:

Expand research to include diverse populations to understand how cultural, socioeconomic, and environmental factors influence the relationship between social media addiction and depression. This can help develop more targeted and effective interventions.

3. Intervention Efficacy:

Evaluate the effectiveness of different interventions aimed at reducing social media addiction and improving mental health among adolescents. Explore innovative approaches, such as digital well-being tools and apps, to promote healthy social media use.

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APPENDIX

Demographic details:-

1. Name
2. Age
3. Gender
4. Locality
5. Education Qualification

Beck's Depression Inventory

This depression inventory can be self-scored. The scoring scale is at the end of the questionnaire.

1.
- 0 I do not feel sad.
- 1 I feel sad
- 2 I am sad all the time and I can't snap out of it.
- 3 I am so sad and unhappy that I can't stand it.

2.
- 0 I am not particularly discouraged about the future.
- 1 I feel discouraged about the future.
- 2 I feel I have nothing to look forward to.
- 3 I feel the future is hopeless and that things cannot improve.

3.
- 0 I do not feel like a failure.
- 1 I feel I have failed more than the average person.
- 2 As I look back on my life, all I can see is a lot of failures.
- 3 I feel I am a complete failure as a person.

4.
- 0 I get as much satisfaction out of things as I used to.
- 1 I don't enjoy things the way I used to.
- 2 I don't get real satisfaction out of anything anymore.
- 3 I am dissatisfied or bored with everything.

5.
- 0 I don't feel particularly guilty
- 1 I feel guilty a good part of the time.
- 2 I feel quite guilty most of the time.
- 3 I feel guilty all of the time.

6.
- 0 I don't feel I am being punished.
- 1 I feel I may be punished.
- 2 I expect to be punished.
- 3 I feel I am being punished.

7.
- 0 I don't feel disappointed in myself.
- 1 I am disappointed in myself.
- 2 I am disgusted with myself.
- 3 I hate myself.

8.
- 0 I don't feel I am any worse than anybody else.
- 1 I am critical of myself for my weaknesses or mistakes.
- 2 I blame myself all the time for my faults.
- 3 I blame myself for everything bad that happens.

3 I blame myself for everything bad that happens.

9.

0 I don't have any thoughts of killing myself.
1 I have thoughts of killing myself, but I would not carry them out.
2 I would like to kill myself.
3 I would kill myself if I had the chance.

10.

0 I don't cry any more than usual.
1 I cry more now than I used to.
2 I cry all the time now.
3 I used to be able to cry, but now I can't cry even though I want to.

11.

0 I am no more irritated by things than I ever was.
1 I am slightly more irritated now than usual.
2 I am quite annoyed or irritated a good deal of the time.
3 I feel irritated all the time.

12.

0 I have not lost interest in other people.
1 I am less interested in other people than I used to be.
2 I have lost most of my interest in other people.
3 I have lost all of my interest in other people.

13.

0 I make decisions about as well as I ever could.
1 I put off making decisions more than I used to.
2 I have greater difficulty in making decisions more than I used to.
3 I can't make decisions at all anymore.

14.

0 I don't feel that I look any worse than I used to.
1 I am worried that I am looking old or unattractive.
2 I feel there are permanent changes in my appearance that make me look unattractive
3 I believe that I look ugly.

15.

0 I can work about as well as before.
1 It takes an extra effort to get started at doing something.
2 I have to push myself very hard to do anything.
3 I can't do any work at all.

16.

0 I can sleep as well as usual.
1 I don't sleep as well as I used to.
2 I wake up 1-2 hours earlier than usual and find it hard to get back to sleep.
3 I wake up several hours earlier than I used to and cannot get back to sleep.

17.

0 I don't get more tired than usual.
1 I get tired more easily than I used to.
2 I get tired from doing almost anything.
3 I am too tired to do anything.

18.

0 My appetite is no worse than usual.
1 My appetite is not as good as it used to be.
2 My appetite is much worse now.
3 I have no appetite at all anymore.

19.

0 I haven't lost much weight, if any, lately.
1 I have lost more than five pounds.
2 I have lost more than ten pounds.
3 I have lost more than fifteen pounds.

20.

0 I am no more worried about my health than usual.
1 I am worried about physical problems like aches, pains, upset stomach, or constipation.
2 I am very worried about physical problems and it's hard to think of much else.
3 I am so worried about my physical problems that I cannot think of anything else.

21.

0 I have not noticed any recent change in my interest in sex.
1 I am less interested in sex than I used to be.
2 I have almost no interest in sex.
3 I have lost interest in sex completely.

INTERPRETING THE BECK DEPRESSION INVENTORY

Now that you have completed the questionnaire, add up the score for each of the twenty-one questions by counting the number to the right of each question you marked. The highest possible total for the whole test would be sixty-three. This would mean you circled number three on all twenty-one questions. Since the lowest possible score for each question is zero, the lowest possible score for the test would be zero. This would mean you circles zero on each question. You can evaluate your depression according to the Table below.

Total Score	Levels of Depression
1-10	These ups and downs are considered normal
11-16	Mild mood disturbance
17-20	Borderline clinical depression
21-30	Moderate depression
31-40	Severe depression
over 40	Extreme depression

http://www.med.navy.mil/sites/NMCP2/PatientServices/SleepClinicLab/Documents/Beck_Depression_Inventory.pdf

Scale

Here are six statements to consider. For each, answer: (1) very rarely, (2) rarely, (3) sometimes, (4) often, or (5) very often.

1. You spend a lot of time thinking about social media or planning how to use it.
2. You feel an urge to use social media more and more.
3. You use social media in order to forget about personal problems.
4. You have tried to cut down on the use of social media without success.
5. You become restless or troubled if you are prohibited from using social media.
6. You use social media so much that it has had a negative impact on your job/studies.