

Social Media Influence on Adolescent Lifestyle and Learning

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Abstract- A pre-experimental one group pre-test post test design was used for the study. Sample consisted of 60 adolescents. The sample was selected by simple random sampling technique. A structured questionnaire was given to assess the knowledge regarding impact of social media on lifestyle and learning behaviour among adolescents. Before data collection the researcher introduced the purpose of the study, clarifies the queries and took the verbal consent from the subjects. The mean percentage of post-test knowledge score (83.3%) was higher than the mean percentage of pre-test knowledge score (43.4%). The calculated “t” value showed significant difference between mean pre and post –test knowledge scores. Calculated “X²” values showed significant association between the demographic variables with their pre- test knowledge scores at 0.05 level of significance. The study conducted that the STP is effective in increasing the knowledge of adolescents.

Index terms- Impact of social media, Lifestyle and learning behaviour, Structured Teaching Program(STP), Simple Random Sampling Technique.

I.INTRODUCTION

Social media are interactive technologies that promote the creation, sharing such as ideas, interests among virtual communities and network. Online platforms that allow users to create and share content and participate in social networking.¹ Social media offers access to a wide range of information and resources. Popular platforms include Facebook, WhatsApp, Instagram, YouTube, LinkedIn, and Pinterest. As of 2025, the number of social media users worldwide surpassed 5.24 billion, representing approximately 63.9% of the global population². Adolescence, as defined by health organizations such as the World Health Organization (WHO), typically includes individuals between the ages of 10 and 19. This developmental period is

characterized by significant physical, emotional, and cognitive growth. As a result, overall social media use among this age group has steadily increased. This shift has brought about both positive and negative effects on adolescent behavior, mental health, and social development.³ As a negative effect are numerous risks including criminal activities to create the fake identity, sexual abuse and improper advising excessive social media use effects negatively academic performances.⁴

II.OBJECTIVE OF THE STUDY

1. To assess the existing knowledge regarding the impact of social media on lifestyle and learning behaviours among adolescents.
2. To determine the effectiveness of structured teaching programme on knowledge regarding impact of social media on lifestyle and learning behaviours among adolescents.
3. To find the association between pre- test knowledge score with selected demographic variables.

III.HYPOTHESIS

H₁: The mean post-test knowledge score of adolescents will be significantly higher than their mean pre -test score.

H₂: There may be significant association between the pre- test levels of knowledge of adolescents with their selected demographic variables.

IV.METHODSAND MATERIALS

The evaluative approach was adopted for the study. A pre-experimental one group pre-test post-test design was used for the study. The random sampling technique was used. A descriptive research design

used to collect information within a given population having same characteristics of interest. The sample size consists of 60 adolescents who were fulfilling the inclusion criteria. A structured knowledge questionnaire was used to assess the knowledge and structured teaching programme was implemented to evaluate its effectiveness. The group included only those study subjects who were present at the time of data collection.

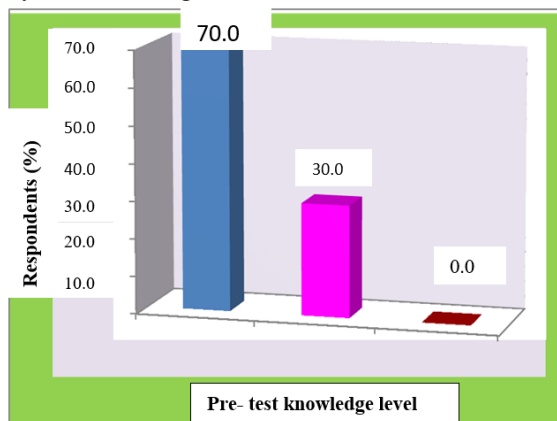
V.RESULT AND ANALYSIS

SECTION 1: Analysis of Pre-test knowledge level on impact of social media on Life style and learning behaviours.

Knowledge Level	Category	Respondents	
		Number	Percent
Inadequate	≤ 50 % score	42	70.0
Moderate	51-75 % Score	18	30.0
Adequate	> 75 % score	0	.0
Total		60	100.0

Section-1 a: Overall and Aspect wise Pre-test Knowledge Scores/Level on Impact of social media on Life style and learning behaviours.

Figure 1: Classification of Respondent Pre-test Knowledge level on Impact of social media on Life style and learning behaviours.



The classification of respondent's pre-test knowledge level on impact of social media depicted in figure reveals that 70.0% is having inadequate knowledge, 30.0% is having moderate knowledge and 0.0% having adequate knowledge.

SECTION 2: Analysis of pre-test post-test knowledge scores of respondents and effectiveness of structured teaching program.

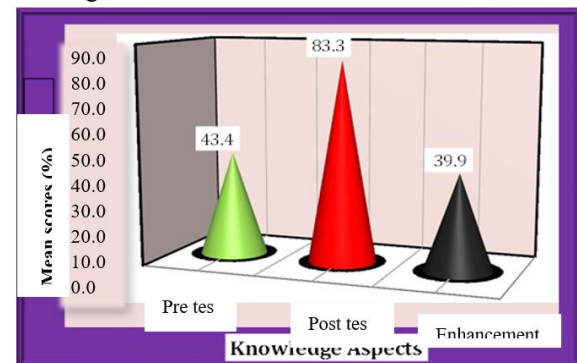
Section – 2c: Overall and Aspect wise Pre-test and Post- test Knowledge score /Levels on Impact of social media on Life style and learning behaviours.

Aspects	Max. Score	Knowledge Scores				Paired t [*] Test
		Mean	SD	Mean (%)	SD (%)	
Pre test	30	1.02	2.84	43.4	9.5	38.63*
Post test	30	24.98	2.28	83.3	7.6	
Enhancement		11.97		39.9		

Significant at 5% level

t(0.05,59df)=1.96

Figure 2: Overall Pre-test and Post- test Knowledge level on Impact of social media on Life style and learning behaviours.



Overall pre-test and post-test mean knowledge scores on impact of social media depicted in figure 14 reveals that maximum score in pre-test is 43.4%, maximum score in post-test is 83.3% and in enhancement maximum score is 39.9%.

SECTION 3: Association between Demographic variables and Pre-test Knowledge level on Impact of social media on Life style and learning behaviours.

The findings revealed that association of post- test level of knowledge of study participants and their selected socio demographic variable and calculated χ^2 value. The calculated χ^2 value with regard to all the selected social demographic variables viz, age($\chi^2=5.14$), gender($\chi^2=4.00$), class studying($\chi^2=5.08$), spend on social media($\chi^2=5.19$) occupation of mother($\chi^2=7.82$), were more than the table value at 0.05 level of significance which indicates that there is a significant association between pre-test knowledge scores and demographic variables, hence the stated research hypothesis H_2 is accepted with regard to above mentioned demographic variables, but the calculated χ^2 value with regard to source of information($\chi^2=0.31$), residence($\chi^2=0.99$), family income($\chi^2=2.38$), educational status of father($\chi^2=3.53$), educational status of mother($\chi^2=2.62$), occupation of father($\chi^2=3.13$) were less than the table value at 0.05 level of significance which indicates that there is no

significant association between pre-test knowledge scores and demographic variables, hence the stated research hypothesis H₂ is rejected with regard to above mentioned demographic variables.

VI.DISCUSSION

Adolescence increasingly finds it difficult to picture their lives without social media. Although there is limited empirical evidence to support the claim, the perception of the link between social media and mental health is heavily influenced by teenage and professional perspectives. privacy concerns, cyberbullying, and bad effects on schooling and mental health are all risks associated with this population's usage of social media.

This chapter presents the major findings of the study and discusses them in relation to the findings of other research studies. The study intended to problem statement. The overall experience was a satisfying one. The investigator found that the structured teaching programme was an effective teaching strategy to improve on knowledge regarding impact of social media among adolescents in higher schools Uttara Kannada. A structured knowledge questionnaire and was used to collect the data.

VII.CONCLUSION

The study significantly proved that there is a remarkable improvement in the knowledge of adolescents regarding impact of social media.

VIII.SUMMARY

The researcher experienced profound satisfaction and fulfillment upon conducting the study, which provided deeper insight and empathy regarding the training needs of adolescents concerning the impact of social media. The valuable contributions from experts, the assistance of school staff, and the cooperation of participants rendered the study of both fruitful and engaging. The findings demonstrated that the structured teaching programme (STP) is an effective educational strategy.

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