

# **The Impact of Social Media on Teenagers of Morpirla: A Sociological Study**

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### **DECLARATION BY STUDENT**

I hereby declare that the data presented in this Dissertation report entitled, "The Impact of Social Media on Teenagers of Morpirla: A Sociological Study" is based on the results of investigations I carried out in the M.A Sociology at the D.D. Kosambi School of Social Sciences and Behavioral Studies is under the supervision of Ms. Snehal Sonu Gaunkar and the same has not been submitted elsewhere for me to award a degree or diploma. Further, I understand that Goa University or its authorities will not be responsible for the correctness of observations / experimental or other findings given the dissertation.

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**COMPLETION CERTIFICATE**

This is to certify that the dissertation report **“The Impact of Social Media on Teenagers of Morpirla: A Sociological Study”** is a bonafide work carried out by Mr. Kaviraj Kamlakar Velip under my supervision in partial fulfillment of the requirements for the award of the degree of master of arts in the Discipline sociology at the D.D. Kosambi School of Social Sciences and Behavioral Studies Goa University

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## **PREFACE**

Social media has become an undeniable force in our lives, impacting everything from communication to education and social interaction. However, the extent of this influence can vary greatly depending on factors like location and socioeconomic background. This research delves into the specific case of teenagers in rural India, focusing on the village of Morpirla.

By examining how teenagers in Morpirla utilize social media, this study aims to shed light on the complex relationship between these platforms and rural youth. We explore how social media shapes their lives, considering both its positive and negative aspects. The research also investigates the potential of social media as a learning tool and explores opportunities to bridge the gap in e-formal learning identified in this community.

Through a mixed-method approach, the study combines quantitative and qualitative data collection techniques. This allows for a comprehensive understanding of the teenagers' social media experiences in Morpirla. The findings provide valuable insights for educators, policymakers, and anyone interested in the evolving landscape of social media use in rural India.

This research contributes to a growing body of knowledge on the multifaceted impact of social media on young people. By focusing on a specific rural community, it offers a fine perspective that can inform future research and interventions aimed at maximizing the benefits of social media while mitigating potential risks.



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## **CHAPTER 1: INTRODUCTION**

### **1.1 BACKGROUND OF THE STUDY**

Technological devices we use, ranging from the ones to communicate with our loved ones to the ones to find knowledge and entertainment online, can be found all through our busy days. Even though it may be true that the advantages of the intensive usage of screens can be undeniable, staying glued to them for too long can become problematic. Technological usage of more or less than it's required can have severe effects on our physical and mental states, which may also be the reason behind problems we encounter at the social level rather than just with ourselves. This social media occupies a primary place in the lives of individuals.

Aside from many diverse online tools, social media includes many kinds, such as email, discussion forums, blogs, and social networking websites. These platforms are the paths through which many people-to-people communications occurs. They are the strings that bind individuals and societal or societal strands together. Sociologically, the regulations of such relationships attract closer examination and their influence on the nature of social structures and relationships is highlighted.

Interpersonal interaction of the young plays a significant role in the sphere of friendship development and family life, which in turn determines the health and well-being of young people; the sense of belonging is also affected (T.J. Eriksson et al., 2012; R. Helseth & M. Misvær, 2010). Social media cannot do better than it could be, primarily because it is considered one of the most fundamental requirements of humans, such as community formation, knowledge sharing, entertaining, and passing

information. It may be considered a continuation of a saga that goes back to when people used tale-telling. Everyone in the group could then either further the story or give another point of view, except that it now comes on a Global stage.

According to ACMA, in 2013, the level of participation in networking activities such as social networking sites for 16-17-year-olds was greater than 99% (ACMA, 2013). Teens go online to connect to friends using text messages, Twitter, and emails, as well as other social media platforms, using tablets and smartphones (ACMA, 2013, 2016). Yet there is the issue that these youth are constrained in their ability to participate in the Internet if there are offline barriers to participation such as disabilities, lower educational attainment, social skills, family circumstances or living in rural areas

India, an impression of a diverse society with various tribes, castes, cultures and languages, is still disorganized and remains an urban-rural disparity. Following its independence, the country has experienced significant growth across all clusters of the economy, including but not limited to infrastructure, the health sector and technology. On the other hand, the development of various kinds arises, though, and its complexity rises significantly. The Indian government and others, such as private initiatives, NGOs, and news channels, are undertaking joint efforts to strike down these challenges. Unlike the case of Europe, where industrial growth was systematic, the case of Asia, including Africa and India, involves the connectivity factor of their widely spread area. The media is the secondary level between the citizens and the NGOs. It is this media that either the radio or the TV will be used to engage the bottom line, which is the public. This accountability generally has serious implications for social progress and can profoundly influence. Thus, the mainstream media platforms willingly continue taking up the role of a social media platform, having the following duty.

Due to this digital divide, there are two broad groups in India: those in rural areas (70%) and those in urban areas (30%). Recognizing the social media effect entails admitting its major faults; internet usage is only 70% in rural communities because they need proper digital infrastructure. In suburban provinces, infra and over 165 million are active online, that's almost 62 million on Facebook, delineating it second-largest Facebook populous worldwide (Ghedin, 2013).

The media sphere includes several regional and national distinctions that are still hungry in terms of scope. There are some divisions between urban and rural parts. The central problem in the context of the rural areas of India is the need for more rural development. Media in these regions that haven't gotten into full internet benefits are an irreplaceable and a must-have element. The rural development process becomes crucial as the development of non-urban and secluded areas fundamentally revolves around improving standard living conditions. Such communities, inherently, most often showcase low population density, and the predominant trend is the agricultural sector, which, in turn, is closely related to the economy, the primary sector as its component, that is, the production of fundamental goods and raw materials.

In the remote village of Morpirla, which is in rural India, a discernable change is taking place now as the digital era pervades, and whatever people do nowadays specify that daily life is seamlessly integrated with the digital age. A citizen suffices enough as a researcher who is intrigued and aims to find how social media can continuously have a profound effect on the teenagers of this city. This work contrasts with the ones that narrow the range of research to the cities, as the rural Morpirla and its telecom effects are also not well-studied.



Based on the background of the situation and the integration of social media with daily ridges, this piece of work seeks to analyze the social media practices of teenagers in the Morpirla community. The researcher has chosen Morpirla as it is one of several villages located in the geographical context of the research. Morpirla is one of the most important research sites for researchers. Living in Morpirla as a researcher, the researcher witnessed society's wide use of social media. Also, as a member of this community and a researcher, we believe these findings provide a second dimension for the study. Teenagers is my specific interest in this study because of the links between age and social media. Young and old alike concentrate on distinct stages of media spread and how social networks are utilized.

Born from the social media era, where young people are getting used to it, and then it is an inevitable part of their lives, this work is based on exploring the role of social media in teenagers of Morpirla in particular. The selection of Morpirla is, in fact, a deliberate one. It is based on the physical position of the location and the researcher's prior connections with the village. The research site was the researcher's home village, where the researcher could personally see how people use social media platforms, and their stand towards this is amongst the factors that have fed into the current study. Thus, the researcher, who is fully aware of the villagers' opinions, has conducted this study on a very important age group, the teenagers, because, as it appears, there is a correlation between age and social media use. Youths demonstrate a behavior that the other group does not. The last group showcases a tendency opposite to the youth group.

Since the advent and introduction of early social network sites, adolescents and young adults have become the first to adopt and use the internet more than any other age group. Another great change has occurred with the advent of the first mobile social media applications – Instagram and Snapchat (Lenhart, 2015). The internet has

developed rapidly, and when adolescents first started using it, there was concern that they would be meeting with strangers on it. However, as social media became the main way adolescents keep in touch with their friends (Reich, Subrahmanyam, & Espinoza, 2012), they found that this group mostly used it. Moreover, young people do not stop being vulnerable to several mainstream adolescent social-emotional processes experienced at school, like peer relationships (e.g., Cohen & Prinstein, 2006).

The most active social media users for whom teenagers (13-19 years) form the best part are teenagers. They are normally the most popular people who spend a relatively long time on these networks. They prefer platforms whose needs are those of visual content, fun, short videos, and the ability to engage or interact with others. International well-known applications are Snapchat, TikTok, and Instagram. Social media, particularly Twitter, assumes a very critical task in the lives of young people. The platform may allow them to connect with friends, fill the empty spaces regarding their quest for persons with shared interests, and explore their evolving identities. They have joined their peers in the discovery of who they are and socialization through the eyes of social media.

At the center of this research, it is understood that social media is much beyond a communication tool; it is a force that influences lives. Everyday interaction between the people in the world and the digital domain is no longer a mystery to people in Morpirla, like people in other places on Earth. Through the survey, the study tries to cross the numbers and statistics; it is a sincere attempt to link culture with modernity and, in that process, may expose us to the tales that crop up when people from India's heartlands start talking to each other. In following the intricate relationship between tradition and modern life, this research will endeavor to show how digital connection leads to a youthful life in Morpirla. It is not just academic interest; it means getting this

issue to the root of it, understanding, and expressing teenagers' social media transformation. This trip is all about bringing out the distinct origin story of when the lifestyle of Morpirla people clashes with the virtual era of social community.

## 1.2 LITERATURE REVIEW

The concept of “polymedia” is introduced to show that all the media interconnect. Another point is that it addresses the impact of social media on various societies and cultures, including people from different regions. It ends with the idea of attainment theory, which involves advancements in tech limitedly defining the true human nature or bringing some traits that were not accessible before through a new technological ability.

Social media and the Indian election are the subjects of Mahapatra, Sangeeta, and Plagemann's (2019) studies, in which the maximum emphasis is on the trends that occurred during the 2019 election campaign. The paper explores the digital media role as a crucial influencer in the 2014 polls, where it was especially effective for the Bharatiya Janata Party (BJP) and Narendra Modi; it further stresses the evolution of digital media and social media by 2019 into the primary communication medium. The BJP took a two-way approach via the positive use of Modi's picture and social media polarization based on ideological and religious grounds, just like in the case of WhatsApp, which was focused on hyper-local messaging. Both the ruling BJP and the INC used the mentioned strategy involving their competition for more shares online, followed by a proliferation of a highly polarized political environment. Notwithstanding the peace education social media has brought, its means of strategic interaction has not been followed yet, which has led to a state of conflict, hate speech,

and more religious extremism Through the explanation of the significant rule that WhatsApp has on political communication during elections and other democratic processes, the manuscript highlights the fast development of digitalization trends in democracy. The author leaves hardly any stone unturned by emphasizing monitoring, verifying, and overcoming the concerns associated with using personal data.

### 1.2.1 Social Networks and Social Motion

The social media relationship with social mobility is a multi-layered one. Social capital, which constitutes the size and efficacy of relations within an individual's social network and community, has been revealed to be a driver of various outcomes, including the level of education and health (Chetty, 2022). Social networks like Twitter are used to measure social distancing behaviors during the COVID-19 pandemic, proving again that social media can symbolize social practices and mobility (Xu, 2020). On the one hand, a strong social presence stimulates infection rates, but on the other hand, it proves to be a way of fighting the virus through social distancing mitigation measures, decreasing the cases. In a community where, social networks are highly connected and social ties are relatively stronger in the initial stage of COVID-19, the infection rates are expected to be lower, but the infection is fatal and increases the death rates as the infectious disease enters the community because such society lacks horizontal ties which can prevent the health consequences (Fraser, 2021). This shows that along with the social prominence and intermingling achievable through social media, it may as well impinge on health in the urgent of a pandemic.

Socially, the network's contribution to social class duality is exemplified in Trinidad, Italy, South India, and Chile. It can demonstrate the role of the media in the establishment of or the elimination of social circles. In Trinidad, this interweaving of

the cultural emphasis on the equality of social relations makes challenging socio-cultural boundaries almost impossible, while social media becomes a platform for collective action in the face of a crisis in Chile. Social media plays a complex role in social inequality and group mobility. It seeks a multi-layered perspective that involves studying the culture according to its context and accepting the possibility that social networking sites can express and challenge the excluded groups of society at the same time (Miller et al., 2016).

Venkatraman S (2017) explores the connection between social media and an entrenched social structure, a part of the context of a village named Panchagrami, enriching this finding with a detailed analysis of a social context embraced by technology. It is an allegory for the spreading of a particular higher caste and class dominance in social media interactions, as we mostly stick to the established order. For instance, when formal relationships occur, they are usually of a practical nature (only the extension of 'online otherness' is explored, ensuring that social interactions strengthen different in-group associations, eliminating the sense of unity for different social groups.

### 1.2.2 Social Networking and Tiny-Town Living

The 2010 study by Neil Patel on Avaaj Otalo in Gujarat, India, indicated that this platform became a social place for different conscious people, for the first time opening the online community to small-scale farmers (51 users). Accordingly, according to Elizabeth Johnson Avery's 2010 publication on social media penetration in health professionals of various population categories, a low amount of penetration is estimated. However, most urban places would lead in usage while being followed by suburbs, large towns, and lastly, rural areas. A finding from Erik Gilberts's 2008 study

of rural and urban social media users is that rural users are less often online and located near where they live. According to the Japanese investigating group in 2019 led by Kenichiro Onisuka, limited usage of Facebook in those poor, remote Japanese communities also stood with little network expansion towards other rural areas. Parimala Raghavendra's 2018 research on rural youth with disabilities revealed that social media training applications increase network size. Still, the sociocultural barrier of parental concerns about cyber safety and inappropriateness hinders the youths' development.

Wang (2016) distinguishes the awareness of the platforms, such as Ozone and WeChat, which are used by people with their inability to shorten the distance between families by revolutionizing traditional family roles. These online spaces redefine how families communicate; issues such as heightened parental electronic communication is among the concerns. The literature will show the divergence in social media adoption among different generations and regions as the effects come to light. How discrete social media usage patterns exist in urban and rural contexts will be seen. Similarly, the WeChat platform is the only one that integrates into established familial practices, with digital communication becoming the driving factor of this social progress, thereby shifting communication norms, influencing family dynamics, and forming a digital fabric that keeps the community alive.

Research shows that social media use in rural areas depends on the education level and technology intensity (Golebiewska, 2020; Stefanczyk, 2020). Widening the digital divide in India's villages may seem unwanted, yet social media can revolutionize village development (Bansal, 2015; Rai, 2013). It is a matter of getting the people in rural areas acquainted with this social media platform. Hence, this enables them to thoroughly use ITC in information and communication within these areas.



### 1.2.3 Social Media and Rural Development.

The utilization of social media for rural development is somewhat ambiguous and advancing. As Ashton (2014) rightly put it, social media possesses immense potential in food, Agri-systems, and rural regions. However, it is confronted by conflicting perceptions and a lack of capacity, which are significant constraints. In this regard, Fosu (2020) highlights the need to incorporate some social media educational programs to foster social media applications in promoting them. This will be an added advantage, especially in underdeveloped areas. As Onitsuka (2019) has seen, social media can support rural and underprivileged communities. Social innovation may be possible, but there still needs to be higher adoption and limited expansion of social networks in those places. The film Senyao (2020) explores the influence of social media in modifying the identity, structure, and social relations of locals toward tourism development and the consequences thereof. Those studies imply that social media may bring positive expectations for rural development, but some issues and barriers must be overcome.

A prime example is Kumar Madhurendra's (2019) study on rural India's social media habits, which finds that social media is becoming increasingly prominent in the communication between people, agriculture, education, and governance. Many people in rural areas have used lower-priced data plans offered by Insider to build digital interest and consumption. In the future, more and more common platforms like Facebook, YouTube, and WhatsApp will be used by people in the countryside. An advertisement by 2021 says that the smallest minority's internet users split will be reversed. Since the entry of the 3G and 4G networks, vernacular language content has gained prominence, which can be attributed to the increased consumption of such content. Consequently, their market share has increased.

In Ekta Bansal's (2015) research on the role of social media in the daily lives in the rural areas of India, he notes its uses for the solutions of problems like sanitation and public healthcare. Social media is a key player in many (day-to-day) events of the rural life by supporting (establishing) livelihoods, healthcare, preserving the traditions and on-going social campaigns. SNSs, such as AIR, have spearheaded rural development for over 50 years as they transmit information to the farmers. Likewise, SNS is also dominating the production of agricultural information.

#### 1.2.4 Social Media and The Digital Divide

In the social media domain, the digital divide in India is a serious problem, mainly among those living in remote villages. Indigenous populations are expected to be affected in this case (Intahchomphoo, 2018). This has to do with being on an island or in low socioeconomic status and having restricted access to technology, hardware, or software aspects (Bansal, 2015). However, the gap widens as computers and the internet become necessary for economic development. However, some efforts have been made to bridge this gap by providing low-cost internet and understanding the microeconomics of computer and internet use in rural areas (Singh, 2013). The advent of social media comes with its challenges, most notably fake news and cyberbullying. Still, it also offers some opportunities for the rural youth, especially on Facebook, where they can share experiences and create bonds (Rangaswamy, 2013).

The author recognizes several problems, like the digital divide and sporadic electricity supply, but needs to look at social media in rural areas from a critical point of view (Gupta Anmol Rai & Zafar Shahila. (2013). Furthermore, the disadvantages of public transportation need to be examined in order to look at the shadows more capably.

In subsequent research, the digital gap using connectivity, infrastructure, and awareness has been revealed, which stands in the way of social media implementation in rural areas. Conversely, there is a noted absence of surveys that assessed the holistic social media activity in the rural parts of the Indian context. Many assertions do not acquire pan-India endorsement. (Kumar Madhurendra,2019)

#### 1.2.5 Social Media and Culture

Social media's role in culture through social relationships is a complex phenomenon. The value of cultural sector development through the lens of case study Flick (2017) shows the transformative effect on cultural and creative industries. Through Tang's (2020) work, the essay highlights how social media may impact a community's culture, causing anxiety over cultural identity loss. Ishaq (2018) shows us how social media has affected the structure of everyday life and its bridge to pop culture. However, Ohiagu (2014) insists that we look at social media from the social aspect of pop culture. In sum, these researches illustrate that social media has become a significant channel used widely in distributing and transmitting cultural values and norms in various spectra.

This has also unlocked the boundary of geographical distance of users from the users, which has created a platform of culture and knowledge sharing and may play a part in establishing economic and political powers. Make it possible for businesses and organizations to interact with consumers directly and with their genuine opinions; the most specific and appealing information will be received on the exciting trends and preferences. Chui, et al., (2012)

(Miller et al., 2016, p. 68) is on the anthropological angle of happiness in this social media age and the significance of these ethnography studies in studying the concept generally. While the authors go through all these dimensions of happiness,

including motive, evaluation, and emotion, they also examine these dimensions in cultural and individual contexts. The article then gives insight into the argument that social media affects our satisfaction levels, contradicting some research. Different country scenarios, for example, China, India, and Turkey are tested for richness in meanings and conclusions regarding the happiness social media provides to people. Social media has a role in the moment of happiness, which is influenced by duration of use, some aspirations, socially valued purposes, time-warping and can be stressful. Look at instances when social media is not just a place for modern issues such as the propagation of traditional values, relationship management, or attainment of goals, but also brings an innovative approach to these areas. It covers things that will make topics concerning social media stress, like comparisons, relationship problems, and social pressure. The article ultimately puts the double roles of social media as a medium for genuine emotional expression and display of happiness on the table. As a whole, anthropological research reveals the diverse connections between social media and happiness regarding complex social dynamics. Many contributory factors, cultural, individual, and technical, are underlying people's experiences and understandings.

### 1.3 RESEARCH PROBLEMS

Certain research focused on what intricate links between social media and rural Indian teenagers proved to be like during their daily lives. It only concerned Morpirla teenagers, who act as representatives of the collective society, to analyze how social media reverberates into various aspects of their lives. The study addressed the topic of social media culture influencing types of communication, social interaction, mental health, education, and cultural scenes in the youth in particular.

To have a broad perception of these interlinked phenomena, research on any selected issue sheds light on the fast-evolving phenomenon in rural India. Social media quickly became a well-known force for communicating and associating, especially in teenagers' territory. Such a movement is highly popular and noted all over the world. The comprehensive feature of this experience lies mainly in the ability of each individual to evaluate the diverse impact of the event on their lives. This is important as it allows them to address the possible challenges and enjoy a positive outcome.

#### 1.4 RESEARCH QUESTIONS

- 1) Social factors like the age, gender and income of teenagers form the basis of their interaction with each other and relationships.
- 2) Social media and how it could be beneficial and negatively influence education and learning habits.

The research is directed by two identical questions that impart first-hand information regarding the research work. The first question analyzed how factors related to the social environment, such as the age, gender, and economic level of the teens, affect the adoption of social media to connect and build relations between them. This inquiry aimed to explore the extent to which individual behaviors are affected by different demographic factors. It was planned that it would look for evidence of whether some specific groups of teenagers were more inclined towards social media rather than others or applied it differently to develop and keep relationships

The second investigation of my study focused on social media's role in teenagers' education and the Morpirla area's learning styles. This would plot a curve showing the correlation between social media use, academic concentration, and time

management. The study was intended to analyze whether the use of social media can cause any, or inversely, it can contribute to the secondary source of learning as well.

Such research questions guided us and determined the approach to collecting and analyzing the data. Therefore, the main objective of this research was to determine how these select aspects of the matter have social media mark youth contemporary life in Morpirla

## 1.5 OBJECTIVES

- 1) To examine the socio-demographic composition of the teenagers in Morpirla
- 2) To identify the different ways in which Social media is used by the teenagers of Morpirla
- 3) To understand how Social media usage affects the academic performance and learning habits of teenagers
- 4) To explore the impact of social media on teenager's social life

The study, in particular, was structured to have a cluster of clear objectives, which further classified the particular focuses of the research. For the first goal, we are to define the socio-demographic structure of the teenagers in Morpirla through a sociological lens. The intent is the type that will help readers have concrete issues in understanding the research group and different media usage situations in rural areas.

The other goal will be to seek the indirect flow of communication through media that Morpirla teenagers use to shape their online presence. We were tasked with researching how adolescents recognized social aspects, the genres of the medium, and their daily activities.



The third goal was to ascertain the influence of social media usage on teenagers as they experienced, possibly, any progressive decline in their academics or learning behaviours. The emulsion of social media's impact on education is a beating around the bush. Is social media a hindrance or just an aid? By analysing these features, we wish to present this information as useful to the education zone and policymakers.

The objective was brought to life through the investigation, which involved social media's effect on the society of teenagers. However, in an attempt to understand this phenomenon, we have noticed how social media brings young people into social interaction, social identification, and socializing. While all this is being done assuming that the core message is shown on the poster, both sides of the digital media's impact on teenage social development will be analysed.

The enunciated research objectives were a dependable pillar upon which I built my research process structure. Consequently, that method is performed to meet the purpose of the investigation, which is to get that wide and complete research that covers different components of young teenagers of Morpirla.

## 1.6 METHODOLOGY

This research uses various sources of information, such as primary and secondary data. This research employed a mixed-methods approach to illustrating the multi-faced aspect of social media among Morpirla teenagers' village, acting as a specifically studied population. Through this combined approach, utilizing both the qualitative and the qualitative research methods, a general overview of social media's influence on rural adolescents' lives will be obtained.

Scholars such as Nachmias (1977) and Mckenzie (1997) stress the importance of methodology in social science research, acknowledging its relevance in the digital age. Mohajan (2018) provides practical guidance on qualitative research, while Alias (2011) offers an Islamic perspective on research methods. These studies collectively highlight the critical role of methodology in social science, both practically and societally.

Social science research methods, both qualitative and quantitative, are diverse. Mcqueen (2002) offers a comprehensive overview, and Majumdar (2011) emphasizes the importance of understanding research methods. Somekh (2005) explores various methodologies, underlining the role of reflection. These studies stress the significance of a well-rounded understanding of research methods in social science.

Sampling techniques in social science research, outlined by Bhardwaj (2019) and Rahman (2022), cover probability and non-probability methods. Collins (2006) notes interpretive inconsistencies in sequential multilevel sampling designs. Noy (2008) explores snowball sampling's unique contributions, emphasizing its relevance in constructivist and feminist hermeneutics. These studies collectively underscore the importance of careful sampling technique selection in social science research.

## 1.7 SNOWBALL SAMPLING

Snowball sampling is a method of searching for the research participants, typically used when collecting data from hard-to-catch populations is necessary. Think of a snowball-sized ball that, as it moves down the hill, becomes larger by gathering more snow along its path. Here, in a people-taste-like snowballing sampling, the sample size also grows.

Researchers identify their participants in a little head before they dive into the pool of who meets the study criteria and is easy to get to. These rudimentary users will then be asked to suggest other contact persons from their families or communities interested in using the app. Furthermore, the new project recruits' participants who will recommend others they know whose characteristics fit the study perfectly. This leads to a self-replicating chain reaction in which the number of respondents grows without additional funds.

## 1.8 PRIMARY DATA

- a) Sampling: Snowball sampling was employed to recruit participants. A total of 15 teenagers from Morpirla village were selected based on age criteria and social media platform users.
- b) Quantitative data collection: Data was collected through Semi-Structured questionnaires capturing demographic information of teenagers in Morpirla and exploring their social media habits, frequency of use, and preferences. This quantitative method allows for statistical analysis to gauge the prevalence and patterns of social media engagement.
- c) Quantitative data analysis: The data was analyzed using descriptive statistics. frequency and percentage were calculated for each response category. this result was then visually represented using graphs to identify the patterns and trends related to the impact of social media on teenagers.
- d) Qualitative data collection: In-depth Interviews: To identify the different ways in which teenagers in Morpirla village use social media and analyze the perceived impacts of social media on their lives, In-depth interviews were conducted with all 15 participants. It provided qualitative insights into the social

media usage. Participants have been encouraged to share personal experiences, resulting for a rich exploration of how social media influences communication, social engagement, culture, and overall well-being

- e) Qualitative data analysis: The qualitative data obtained from in-depth interviews was analyzed using thematic analysis. This approach systematically codes the data to identify recurring themes related to social media, such as social media platforms, learning habits, social life, and many others.

Combining these methods and sampling techniques provided a robust foundation for understanding the multi-dimensional influence of social media on teenagers' lives and offered valuable insights for rural development initiatives. The findings of this study will provide valuable insights into the impact of social media on rural teenagers.

## 1.9 SECONDARY DATA

A secondary data review was conducted to gain a broader context and establish a foundation for the research. This included scholarly articles, reports, and other relevant publications exploring technology, social media, teenagers, habits, etc.

## 1.10 SCOPE OF THE STUDY

This research dives into the world of teenagers and social media in a rural Indian village called Morpirla. It's like peeking through a window to see how these teens use social media and how it affects their lives. The study focuses on how they connect with friends and family online, whether social media helps them learn or distracts them from studies, and if it makes them feel good or stressed. It even explores how social media shapes their sense of who they are.

Researchers wanted to understand the unique way social media plays out in the lives of teenagers in a village setting, different from the hustle and bustle of city life.

Researchers used a special technique called “snowball sampling” to find the teens they talked to. Imagine a snowball rolling downhill, getting bigger as it picks up more snow. That’s kind of like how researcher found more and more teens to participate by asking their friends and classmates who also used social media.

Overall, this study aims to shed light on how social media affects teenagers in rural areas. This can help create better programs and resources to support these teens and their online experiences.

## 1.11 CHAPTERISATION SCHEME

### Chapter 1 - Introduction

This chapter introduces the research on social media use by teenagers in a rural Indian village (Morpirla). It discusses the background of social media and the digital divide, justifying the focus on a rural area. The chapter then reviews existing research on social media’s impact and outlines the research questions, objectives, and methodology (including snowball sampling, questionnaires, interviews, and data analysis). Finally, it mentions the use of secondary data and describes the study area, Morpirla.

### Chapter 2 - Socio-Demographic Composition of Teenagers

This chapter explores the social and demographic background of teenagers in Morpirla village. It examines age, gender distribution, family background, and access to social media. It then looks at educational background, extracurricular activities, social interactions, and societal pressures. The chapter also explores social media use patterns,

content consumption preferences, and awareness of online safety. It concludes by examining the perceived impact of social media on well-being, time management challenges, and the most popular social media platforms used by teenagers in the village.

### Chapter 3 - Academic and Social Life of Teenagers

This chapter explores the impact of social media on teenagers in Morpirla, a rural Indian village. It examines how social media is used for education, highlighting both benefits and challenges related to focus and distraction. It then explores the positive and negative influences of social media on academic performance. The chapter also explores social media's impact on teenagers' social lives, examining various types of interactions and societal pressures teenagers face. Finally, it discusses how social media can both perpetuate and resist societal pressures and explores the relationship between social media and sports participation.

### Chapter 4 - Conclusion and Summary

This chapter summarizes the study on social media use by teenagers in a rural Indian village. It found teenagers use social media for communication, entertainment, and even learning, with most not feeling pressured to create a fake online persona. The chapter recommends developing educational content for social media, teaching social media literacy, and exploring how socioeconomic background affects social media use. It concludes by highlighting the importance of balancing social media with real-life interactions.



## 1.12 BRIEF DESCRIPTION OF STUDY AREA

Morpirla is a large village in Quepem Taluka of South Goa district, Goa, with 569 families. The Morpirla village has a population of 2857, of which 1480 are males while 1377 are females as per Population Census 2011. In Morpirla village, the population of children aged 0-6 is 323, which makes up 11.31 % of the total population of the village. The average Sex Ratio of Morpirla village is 930, which is lower than the Goa state average of 973. The child Sex Ratio for the Morpirla as per census is 1071, higher than Goa's average of 942. Morpirla village has a lower literacy rate compared to Goa. In 2011, the literacy rate of Morpirla village was 75.93 % compared to 88.70 % in Goa. In Morpirla, male literacy is 79.91 %, while female literacy is 71.57 %. As per the constitution of India and the Panchayati Raaj Act, Morpirla village is administrated by the Sarpanch (Head of Village), who is elected representative of the village. It has a total of 7 wards. Morpirla village has 3 primary government schools and 1 government High school. It has 1 primary health center.

In Morpirla village, most of the village population is from Schedule Tribe (ST), mostly the VELIP Community. Schedule Tribe (ST) constitutes 96.32 % of the total population in Morpirla village. There is no Schedule Caste (SC) population in Morpirla village of South Goa.

In Morpirla village, out of the total population, 1504 were engaged in work activities. 61.70 % of workers describe their work as Main Work (Employment or Earning more than 6 Months), while 38.30 % were involved in Marginal activity providing livelihood for less than 6 months. Of 1504 workers engaged in Main Work, 442 were cultivators (owner or co-owner) while 181 were Agricultural laborers.

## **CHAPTER 2: SOCIO-DEMOGRAPHIC COMPOSITION OF** **TEENAGERS**

### **2.1 AGE AND GENDER DISTRIBUTION**

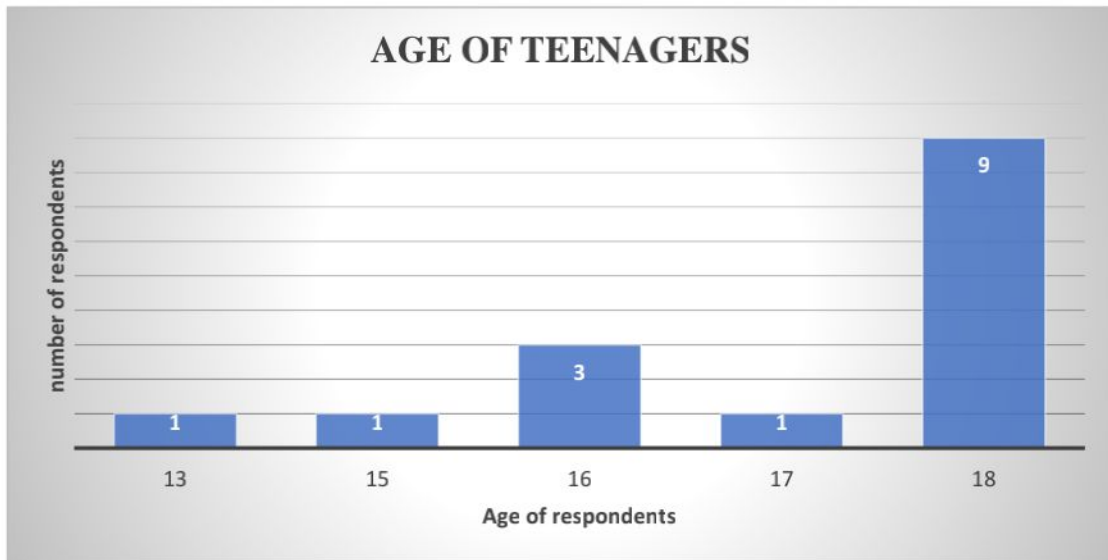


Figure 2.1. Age of Teenagers

The study included 15 teenagers, all between the ages of 13 and 19. The age distribution was fairly balanced, with only one respondent each at 13 and 15 years old, three 16-year-olds, one 17-year-old, and nine 18-year-olds. In terms of gender identity, the group was comprised of 33.33% male and 66.33% female, indicating a slight skew towards females.

The researcher specifically targeted a teenage demographic in Morpirla. The age range of 13-19 years encompasses the typical teenage years, and including respondents from various ages within this range ensures a well-rounded perspective. The gender distribution, while not perfectly balanced, still provides insights into the views of both male and female teenagers in the area.

## 2.2 FAMILY BACKGROUND AND SOCIAL MEDIA ACCESS

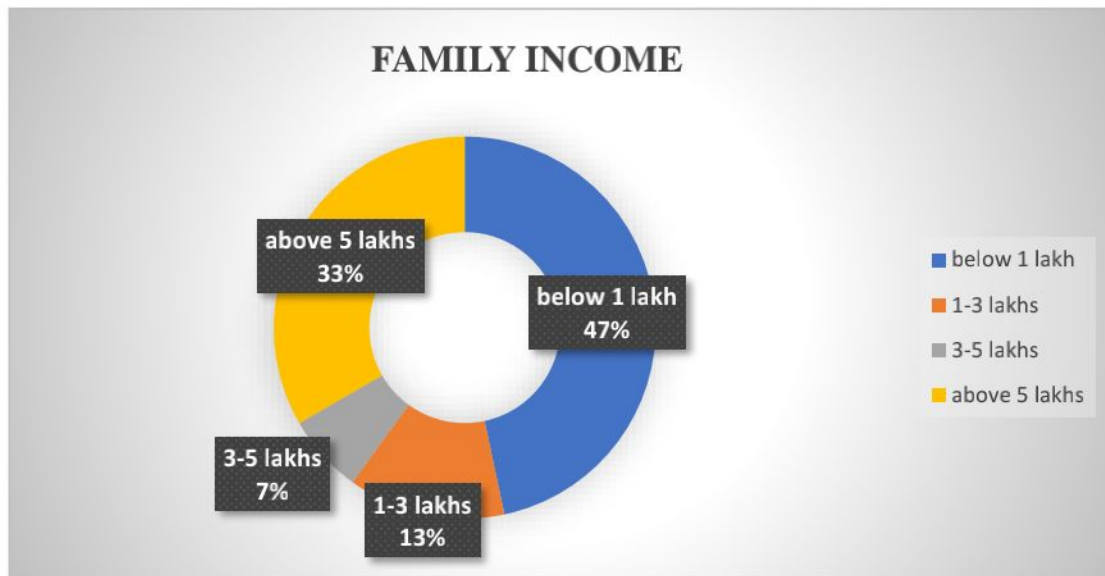


Figure 2.2 Family Income

The data indicates a range of household incomes among the respondents. Almost half (46.66%) belong to families with a monthly income below 1 lakh, while a third (33.33%) come from households exceeding 5 lakhs annually. This diversity suggests a mixed socio-economic background within the sample group.

Notably, all respondents reported having at least one parent present. While most fathers have a high school education, most mothers have a primary school education level. This indicates a traditional family structure where the father is the primary breadwinner. Additionally, 100% of teenagers accessed the internet through their mobile phones, highlighting the dominance of mobile phones for online activities.

## 2.3 EDUCATIONAL BACKGROUND AND SOCIAL ACTIVITIES

The survey included teenagers from various educational stages, with the majority in grades 11 and 12. This focus on senior high school students could be due to the chosen sampling frame. Interestingly, a significant portion (80%) reported involvement in

extracurricular activities, suggesting a well-rounded approach to their development beyond academics. Activities related to sports, adventure, and studies emerged as popular choices.

## 2.4 SOCIAL INTERACTION AND SOCIETAL PRESSURES

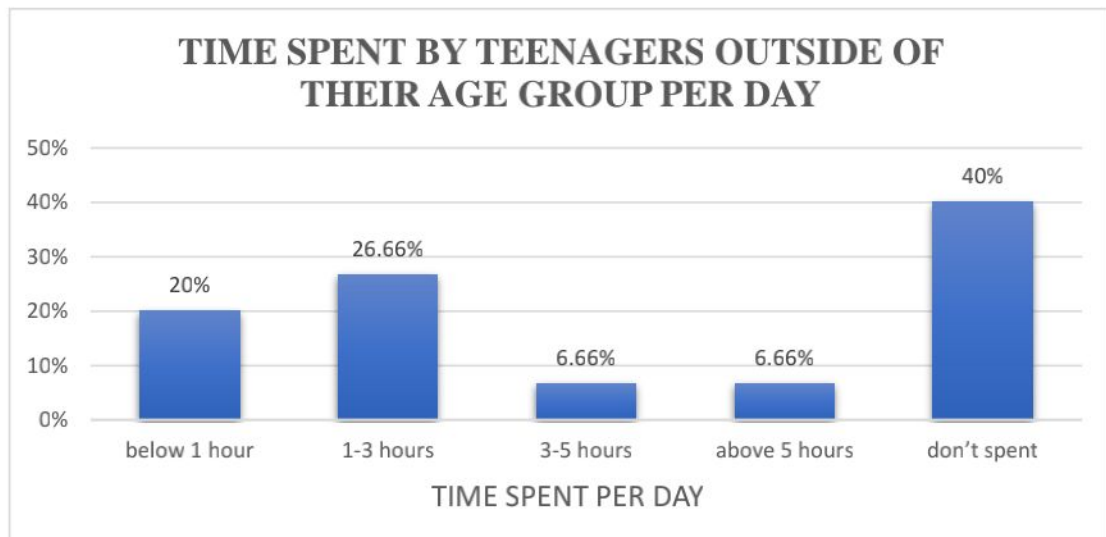


Figure 2.3 Time Spent with Outside Age Group

The data reveals a mixed picture regarding interaction with people outside their age group. While 40% reported no such interaction, a considerable portion (around 52%) interacted with people outside their age group for at least an hour daily. This suggests that some teenagers are willing to engage with different age groups.

Regarding societal pressure based on socio-economic status, a large majority (86.66%) felt no pressure. This could be due to a supportive community environment or a general acceptance within the social circle. However, a small percentage (13.33%) did experience societal pressure, highlighting the potential impact of socioeconomic factors on the well-being of some teenagers.

## 2.5 SOCIAL MEDIA AND SELF-PRESENTATION

Interestingly, the survey suggests that most (nearly 93.33%) teenagers don't feel pressured to maintain a specific image or persona on social media. This could be due to various factors, such as the close-knit nature of the community or a more relaxed attitude towards online self-presentation in this particular age group. However, it's important to acknowledge that social media can still influence how teenagers project themselves online, even if it doesn't feel like a constant pressure.

## 2.6 SOCIAL MEDIA HABITS AND DEVICES

The survey underscores the dominance of mobile phones for social media access, with nearly all respondents relying on their mobiles. This aligns with the national trend of mobile-first internet usage in India. While a small portion of people use laptops and tablets, mobile phones remain the preferred devices for social media interaction in this age group.

## 2.7 DAILY TIME SPENT ON SOCIAL MEDIA

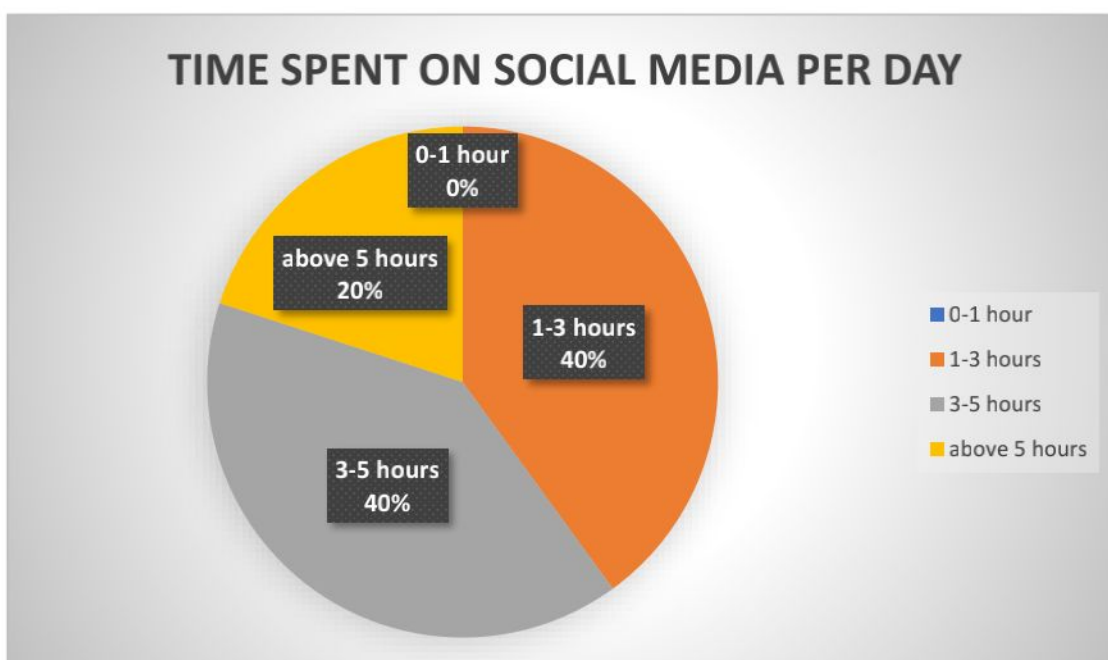


Figure 2.4 Time Spent on Social Media



Here's a breakdown of how much time respondents reported spending on social media daily:

- 0-1 hour: 0%
- 1-3 hours: 40%
- 3-5 hours: 40%
- More than 5 hours: 20%

## 2.8 CONTENT CONSUMPTION AND SOCIAL MEDIA USE PATTERNS

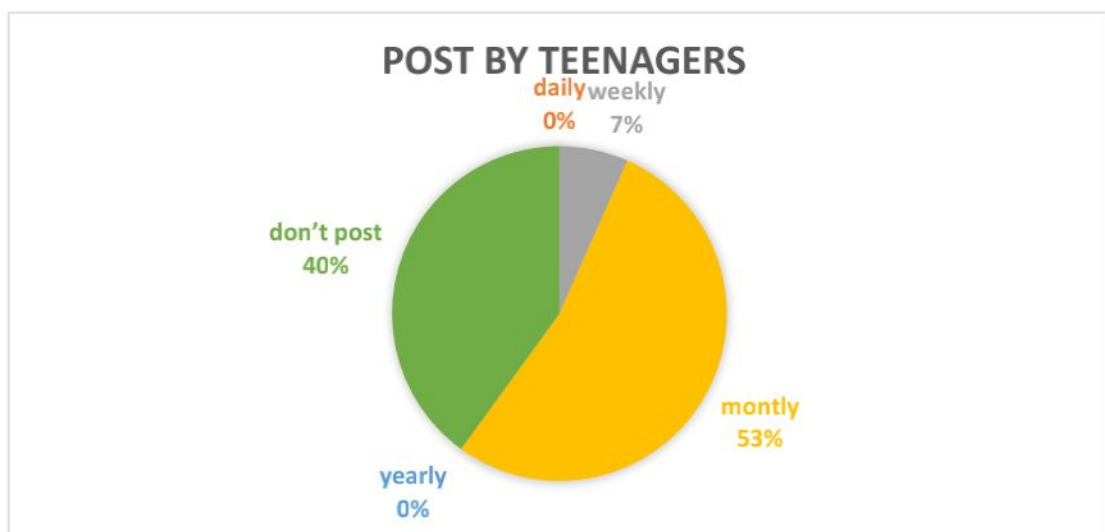


Figure 2.5 Post on Social Media

Teenagers in Morpirila seem spontaneous in their social media consumption, prioritizing platforms based on their mood rather than having a routine. This suggests a more flexible approach to social media, potentially driven by a desire for entertainment and immediate gratification. The most popular content types include

comedic reels, sports content, and motivational videos, highlighting their interest in lighthearted entertainment and self-improvement.

The pie chart reveals how often teenagers in Morpirla post personal content on social media. Interestingly, most (53%) post monthly, while nearly half (40%) don't. This suggests that many teenagers in Morpirla are not very active in creating social media content. There is a smaller segment (7%) that posts weekly.

## 2.9 EDUCATIONAL POTENTIAL AND INFORMATION LITERACY

While social media isn't the primary focus for educational purposes, a significant portion (60%) utilize it for educational content. This indicates a growing awareness of the potential for learning on social media platforms, such as following educational accounts or joining study groups. However, online courses or tutorials through social media have yet to gain widespread adoption, with only 13.33% having participated. This suggests a potential gap that educational platforms could address by creating engaging and accessible content tailored to this age group.

## 2.10 PERCEPTIONS AND CHALLENGES

Most (80%) perceive social media as having a positive role in daily life. This could be due to the entertainment value, social connection it provides, or the educational opportunities it offers. However, a minority (20%) acknowledges the potential downsides, highlighting the importance of media literacy and responsible social media use.

Encountering misleading information online is a concern, with 60% having experienced it. This underscores the need for teenagers to develop critical thinking skills to evaluate information encountered on social media.

## 2.11 SOCIAL CONNECTIONS AND ONLINE INTERACTIONS

Interestingly, over half (53.33%) connect with strangers on social media. This openness to online interactions could be due to a desire to expand their social circles or explore new interests. However, it's crucial to emphasize online safety and responsible communication practices when engaging with strangers.

## 2.12 COMMUNICATION AND CONFLICT

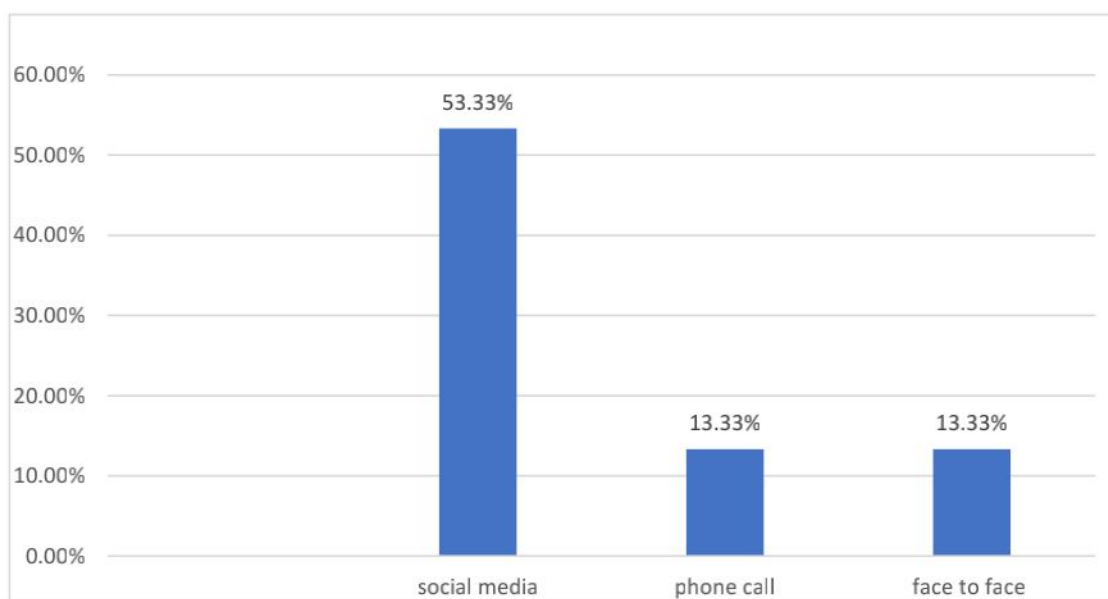


Figure 2.6 Methods Used to Solve Social Media Conflicts

The chart reveals that teenagers in Morpirla primarily rely on social media (53.33%) to address conflict, aligning with the data highlighting it as their preferred communication method. Phone calls (13.33%) are a secondary option, suggesting a preference for voice-based communication. Interestingly, despite the close-knit community, face-to-face conflict resolution is the least favored approach (13.33%). This could be due to



teenagers feeling less comfortable with confrontation, social media, and phone calls, offering more time to respond.

Overall, the chart suggests that social media is the dominant way teenagers in Morpirla handle conflict. This is likely due to teens' comfort level with this mode of communication. Phone calls are a secondary option; face-to-face communication is the least preferred method.

### 2.13 SOCIAL MEDIA AND WELL-BEING

The data suggests a growing awareness of the need for breaks from social media, with two-thirds (66.66%) having taken breaks, primarily during exam times. This indicates a potential understanding of managing screen time and prioritizing real-world activities.

The influence of social media on relationships is a complex issue. While 60% perceive an impact, the nature of this influence (positive or negative) isn't specified. Further research could explore how social media shapes their interactions with friends and family.

### 2.14 BALANCING ONLINE AND OFFLINE ACTIVITIES

Time management is challenging for some teenagers when balancing online and offline activities. Only a third (33.33%) reported actively managing their time, while the remaining two-thirds relied on their mood to dictate online engagement. This suggests a need for strategies and tools to help them achieve a healthier balance between their digital and real-world lives.

## 2.15 SOCIAL MEDIA PLATFORM USED BY TEENAGERS

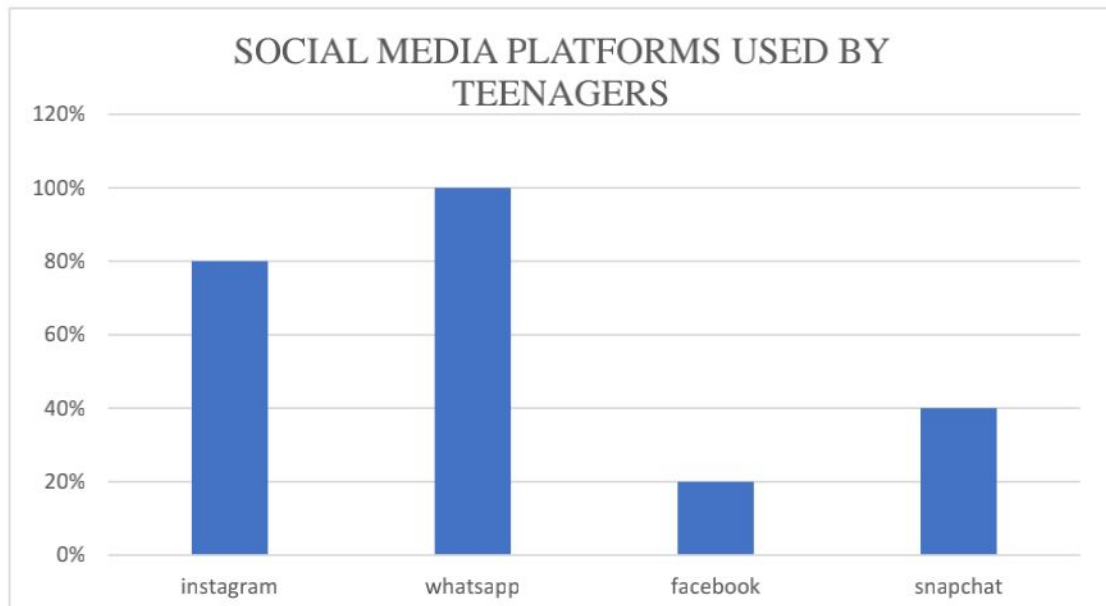


Figure 2.7 Social Media Platforms Used by Teenagers

## 2.16 INSTAGRAM

Instagram is a popular social networking service focused on sharing photos and videos. Owned by Meta Platforms (formerly Facebook), it offers a variety of features for users to create and share content, discover new things, and connect with others. Instagram is primarily accessed through a mobile app for iOS and Android devices, but it can also be used on desktops through a web browser.

Teenagers upload photos and videos, edit them with creative filters, and organize them with hashtags for easy discovery. They also share posts publicly or with a private group of followers. Teenagers browse by hashtags and locations to explore content and see what's trending. They also like and comment on other users' posts and follow them to see their updates in a personalized feed.

- **Stories:** These are temporary photo and video snippets that disappear after 24 hours, allowing for a more casual sharing experience.

- Reels: Similar to TikTok or YouTube Shorts, Reels are short-form videos with creative editing tools and music options.
- Live video: This feature allows users to broadcast live to their followers and interact with them in real time.

For teenagers of Morpiria, Instagram plays an important role with both positive and negative impacts. On the positive side, photos, videos, and stories allow self-expression and creativity. Teens connect with friends, family, and like-minded people who share their interests and find positive role models and inspiration. They also share experiences, build memories, and explore new hobbies and interests.

However, there are also negative aspects to consider. The unrealistic portrayal of lives on Instagram leads to body image issues and feelings of inadequacy. The constant stream of seemingly perfect lives creates a fear of missing out and feelings of isolation. Spending too much time on Instagram is addictive and takes away the person from other important activities, and there's also a risk of exposure to inappropriate content.

## 2.17 WHATSAPP

WhatsApp is a popular messaging app that helps people stay connected with friends and family for free. It offers a feature-rich alternative to traditional text messaging, with functions like free voice and video calls, file sharing, and group chats. This makes it a versatile tool for communication, especially globally, due to its massive user base. WhatsApp is known for its user-friendly interface and secure messaging with end-to-end encryption.

WhatsApp's significance lies in its ability to bridge communication gaps. It provides a free alternative to SMS, making communication more accessible globally. It also offers features beyond basic texting, allowing for a more engaging way to connect. With its global reach, WhatsApp makes staying connected with loved ones anywhere in the world easier. End-to-end encryption adds a layer of security for private communication. Groups and broadcast lists have made WhatsApp a popular platform for sharing information, news, and updates within communities or organizations. Businesses can also leverage WhatsApp Business to connect with customers and even conduct transactions.

WhatsApp also plays a significant role in the lives of teenagers in Morpirla, impacting them positively and negatively.

#### 2.17.1 Positive Impacts:

- **Social Connection and Belonging:** WhatsApp allows teenagers to stay connected with friends easily, fostering a sense of belonging and community. Group chats facilitate communication and provide a space for sharing experiences and offering support.
- **Academic Collaboration:** WhatsApp groups are valuable for students working on projects together. It allows for easy communication, sharing of materials, and coordinating tasks.
- **Building Confidence and Communication Skills:** Regular interaction through WhatsApp helps teenagers develop their communication skills and build confidence in expressing themselves.

- **Awareness and Information Sharing:** Teens stay informed about current events and social issues through WhatsApp groups or broadcasts.

#### 2.17.2 Negative Impacts:

- **Distraction and Academic Performance:** Constant notifications and ease of use is distracting, leading to excessive screen time and impacting focus on studies.
- **Misinformation and Rumors:** Teens got exposed to misinformation, rumors, and inappropriate content. The lack of verification and ease of forwarding makes it challenging to discern truth from falsehood.
- **Body Image Issues and Social Comparison:** The curated portrayal of lives on WhatsApp leads to body image issues and social comparison among teenagers.
- **Privacy Concerns and Online Safety:** Sharing personal information or engaging in inappropriate conversations can pose privacy risks. Understanding online safety practices is crucial.

### 2.18 FACEBOOK

Facebook is a giant social networking service that allows users to connect and share with friends, family, and strangers online. It acts like a digital town square where people can create profiles, search for and connect with friends, and discover new people with similar interests. Users can share text updates, photos, videos, and links and interact with others by liking and commenting on posts. Facebook also offers groups focused on specific interests for users to connect with like-minded people and pages for following updates from brands, businesses, celebrities, or organizations. Beyond connecting with friends, Facebook has become a platform for news consumption, entertainment, business promotion, online communities, and even online marketplaces.

Facebook offers several merits. It strengthens connections with friends and family regardless of distance through features like messaging, comments, and video calls. Users can stay informed by following trusted news sources and groups focused on their interests, fostering engagement with current events. Facebook groups create a sense of community and support for those with shared experiences, providing a space to connect and share. It also provides entertainment through funny content, casual games, and interactive features, offering a way to relax and connect with others through shared enjoyment.

Facebook also has downsides. The ease of sharing information can spread misinformation and fake news due to a lack of fact-checking and echo chambers. User privacy is a concern, with Facebook collecting vast amounts of data and ongoing debates about its use. Excessive Facebook use can negatively impact mental health by fostering feelings of inadequacy and social comparison through unrealistic portrayals of lives and can expose users to cyberbullying. The platform's addictive nature, with constant notifications and engaging content, can lead to wasted time and neglecting other parts of life. Additionally, algorithms personalizing content can create echo chambers that exacerbate political polarization and hinder productive discussions.

Facebook plays a complex role in teenagers' lives in Morpirla, both opportunities for connection and potential risks. On the positive side, it allows teens to stay connected with friends and family, especially those far away. It is also providing a platform for learning and sharing. Information sharing keeps them informed about current events and connects them with like-minded individuals. However, Facebook also has negative impacts. The spread of misinformation and the potential for cyberbullying can be harmful. Additionally, excessive screen time devoted to Facebook

can distract from studies, sleep, and real-life interactions. Overall, Facebook is a valuable tool for teenagers. Still, they must be aware of the potential downsides and use it responsibly, prioritizing healthy online habits and maintaining a balance with real-world connections.

## 2.19 PRIVATE ACCOUNT

A private account on social media platforms like Facebook and Instagram allows you to create a more closed environment where you have greater control over who sees and interacts with your content. This is achieved by restricting the visibility of your profile and the content share. With a private account, only approved people can see posts (photos, videos, stories), profile information, and any other shared content. This means a particular profile won't be visible to the general public when people search for names or usernames. Anyone who wants to see a particular person's content or information must send a friend request or follow request. This gives the chance to review their profile and decide whether to approve or deny the request, essentially allowing a person to curate who has access to one's online activity and information.

These private settings helped teenagers in Morpirla with several advantages. The most significant benefit is the increased control one has over their privacy. It also helps them to avoid unwanted messages or interactions from strangers they don't know. By making their profile private, they choose to only share content with people they trust and connect with.

Overall, having a private account allows teenagers to create a more closed social media environment. This is a good choice for those who prioritize privacy and want to manage their online presence carefully. Within this study, a significant majority, 80%, actively manage their privacy settings. This shows a growing awareness of the

importance of controlling personal information online. However, a concerning % of users, 13.33% do not maintain their privacy settings. This could leave their data exposed and vulnerable. Additionally, a smaller but noteworthy number of users, 6.66%, are unaware of privacy settings altogether. This highlights the need for increased education and awareness about social media privacy controls.

## 2.20 TEENAGERS AND VIDEOS

Teenagers gravitate towards video content for many reasons that align perfectly with their stage of development and how they process information. Here's why videos are so captivating for this age group:

### 2.20.1 Short Attention Spans and Fast-Paced Content

Teenagers often have shorter attention spans compared to adults. Traditional text-based content can sometimes feel overwhelming. Videos, particularly shorter formats like those on TikTok or YouTube Shorts, come to the rescue. This bite-sized entertainment delivers information and pleasure in quick, digestible chunks that interest them. The fast-paced nature of videos, with rapid cuts, edits, and transitions, further fuels their engagement. This caters to their preference for dynamic and fast-paced content, keeping them glued to the screen and wanting more.

### 2.20.2 Visual Learning and Sensory Engagement

Not all teenagers learn the same way. Some are visual learners who grasp concepts better through visuals rather than text. Videos serve perfectly to this strength. Videos are all about visual storytelling, using images and moving visuals to capture their attention. Complex information can be broken down and explained more easily through engaging visuals. Furthermore, videos aren't limited to just visuals. They often combine



these visuals with sound effects, music, and sometimes text overlays. This creates a multi-sensory experience that's far more stimulating and memorable compared to plain text. Text alone might hold their interest briefly, but combining visual storytelling with sound and music creates a dynamic experience that connects with them.

### 2.20.3 Emotional Connection and Social Influence

The power of videos goes beyond just delivering information. They can be powerful tools for evoking emotions and storytelling in a way that text cannot replicate. Teens can be drawn to funny skits that make them laugh, inspiring content that motivates them, or relatable stories that resonate with their experiences. This emotional connection creates a deeper impact and fosters a connection with the content. Social media platforms play a role here as well. Often, trending videos and those with high engagement are highlighted. Seeing their peers watching and sharing certain videos can also influence teenagers to watch them. This creates a sense of social proof and a desire to be part of the trend. They want to see what everyone else is watching and discussing.

## 2.21 INSTAGRAM REELS

Teenagers of Morpirla are most engaged in Instagram reels. Reels are like short bursts of creativity on Instagram. Like TikTok and YouTube Shorts, Reels allow teenagers to make fun, informative, or creative video clips up to 90 seconds long. With editing tools like speed controls, music options, and special effects, it helps teenagers turn ideas into polished mini-movies. Teenagers share Reels on their main feed and stories; a wider audience can even discover them through the Explore tab. So, whether one wants to make people laugh with a skit, share a travel vlog, or teach a new skill, Reels offers a creative and engaging way to do it on Instagram.

The Instagram algorithm acts like a sorting machine, sifting through countless posts to deliver the ones you'll likely enjoy most. It considers your interests based on your activity (likes, comments, saves), whom you follow, and even the details within a post (captions, hashtags, content type). Using this information, the algorithm prioritizes posts that are interesting, considering your past behavior and what similar users engage with. Seeing content from accounts you interact with frequently also gets a boost. Popularity plays a role, too, with highly engaging posts getting shown to more users. Finally, the algorithm prioritizes fresh content so newer posts appear first. However, it's not a one-size-fits-all approach. The algorithm tailors content differently for your main feed (mostly followed accounts) and the Explore page (focused on broader discovery). This is a constantly evolving system, so what works today might change tomorrow.

## 2.22 ELECTRONIC MEDIA AND BULLYING

The rise of electronic media has, unfortunately, brought with it a new form of bullying: cyberbullying. Studies like the Youth Internet Safety Survey (YISS-2) conducted in the United States paint a concerning picture. In 2005, a significant portion (9%) of young internet users reported being harassed online in the prior year. This harassment included being bothered online or having others post or send messages about them. Girls were found to be more likely than boys to experience this distressing harassment.

The survey also explores the preferred platforms for cyberbullies. Instant messaging emerged as the most common platform for harassment (47%), followed by emails (13%), chat rooms (11%), and blogs (3%). This suggests that cyberbullies often target their victims through direct messaging or online communities where they can interact more personally.

Interestingly, the study also found a correlation between cyberbullying and mental health. Cyberbullies themselves were more likely to report having poor parent-child relationships, substance use, and delinquency. Similarly, young people (aged 10 to 17) with symptoms of depression were more likely to be targeted by cyberbullies. Among boys, those experiencing major depression were three times more likely to be harassed online compared to those with mild or no depression.

Although there is cyberbullying or online harassment around the world, in this study of teenagers of Morpirla, researchers didn't find any case related to cyberbullying or online harassment. Teenagers in the study might feel uncomfortable being cyberbullied or harassed online. This could be due to fear of social stigma or embarrassment.

## **CHAPTER 3: ACADEMIC AND SOCIAL LIFE OF TEENAGERS**

### **3.1 SOCIAL MEDIA AND EDUCATIONAL LIFE**

Teenagers use social media in a variety of ways.

**Educational Content Creators and Groups:** Many educators, scientists, and experts use social media platforms to share engaging educational content. Teens follow these accounts and educational groups to learn about various subjects, discuss topics with peers and experts, and share resources.

**Enhancing Learning and Collaboration:** Social media platforms are also used for project collaboration. Students working on group projects use features like groups to share research and ideas and stay organized. Specifically, WhatsApp is the most popular platform among teenagers in Morpirla for education-related activities. School projects and assignments are mostly done with social media support, and sharing study materials is also practiced daily.

**Exploring Interests and Finding Inspiration:** Social media allows teens to explore their interests more deeply. They follow channels, hashtags related to specific fields such as sports, Motivational, hobbies and many more, discover new learning resources and get inspired by creative professionals. Some platforms even allow teens to connect with professionals or mentors in their fields of interest, gaining valuable knowledge, career advice, or even internship opportunities.

However, it's important to be careful of information on social media. Teens need to develop critical thinking skills to evaluate the true nature of sources and fact-

check information before accepting it as truth. Social media is also entertaining, so finding a balance is important. Teenagers should set specific goals for their educational use of social media and avoid becoming unproductive and undeveloped through non-educational content.

### 3.2 TEENAGERS AND TIME MANAGEMENT

Striking a balance between academics, extracurricular activities, a social life, and newfound independence is a tricky challenge for teenagers, and effective time management becomes a crucial skill to navigate this super busy period. However, this is often hindered by their stage in brain development; the prefrontal cortex, the area responsible for planning, prioritizing, and impulse control, is still maturing in teenagers. This can make it really hard for them to resist distractions, think ahead, and stick to the schedules they create. Even with good intentions, they need help to plan effectively when faced with competing priorities; balancing academics, hobbies, and spending time with friends and family feels super overwhelming, leading to them neglecting or putting things off until the last minute.

The allure of instant gratification further fuels this; the pressure of deadlines often looms large, but the temptation to indulge in leisure activities can overshadow the importance of completing tasks on time; this procrastination leads to missed deadlines and creates unnecessary stress! Teenagers may also need a more realistic understanding of how much time tasks take; they underestimate the time needed to complete homework assignments, prepare for projects, and even get ready in the morning. This underestimation leads to them feeling rushed and overwhelmed, creating a cycle of stress and missed deadlines

### 3.3 TEENAGERS AND DISTRACTION

Teenagers and distraction go hand in hand to a certain extent. Their brains are still developing, and their prefrontal cortex, the area responsible for focus and impulse control, isn't fully mature until their mid-twenties. This makes them naturally more susceptible to distractions compared to adults. 60% of teenagers in Morpirla feel that social media distractions interfere with their homework and study time, and 40% don't feel distracted.

A significant concern is the prevalence of social media use while studying (73.33%). This, coupled with the fact that 60% of teenagers acknowledge social media as a distraction during homework and study time, suggests a potential negative impact on focus and concentration. But what causes these distractions, and how does it impact them? Let's understand more deeply.

#### 3.3.1 Factors Contributing to Distraction

**Developing Brains:** The prefrontal cortex is still under construction in teenagers. This can make it challenging for them to filter out distractions, resist urges, and maintain focus for extended periods.

**Social Media and Technology:** The constant notifications, alerts, and engaging content on social media platforms and smartphones are highly distracting. The lure of checking their phones, responding to messages, and watching a quick video easily pulls their attention away from tasks.

**Peer Pressure and Social Situations:** The presence of friends or social situations is distracting for teenagers. They are more easily sidetracked by conversations, jokes, or simply wanting to fit in with the group.

**Novelty Seeking and Boredom:** Teenagers naturally crave novelty and excitement. If they find a task uninteresting or repetitive, they're more likely to become bored and seek distractions to stimulate their minds.

### 3.3.2 Impact of Distractions

**Academic Performance:** Excessive distraction negatively impacts teenagers' academic performance. Difficulty focusing on studies, completing homework, and retaining information leads to lower grades and academic struggles.

**Reduced Productivity:** Distractions hinder a teenager's ability to complete tasks efficiently. Whether it's studying, chores, or personal projects, the constant pull of distractions leads to procrastination and decreased overall productivity.

**Shorter Attention Spans:** The constant exposure to fast-paced content online contributes to shorter attention spans in teenagers. This makes it difficult for them to focus on longer tasks or in-depth learning.

**Sleep and Wellbeing:** Late-night phone use and the stimulating nature of online content disrupt sleep patterns in teenagers. Lack of sleep exacerbates attention issues and mood swings and negatively impacts their overall well-being.

In a nutshell, distractions are a major enemy for teenagers. With their developing brains and the enticing world of technology, it's no wonder they struggle to stay focused. It is crucial to understand these factors and support our youth as they navigate this distracting world.

### 3.4 SOCIAL MEDIA AND CONCENTRATION

Our ability to focus thrives in a calm and uninterrupted environment. Social media, however, thrives on the exact opposite. Here's how social media disrupts the concentration of teenagers group.

Teenagers' brains are wired for novelty and social connection, making platforms like Snapchat and Instagram particularly appealing. The constant stream of short-form videos, funny content, and challenges triggers dopamine release, the brain's reward chemical. This creates a desire for more, making it difficult to resist checking their phones and refocusing on tasks that require sustained attention, like homework or studying. The pressure to stay connected with friends and the fear of missing out (FOMO) further intensifies this distraction.

Social media can also collide with short attention spans. The fast-paced content dynamics, the rapid changes and transitions in just a blink of an eye, follow the brain's thinking: expecting continuous stimulation. A certain task is staying over for a long time, which makes you tired as compared to multiple tasks. Such a process may be genetically challenging for all, but it is worse for young people with still-developing brains. Socially, media tends to go both ways at once. For instance, a teenager may attend a class while scrolling through her feeds as she multitasks. Nevertheless, studies indicate that multitasking is a cliché – the brain cannot perform efficiently during that time. We're not giving space to privacy for long; rather, the attention is found to be attached to the tasks, which can have a major effect on quality focusing and may lead to errors.

The social media binge, the curated feeds, is only presented to sell the idea of the quintessential flawless life, and the hot moments are anxiety killers. Teens find it



fairly easy to fall into the comparison trap, often feeling like their lives are not as good as their peers and inadequate about themselves. It had, therefore, led to anxiety and repetitive thoughts about the events, further wrecking my capacity to focus. The substantial diversion required to be true to oneself and not succumb to peer pressure or the need to produce interesting content on online platforms constantly is also an added burden.

The fact that the data reinforces this concept is another strategic element. Compared to the finding that social media positively impacts communication in 12.77% of people, 60.70 % perceive that to be negative. This goes along with the issues of multitasking which is socially intriguing since several people have their attention divided between their computers and the internet. Some reports indicate that a student's performance is negatively affected by remote learning, while recent reports suggest that year-round learning is feasible and students benefit from it. However, although 40% of travelers acknowledge that the situation negatively influences their journey, as much as 26.66% say that the environment is to their advantage. It is possible that social media use can be case-by-case because the analysis is done based on the individual tendency of the user and how he uses the social media platforms.

### 3.5 SOCIAL MEDIA AND PROCRASTINATION

Social media and procrastination are deadly hollow comrades that can devastate even the perfect planning. Here's how they intertwine:

- Social media's design is inherently distracting: Scrolling endlessly, post clips trying to grab your attention and flying notifications is enough to lose track of time in front of a screen and give too much attention to social media, even when you should be performing other tasks.

- Procrastination seeks refuge in social media: Social networks are the temptations you may succumb to under the pressure of some hard, boring... or even vulgar job. It impels temporary success and a sense of productivity even though it does not contribute to the progress of your real activities towards the completion of the project.
- Fear of missing out (FOMO) fuels procrastination: With the right balance of carefully eye-catching regression of others' lives on social media, you might be in danger of being trapped in FOMO, and for sure, you will feel that you are somehow missing out when sometimes you don't check-in. People tend to be daunted by these tasks, leading to them spending hours on end glued to social media.

Apart from that, the fact that 73.33 percent of the students in my study behaviorally procrastinate for the sake of social media usage may help explain how these channels can reduce academic productivity. Students postpone their homework or buy essaysonline.com because they involve themselves in media. They completely lose interest in doing tasks when they find themselves active on social media and feel dull after using it. Additionally, depression draws their attention away from things that matter to them, and sometimes they feel worse about themselves.

### 3.6 POSITIVE INFLUENCES

Students who have 100% (i.e. all respondents) access to social media are engaged in projects as a collaboration tool, which is evident that social media is a collaboration tool for them. Social media brings the possibility of communication, document dissemination, and establishment of groups, thus allowing teamwork to run smoothly. Most students (80%) perceived social media as a helpful factor positively impacting

their academic performance. Therefore, when members join communities or groups to underline their dilemmas with others, they can get balanced responses that can either be assuring or fun and might even make them meet new people helping. Increased Motivation (for some): In this regard, 46.66% of teenagers considered that social media engines positively influenced their study mood. Through social media, teens consume a wide range of educational content, providing them with communities with like-minded individuals working together around a specific topic and inflaming their curiosity with even visually less appealing content.

### 3.7 NEGATIVE INFLUENCES

It is alarming that about 47 percent of students declared that socially, they have suffered a decrease in academic standards since using social media. The sheer magnitude of the information available is often tempting and might divert students from their main goals in place of the fun of just browsing. Almost half (46.66%) participants reported academic pressure from social media. Thus, about half (46.66%) of participants reported academic pressure on social media. Self-produced highlight reels spread the images of others, drive unrealistic goal setting, and the expectation of being always involved in something, which is a consistent source of feeling anxious and might also negatively affect performance. An important (out of three-quarters) number of students said they were looking into sites while studying. That suggests difficulties with focus. The incessant ringing noise, updates, and attractive stuff that keeps you engaged are major distractors from lectures and other academic duties.

Social media has a different impact on how one learns from the other. Visuals could offer the best medium for people who benefit from information on Instagram but could, at the same time, disrupt learners well.

Generally, social media has a dual nature for youngsters in Morpirla, but on the other hand, it gives opportunities and challenges. To get the most out of online communication channels' benefits and avoid their possible negative side effects, teens should develop critical thinking skills to identify reliable sources of information online and refrain from getting distracted. Parents, educators, and the community are all to encourage teens to function well on these social media platforms and to guide teens on maximizing the use of social media for educational excellence.

### 3.8 SOCIAL MEDIA AND SOCIAL LIFE

Instead, most teen interaction is conducted via writing and an electronic platform rather than through a Face-To-Face or voice-to-voice encounter. To summarize, computer-based communication greatly reduces the level of personal relationships. What must be mentioned is the growing number of social networks that electronic communication brings about among adolescents. Suffice it to say that young people are in a new sphere of interaction with social media, allowing them to have hundreds of "friends" online, which is almost impossible.

Teenagers of Morpirla can conclude numerous ways social media heavily impacts how teenagers perceive the social aspects of their lives. Society is facing issues with social media that are both good and bad; these can only happen from the consequences of irresponsible social media use and not from healthy online interactions.

Social networking adduces an efficient mechanism for staying in touch with many friends. Over 93% of students say it has become an invaluable tool for maintaining long-term friendships with people they rarely see. Moreover, the number of people who make new friends in these ways is also two-thirds (66.66%). Every day,

people prefer social media to connect with more people and deal with distance through the internet.

Yet, a friendship relationship's consequences could be more consistent and clear-cut. The answer is even more ambiguous because 40% admit the effect, which might be beneficial or damaging. A social media culture forms new communication methods but also brings comparisons and confuses people with no precise definition of what is only in their imagination. However, nearly 50% of students have seen instances of how their social relationships were affected by social media interaction.

This data might indicate that contrary to what is commonly held, teens in Morpirla do not need to maintain friendships with other people based on only social media (100% said they were not under pressure at all). In the same way, more than 90% of respondents (i.e., 93.33%) feel that social networks (Facebook, Instagram, and so on) have no significant influence on them in familial aspects. This will reveal that they mostly value social endeavors, wherein in-person contacts and family dynamics are at the core.

Though social media might sometimes act as a medium of association, it can trigger loneliness and feeling confined at other times. Among participants, the fact lies that only 26.66% had the feeling of being badly treated or not rightly understood. The statistics highlight the negative possibility of social media. Besides, half of the learners reported being overwhelmed by the huge online volume of social contacts. This suggests we should consider the drawbacks and benefits of such platforms and learn how to manage the time we spend doing such activities actively.

Nevertheless, the discomfort it might bring is counterbalanced by the bright side of the story. 86.6 percent of those researched think social media is a useful technical

instrument in building social connections. Social media can provide a sense of belonging or inclusion for most people who voted for it (66.66%). Besides, social media can become a source that establishes and defends fair social norms or may set the community's rules.

### 3.9 TEENAGERS AND INTERACTIONS

Here's a closer look at the different types of interactions teenagers experience in Morpirla and the impact they have:

#### 3.9.1 Interactions with Peers

Relationships with friends are significant in adolescent development. It plays an important role for those who enlist in the service by making them feel like a part of the team, supporting them, and helping them overcome the struggle of separation from their homeland. Teens can improve their social skills, such as communication, negotiation, and conflict resolution, while working with others.

Peer pressure is strong enough to make them hook up with their friends about their behavior, choices, and even their selves. Peer pressure, which does not seem inevitable for teenagers, may have either a bright or bad side. For example, there are cases when friends post their status on WhatsApp and their academic performance communicates many feelings; it makes them feel driven, and at the same time, it becomes a source of envy.

Modern media has an indirect approach to communication compared to the older forms of media, which are based on face-to-face interaction. It is a tool through which one can be in contact with family and friends without real closeness. While it

makes social comparison and an unreal portrayal of life possible, it can also be a source of depression and loneliness.

### 3.9.2 Interactions with Family

As teenagers increasingly try to be their person, their relationship with family is getting to a whole new level. But they do not stop here. They still expect their parents to continue providing directions and compassion, along with their will to become independent. Open dialogue and setting proper expectations from the beginning will help them build strong relationships.

In other words, parents have played a huge and important part in setting teens' values, style, and decision-making. However, discussions and conflicts are still coming up because of social media among teenagers and the views from it.

For youth growing up, the family environment, as practiced by their parents, consists of praise and encouragement. The assurance that they can disclose their feelings to their loved ones without fear makes life easier for teens going through tensions and the complexities of being adolescents.

### 3.9.3 Interactions with Adults

Through social media, teenagers can positively impact their school teacher and outside of the family by offering these teens the guidance and support they need. They serve as counselors, advisers, and mentors who allow females to broaden their perspectives and vary their abilities as they discover new hobbies.

Adults who build relationships with teenagers, especially those outside their age group, become ideal role models for the young generation; thus, they acquire the necessary life skills, among other benefits like respect for authorities and other life

perspectives. These social ties speak volumes about what they wished to do for the rest of their lives and their goals.

Sharing experiences, listening to others, and getting to know different perspectives are vital for a teenager's development. Friendly roundabouts, boyfriends, family members, and peers build strong social skills, help us form a personality, and face our social life.

### 3.10 TEENAGERS AND SOCIETAL PRESSURE

#### 3.10.1 Sources of Societal Pressure for Teenagers

**Academic Performance:** Schools and families often want to discipline their children on top of their achievements. These high-standard performance evaluations cause the students to be stressed and sometimes elicit fear of failure.

**Appearance and Body Image:** Teenagers often find themselves tightly wrapped in social media and pop culture that feature impossibly perfect beauty standards. This eventually contributed to heightened standards of a particular body type or appearance, with results proving to be detrimental to the self-esteem level, potentially giving rise to bulimia, anorexia, and poor body image.

**Social Media Popularity:** Social media sites make it possible for individuals to measure their popularity with “likes,” “comments,” and “follower counts.” It is not beyond imagination that many feels under pressure to maintain the glossy “online persona” that many people expect of them. It can bring your spirit down and make you immaterial and invisible, sometimes into waves of scarcity.

**Parental Expectations:** Parents have a certain vision for their teens, the future education they will be provided with, and the fields they will have as their career.



### 3.10.2 Impact of Societal Pressure on Teenagers

**Mental Health Issues:** Teenagers frequently deal with academic stress, the need to agree on beauty standards, and the pressure to be popular online. Such pressure has an impact on their psychological health that can lead to social insecurity, anxiety, or low self-esteem.

**Loss of Individuality:** The common experience of teens is to give away a part of self to society to receive a ‘reward’ – an image of being ‘normal’ (acceptable by those around), which in turn results in the analogy of a struggle to find own identity as well as to explore their interests.

**Rebellion:** Sometimes, an overwhelmed person may push back against society because they feel the pressure and need to “shout” out their independence and individuality.

## 3.11 SOCIAL MEDIA AND SOCIETAL PRESSURE

### 3.11.1 Social Media as a Perpetrator of Societal Pressure

The social media platforms and feeds are over-saturated with cleanly made information and photos of people’s lives that have been presented with trips, graduation, and pictures of idealized life versions. It develops this social pressure to attain the same things; hence, people keep getting negative feelings and are discontented with their lives.

Using likes, comments, and followers as yardsticks gives room for increasing pressure as people have to conform to the beauty norms and show how good their lives are on the social web. Despite online gatherings that are less formal, these factors are

still magnified, placing serious societal pressures on appearance, wealth, and social status.

Social media platforms use algorithms to show the user content they are accustomed to or that aligns with their beliefs. Moreover, teenagers engage with like-minded people when the opinions they agree with are repeatedly heard, resulting in a biased perception that their peers are all like them as well.

Facebook posts and dozens of updates give you the full realization of other beautiful life adventures, so if you are absent from the club, at work, or farms, you may miss out on everything. This is a key issue caused by being pressured always to know what is hip and popular and participate in trends.

### 3.11.2 Social Media as a Tool to Resist Societal Pressure

Social communication networks enable teenagers to strengthen their ties with influential individuals with destructive attitudes to socially established norms. Online communities represent a chance to say what bothers one, trustfulness towards the other freely, and the opportunity to get support for ideas and lifestyles alternative to the common.

Through social media hashtags and some social media influencers promote body positivity and self-acceptance and set a sort of model that is difficult to achieve. This also helps build boundaries against society; one accepts rules about looks.

## 3.12 SOCIAL MEDIA AND SPORTS

Social media and sports can comprise a confusing symbiosis for teenagers, resulting in both upside and risk to their athletic engagement. Here's a breakdown of how these two

forces interact in a teenager in Morpirla: Here's a breakdown of how these two forces interact in a teenager in Morpirla:

On the positive end, social media play an outward and inward role in shaping sports.

**Motivation and Inspiration:** The Virtual world is a source of motivation and inspiration for teenagers. Having professional athletes, teams, or sports idols to follow is an avenue through which teenagers learn about training techniques, write-ups on game highlights, and stories of overcoming challenges.

**Community Building and Support:** Online sports communities, groups on social media platforms, and users with similar passions develop among the teens, which helps them reach common interests. This environment makes them feel accompanied and supported and reminds them that they are not alone with their feelings and can express themselves and ask questions that bother them.

**Highlighting Achievements:** The youth use social media platforms to share their games or personal best records. When teens are active on social media, they feel more confident. Besides, they create friends on social media platforms.

## **CHAPTER 4: CONCLUSION AND SUMMARY**

### **4.1 CONCLUSION**

The present study is a glimpse into the social media among teens in an Indian rural settlement, Morpirla. According to many studies dealing with city issues, the impacts of social media should be explored better in this chosen study. The researcher, being closely affiliated with Morpirla and the surrounding it, discovered how social media impacted student's daily habits in the village.

The Morpirla village takes social media to a new level, which makes it even more fascinating. This study focuses on teenagers because this specific age group is known for its avid social media experience. Teens choose platforms that offer content within their short attention span, allowing them to view alongside others simultaneously and interact. Social media is a predominant platform for their lives. Thus, they get in touch with colleagues, get in the community, and even examine their identities.

As evidenced in the previous research on social media use in rural areas, factors such as education level, enhancing technology, and norms need to be carefully considered. Together, social media has the potential to make a great deal of difference in the development of the rural sector; however, it also comes with some real-life obstacles and challenges.

This research focused on the dynamics between social media and the life of a village teen in Morpirla, a village in rural India. The reflections specified the connection between social media and teenagers' ways of life, at the core, linking social

communicative patterns and public life with youth's wellness, learning, and identity formation. According to the research, given the fast-strengthening influence of social media on the youth in rural India, it is necessary to understand its extent and youth behavior on social media to deal with the existing obstacles and achieve success.

The two primary research questions addressed during this research are as follows. This research studies how social variables such as age, sex and income alter young people's networking and relationships through online social networks. The second question relates to the role of social media in helping Morpirla students improve their learning and studying.

The investigative methods employed a mixed-method approach incorporating quantitative and qualitative data collection techniques. This helped to understand the issues comprehensively.

Regarding quality, snowball sampling is the process of finding study participants. The sample of fifteen teenagers from Morpirla was picked out among those who met the age qualification standard and those who are regularly involved in social media use. Semi-structured questions were utilized to collect data about demographics, social media employment, time expenditure, and preferences. This data is used for the same statistical analysis, which enabled the researcher to find the patterns and trends of teenagers' social media engagement in Morpirla.

The researcher used qualitative data collection to conduct in-depth interviews with everybody involved in this research. The research attempted to achieve this by encouraging the participants to reciprocate in their personal experiences, yielding in-depth insights into how social media influences individual communication and interaction, cultures, perspectives, and overall wellness. Next, thematic analysis was

carried out for the qualitative data analysis, in which the old themes, which refer to social media utilization and how people perceive it, were considered.

Additional data were collected from secondary resources for the main study. It included scholarly articles, reports, books, and texts connected with technology, social media, teenagers, and their lifestyles.

## 4.2 FINDINGS

This study has provided us with a revelatory view of our teenagers' social media usage patterns and experiences in the circumstances set in Morpirla. It shows people who easily adapt to technology and exchange, share, and have new knowledge through their various platforms to interact with their friends, learn, and create.

Among the other things the researcher learned from this study is that there are families with different economic backgrounds. The earnings varied from below 1 lakh to 5 lakhs per month, signaling a mixed socioeconomic background. This case is worth paying attention to because what teenagers do on social media mostly depends on their background.

The survey outcome implies that most fathers attained a high school education, unlike mothers, who are mostly primary school graduates. Such evidence implies that we can notice a family-like construction in which the father works to save the family. Then, around the corner is again an interesting, informative show that 100% of the teens had access to the internet with their mobile phones, presenting a digital world as the always available feature of their lives.

Most of the teenagers were in grades eleven to twelve. One would be delighted to know that around 51% of the students did sports and adventure activities and

followed their interests in their free time. It exhibits an innate outward-looking strategy that embraces the totality of development.

Though social media is a way of staying in touch, it is also exposed to risks. The research shows the possibility of social pressure for health-related products. While 40% of teens admitted that they could live in isolation from other age groups, up to 52% of the participating teens lived amongst people of varying age groups for an hour or more a day.

Surprisingly, 86.66% of teenagers didn't feel the social pressure, perhaps because of a strong sense of support or generally high acceptance. Similarly, though 13.33% felt the pressure, it shows the various issues of socioeconomic factors in teenagers' lives.

Statistically, most respondents (nearly 93%) stated that they were not worried about staying true to a certain persona they must put on during their online presence. This may be because they get into close relations with their community, get emotionally attached, and consequently feel free enough to communicate honestly.

Through this study, 40% of teenagers spent 1-3 hours, and another 40% spent 3-5 hours daily on social media. It is a useful tool, not a substitute for real-life friendships and interactions. Engaging and sharing posts by teenagers usually are humorous and entertaining; the study also shows that sports and self-improvement interest among teenagers are also quite high. Interestingly, over 50% of the respondents post online monthly, while 40% don't.

Interestingly, students use social media for collaborative learning and self-learning, and 60 % of them use it for that purpose. This shows that getting higher

popularity is due to online learning platforms. Yet, the study herein reflects that the e-formal learning method was in rare use, with only 13.33% of users accessing online studies. This indicates that educational platforms might have a chance to solve a gaping hole by designing interactive and user-friendly content to solve the target market's challenges.

The study cannot deny that the pros of social media use are unimaginable, but the factors that can also be harmful are not left untouched. Most (80%) students speak of social media as where they find positive motivation to continue moving forward. The minority of respondents (20%) are concerned about the possible negative aspects.

This study sketches a real picture of teenage times in Morpirla, India, while describing social media's role in teenage life. It illustrates these platforms' good and bad sides, giving a glimpse of the intricate picture of young people's drawing programs.

The most significant lesson is that all the families who took the survey are economically different from each other. The income ranged from a lower limit of around 1 lakh to five times higher at five lakhs per month, which was enough to show a mix of individuals possibly from different socioeconomic backgrounds. That is true because a family's financial situation affects a teen's social media experience. Most fathers had secondary school-level education, although most mothers did primary school. All these teenagers lived at home with both of their parents. This indicates a family with the parents' roles traditionally divided, so the man works and stays the breadwinner.

With satisfaction, over half of the students went out for activities related to school other than academics (for example, sports, wandering, and hobbies).



The digital world has become a place where self-representation occurs, and the survey tried to understand how Morpirla teens take account of this reality. To be precise, over 93 % of those who socialized online did not feel forced to maintain a particular persona because they were their true selves and connected with an audience to which they shared a personal connection. Nevertheless, for teenagers, social media is still a bigger deal than that, and the study points out that we tend to portray our online image in a way as though there seems to be a social, highly competitive pressure.

While we understand that social media is not a device solely for educational purposes, it is surprisingly worth noting that at least 60% of respondents used it to be educated. It shows an increased public understanding of the functional possibility of those learning technologies.

The features of social media, no doubt, are great, but this study needs to pay attention to the potential consequences. The bulk of the (80%) group of teenagers consider social media as a way of improving their daily lives; a small size of minority (20%) sees the possible negative impacts of digital media. So, media literacy also becomes the value of the responsible use of social media.

### 4.3 RECOMMENDATIONS

The study shows that a greater percentage of teenagers in Morpirla use social media for learning (60%). There is an opportunity for educational platforms to make interactive and user-friendly content specifically designed for this target audience. This may help to fill the gap in e-formal learning identified in the study (only 13.33% accessed online courses).

The research also shows that teenagers in Morpirla pay little attention to presenting themselves as a completely fake personality on the internet. Introductory courses that teach social media literacy can prepare adolescents to analyze and evaluate online content and promote the positive use of social media tools.

The study revealed that the participants come from various socioeconomic backgrounds. This can, in turn, affect how teenagers are socially on media. Accordingly, the following research can be used to expand on this point and learn more about the level of variation.

Most students (80%) view social media as a positive influence.

Social media can be the platform that reinforces this through the highlights of functionalities that encourage self-development and positive relationship building.

While social media offers many benefits, it should not replace real-life interactions. The study acknowledges this, finding that many teens participate in sports and other activities outside the digital world. Schools and parents can try to provide students with information on the necessity of striking a balance in leisure.

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## **APPENDIX**

### **QUESTIONNAIR**

#### **The Impact of Social Media on Teenagers of Morpirla: A Sociological Study**

#### **SECTION A**

**Objective 1: To examine the socio-demographic composition of the teenagers in Morpirla**

- 1) What is your age?
- 2) What is your gender identity?
- 3) What is your family's monthly income?
- 4) How many siblings do you have? Do they have Mobile?
- 5) Are both of your parents present in your household? Are they educated?
- 6) What is your educational level?
- 7) Are you involved in any extracurricular activities?
- 8) How would you describe your social circle?
- 9) How often do you interact with people outside your age group?
- 10) Do you perceive any societal pressures based on your socio-economic status?
- 11) How do you access the internet at home?
- 12) How much time do you spend on social media daily?
- 13) What types of devices do you primarily use to access social media?
- 14) Have you experienced any cyberbullying or online harassment?

## SECTION - B

**Objective 2: To identify the different ways in which Social media is used by the teenagers of Morpirla**

- 1) Which social media platforms do you use regularly?
- 2) How do you prioritize your time spent on different social media platforms?
- 3) What types of content do you typically engage with on social media?
- 4) How often do you post original content on social media?
- 5) Do you use social media for educational purposes, such as following educational accounts or joining study groups?
- 6) Have you ever participated in online courses or tutorials through social media?
- 7) How do you perceive the role of social media in your daily life?
- 8) Do you feel pressured to maintain a certain image or persona on social media?
- 9) How do you manage your privacy settings on social media?
- 10) Have you ever encountered misleading or false information on social media?
- 11) Do you use social media to connect with strangers or people you haven't met in person?
- 12) How do you handle disagreements or conflicts that arise on social media?
- 13) Have you ever taken breaks from social media? If so, why?
- 14) How do you think social media influences your relationships with friends and family?
- 15) How do you balance your offline and online activities?

## SECTION C

**Objective 3: To assess how Social media usage affects the academic performance and learning habits of teenagers**

- 1) How often do you use social media while studying?
- 2) Do you find social media distractions interfere with your homework or study time?
- 3) Have you ever procrastinated on schoolwork due to social media use?
- 4) Do you think social media has a positive or negative impact on your ability to concentrate?
- 5) How do you think social media affects your overall academic performance?
- 6) Do you feel pressure to excel academically based on what you see on social media?
- 7) How do your peers' social media posts about school or grades affect you?
- 8) Do you think social media has changed the way you approach learning or studying?
- 9) Have you ever used social media to collaborate on school projects or assignments?
- 10) How do you manage your time between social media and school-related activities?
- 11) Do you feel that social media provides a supportive environment for academic endeavors?
- 12) How do you think social media affects your motivation to learn?
- 13) Have you noticed any differences in your academic performance since you started using social media?



## SECTION D

### **Objective 4: To analyze the impact of social media on teenagers' social life**

- 1) How has social media influenced your relationships with friends?
- 2) Do you feel that social media helps you stay connected with friends who you don't see often?
- 3) Have you ever made new friends through social media?
- 4) How do you think social media affects the dynamics of friendship groups?
- 5) Have you ever experienced conflict with friends due to social media interactions?
- 6) Do you feel pressure to maintain certain friendships or social circles because of social media?
- 7) How do you think social media affects your relationships with family members?
- 8) Have you ever felt excluded or left out because of social media?
- 9) How do you handle disagreements or misunderstandings that arise on social media with friends or family?
- 10) Do you think social media encourages or discourages face-to-face interactions?
- 11) Have you ever used social media to organize social events or gatherings?
- 12) How do you think social media influences your perception of social norms and expectations?
- 13) Have you ever felt overwhelmed by the amount of social interaction on social media?
- 14) How do you think social media affects your sense of belonging or community?
- 15) Do you feel that social media has overall had a positive or negative impact on your social life?

