

INFLUENCE OF ONLINE SOCIAL MEDIA USAGE AMONG THE YOUTH IN INDIA

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ABSTRACT

Social media is a collection of online platforms and tools that people use to share content, profiles, opinions, insights, experiences, perspectives. It facilitates conversations and interactions online between varied groups of people. Social Media is an important tool, which acts as a platform to voice their opinions. It has its disadvantages too as people who are addicted to social media may experience negative side effects such as eyestrain, social withdrawal or lack of sleep, stress, which may lead to depression and other health related issues. From the beginning of the 21st century, social media is playing important role in the lives of people. In line with Andress & Winterfeld (2013), it's being the reason for widening gap between the elders and youngsters, be it parents and children, this is solely due to lack of awareness. Rituals and traditions have taken a backseat as people are spending too much time online. Structural Equation Model has analyzed the following factors of social media. Social media helps to learn new opportunities was felt by 68% of the people while 72% utilize social media for entertainment. Social media being used for job searching was expressed by 55%. Too much utilization of social media causes health problems was felt by 60% of the respondents. Social media as means of communicating with friends was what 65% of subjects expressed. 46.5% and 59% said social media being used to do online shopping opined social media used for advertisement.

INTRODUCTION

The word "Social Media" refers to collection of applications where in people share, interact, express and participate (Facebook, Twitter, WhatsApp, LinkedIn, or YouTube and many others) (Matheson, 2018). There are web pages that hyperlink people. Social media performs a critical role in people's lifestyles. Users can connect with other men and women within seconds, share their ideas, and give comments by video conferencing. Social media hyperlinks of the persons are showing unique documentaries (Rhodes, 2018). Men and women additionally use social media to get information about different countries. Social media also has negative effect on adolescent's life (Crone, & Konijn, 2018). There are many people who use social media for educational purposes, learning many new things, for entertainment, and for innovation. Individuals registering for memberships on social platforms like Facebook also increasing, people interact with men and women and express their opinion on various issues, share ideas, find solutions etc. Social media helps in job search too. Some companies recruit people via online (Beaman, Keleher, & Magruder, 2018). Some organizations notify their employees about their problems through their specified WebPages. Overall, organizations use it for advertisement (Puncheva-Michelotti, Hudson, & Jin, 2018).

OBJECTIVE

The main purpose of selecting this subject is to find the consequences of social media on youth. How they use it on a day to day basis and how it's influencing their life and its effects on society, academics, time for enjoyment, job possibilities, wellbeing, communication, interaction, enhancing skills, and online shopping.

LITERATURE EVALUATION

Literature review gave an insight into the earlier experiences pertaining to the topic and it helped to select the right methodology for the subjects. Jenkins (2006) described that youngsters grew in the digital environment and digital literacy gave liberty to the kids. Students confidently make use of the internet. Social media is taking lion's share in the life of present day youngsters. Therefore each marketer and social media user are competing to trap the user's eye, so the more attractive the post is, in its distinctive platform, the more powerful social media promoting its product. Some social media systems have elements designed to help in this process, similar to FB insights. Social media is being used tremendously worldwide for advertising. Social media has a major impact on everything, to build a web publication, advertise, earning profits will also be carried out by means of social media structures.

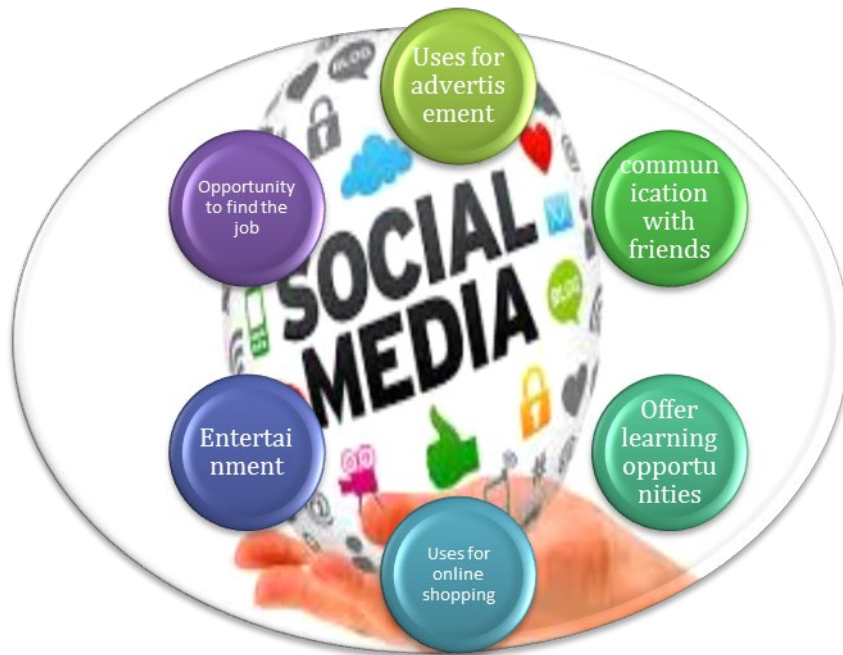


Figure: 1 Social media usage

While they cut back and have an impact on branded content material, crowd culture grease the wheels for an alternative process, cultural branding. In it, a manufacturer sets itself apart by promoting a new ideology that springs from the group. At the same time crowd culture has deflated conventional branding models, without doubt it makes an alternative model of cultural branding even more strong. Mayer (2011) stepped into the void, producing arresting advertisements, which championed the same ideology and took off on social media. Bickford (2011) took advantage of a giant cultural possibility created when marginal movements challenged America's dominant industrial culture grew to be a force to be reckoned with on social media. In cultural branding, the brand promotes an innovative ideology that breaks with class conventions.

Evans, (1996) said social media used to be worthwhile in constructing industry relationship with different states and social media had a confident outcome in setting up and working out cultural relationships. Lagnado, (2011) stated that social media had furnished effective approaches for education. Ellison, (2007) stated that social media played a huge role for educationists. People making use of it to gain knowledge, study and improve their communication skills by means of social media. Social media had offered new web instruments, used by the scholars to refine their competency.

Consistent with Acton (1980), media had negative outcome on grades; about two-thirds of the people used media even for doing homework, or in class which had bad effect on their grades. The creativity is being lost if there is too much dependency on social media. Ohio State institution described that social media was responsible for obtaining low grades for those who spent most of their time on social media, than those who did not spend their time on social media. All of the experiences mentioned above suggest that social media has it's own effects on individuals. So, on this, we will be able to assess the consequences of social media on younger scholars (figure: 1).

MATERIAL AND METHODOLOGY

In this study, 1000 students were selected as a simple random sample from the 28342 students of Anna University, Madras University, Sri Ramachandra Medical University, Satyabama University and, law University by using Cochran formula. The questionnaire was designed and primary data was collected from the selected sample. In the questionnaire, on a scale from Strongly Agree, Agree, Disagree, and to Strongly Disagree, opinion was elicited. After collecting the primary data, its descriptive statistics was measured by using software "SPSS" (Statistical Package for the Social Sciences).

HYPOTHESIS

NH1 The distribution of too much utilisation of social media causes health problems is the same across all categories of subjects.

- NH2 The distribution of social media being used for communicating with friends is the same among all the subjects despite different educational qualifications.
- NH3 The distribution of social media users for advertisement is the same across all the respondents.
- NH4 The distribution of using social media for online shopping is the same across all categories in spite of their different educational qualifications.
- NH5 The distribution of social media offering learning opportunities is the same among all subjects.
- NH6 The distribution of people utilizing social media for entertainment too is the same among all those who responded.
- NH7 The distribution of social media to find a job also the same across categories of people who answered to despite their different educational qualifications.
- NH8 The distribution of too much utilization of social media causing health related problems also been accepted by all, be it male or female respondent.
- NH9 The distribution of social media for communicating with friends too is the same across both categories of gender.
- NH10 The distribution of social media users for advertisement is the same across both the categories of gender.
- NH11 The distribution of social media users for online shopping is the same across both genders.
- NH12 The distribution of social media offering learning opportunities is the same among both genders.
- NH13 The distribution of people utilizing social media for entertainment is the same among all respondents
- NH14 The distribution of social media providing an opportunity to find a job is the same across categories of gender.
- NH15 The distribution of social media assisting in learning opportunities is the same across categories of social media use for communication with friends.
- NH16 The distribution of people utilizing social media for entertainment is the same across categories of social media use for communication with friends.
- NH17 The distribution of social media providing an opportunity to find the job is the same across categories of social media use for communication with friends.
- NH18 The distribution of social media users for advertisement is the same across categories of social media use for communication with friends.
- NH19 The distribution of social media uses for online shopping is the same across categories of social media use for communication with friends.

RESULTS AND DISCUSSION

Table: 1 Case Summaries

Case Summaries	Gender		
	Male	Female	Total
Educational Qualification	62.7%	37.3%	100.0%
Marital Status	63.9%	36.1%	100.0%
Type of family	60.1%	39.9%	100.0%
No. of family members	61.4%	38.6%	100.0%
Occupation	57.0%	43.0%	100.0%
Places	60.7%	39.3%	100.0%
Age Group in years	58.2%	41.8%	100.0%

**% of Total Sum
Gender:**

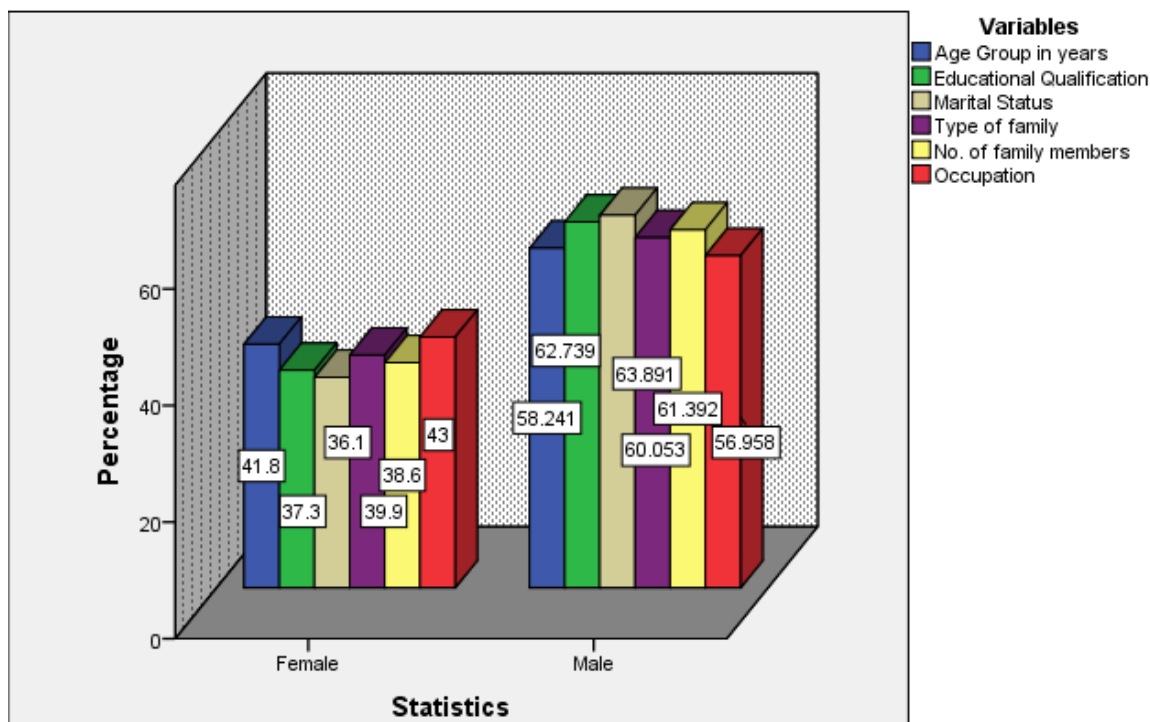


Figure: 2 Case Summaries

Table: 1 and Figure: 2 have described educational qualifications in males as 62.7% and female as 37.3%. Marital status, male 63.9% and female is 36.1%, Type of family in male 60.1% and female is 39.9%. No. of family members in male 61.4% and female is 38.6%. Occupation in male 57.0% and female is 43.0%. Places in male 60.7% and female is 39.3% and age group in years, male accounted for 58.2% and female 41.8%. Generally, male percentage of educational qualification, marital status, number of family members and places are very high between 60%-63% and 39% - 43% are in type of family, places, occupation of family members & age groups.

**Descriptive Statistics
Mean**

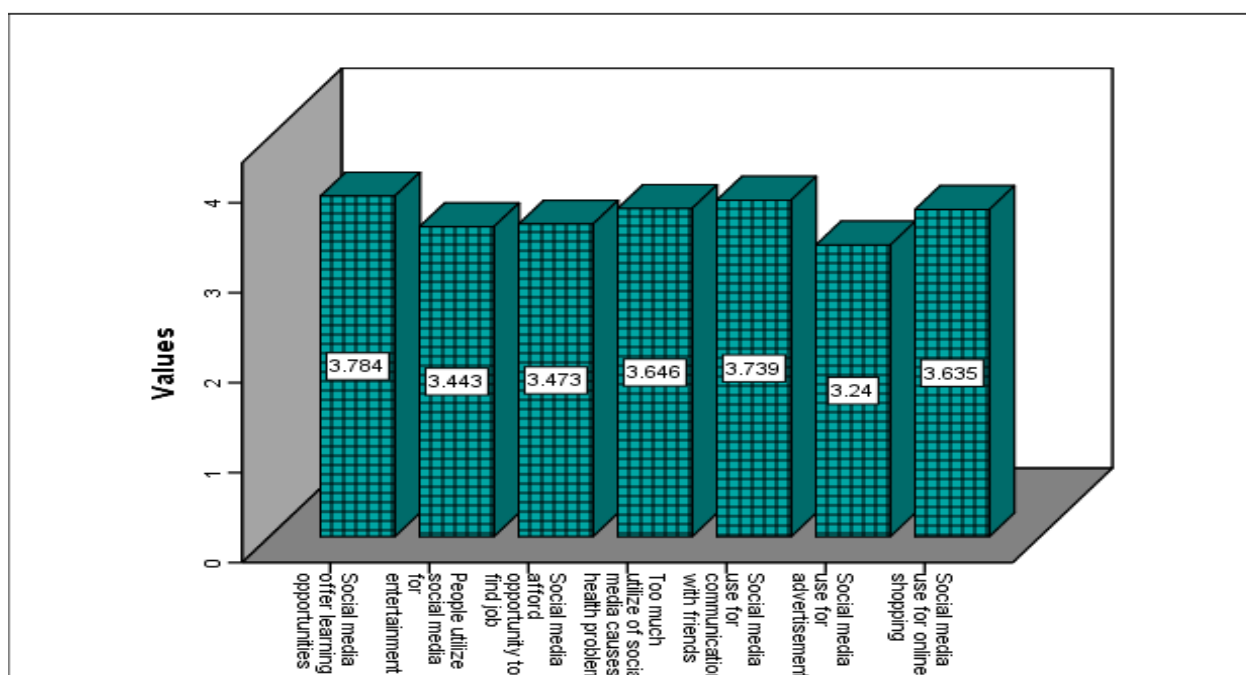


Figure: 3 Descriptive Statistics

Descriptive Statistics (Figure: 3) Social media offers learning opportunities, Mean value is 3.78. People utilize social media for entertainment, Mean value is 3.44 and social media provides opportunity to find job, Mean value is 3.47. Too much utilization of social media causes health problems and Mean value is 3.65. Social media used for communicating with friends, Mean value is 3.74. Social media use for advertisement, Mean value is 3.24 and social media use for online shopping Mean value is 3.64.

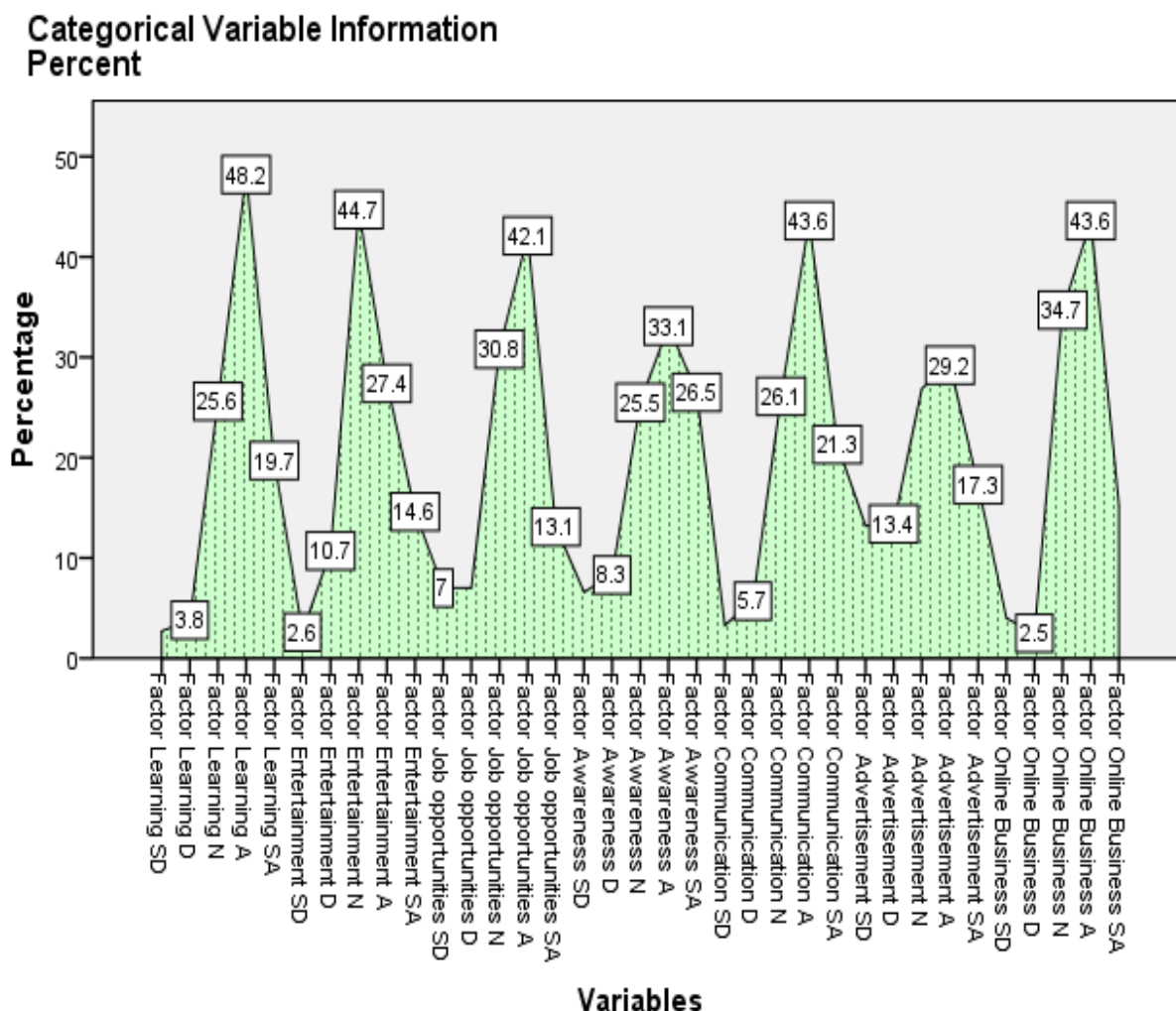


Figure:4 Categorical variable Information

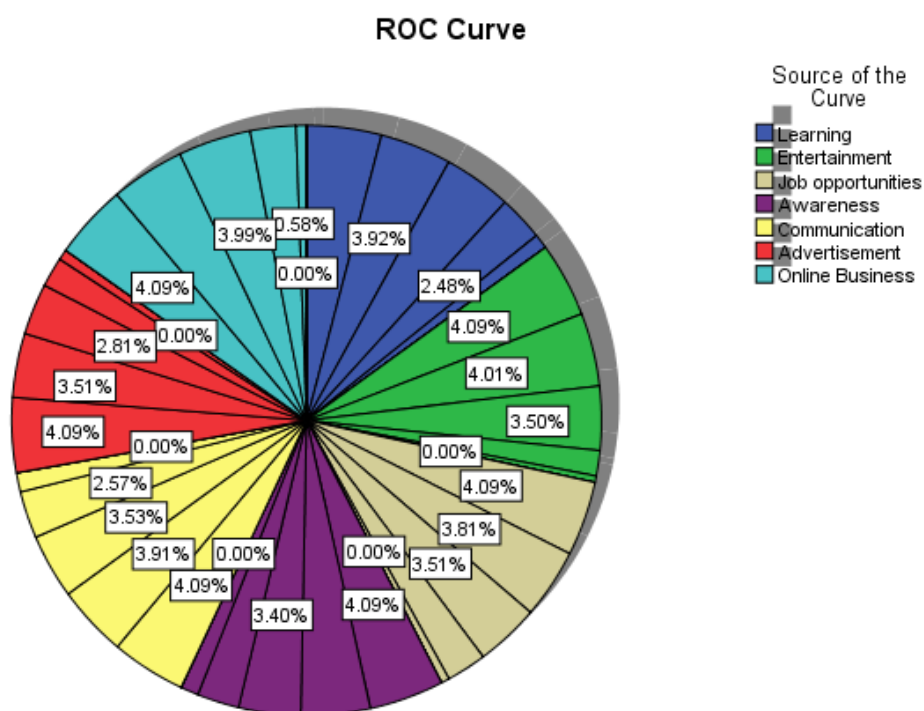
Figure:4 Categorical variable information of Learning: Social media offers learning opportunities as 2.7% Strongly Disagree , Disagree 3.8%, Neutral 25.6%, Agree 48.2% and Strongly Agree 19.7%. Entertainment: People utilize social media for entertainment, Strongly Disagree 2.6%, Disagree 10.7%, Neutral 44.7%, Agree 27.4% and Strongly Agree 14.6%. Job opportunities: Social media offers opportunity to find job, Strongly Disagree 7.0%, Disagree 7.0%, Neutral 30.8%, Agree 42.1% and Strongly Agree 13.1%. Awareness: Too much, utilization of social media causes health problems, Strongly Disagree 6.6%, Disagree 8.3%, Neutral 25.5%, Agree 33.1% and Strongly Agree 26.5%. Communication: Social media used for communication with friends, Strongly Disagree 3.3%, Disagree 5.7%, Neutral 26.1%, Agree 43.6% and Strongly Agree 21.3%. Advertisement: Social media used for advertisement, Strongly Disagree 13.2%, Disagree 13.4%, Neutral 26.9%, Agree 29.2% and Strongly Agree 17.3%. Online Business: Social media used for online shopping, Strongly Disagree 4.0%, Disagree 2.5%, Neutral 34.7%, Agree 43.6% and Strongly Agree 15.2%.

Table:2 ANOVA

Case Summaries		Sum of Squares	df	Mean Square	F	Sig.
Social media offer learning opportunities	Between Groups	8.266	1	8.266	10.402	0.001**
	Within Groups	793.078	998	.795		
	Total	801.344	999			
People utilize social media for entertainment	Between Groups	14.148	1	14.148	15.879	0.001**
	Within Groups	889.203	998	.891		
	Total	903.351	999			
Social media offers opportunity to find job	Between Groups	.856	1	0.856	0.798	0.372
	Within Groups	1070.415	998	1.073		
	Total	1071.271	999			
Too much utilization of social media causes health problems	Between Groups	5.068	1	5.068	3.844	0.050*
	Within Groups	1315.616	998	1.318		
	Total	1320.684	999			
Social media to communicate with friends	Between Groups	.778	1	0.778	0.835	0.361
	Within Groups	930.101	998	0.932		
	Total	930.879	999			
Social media use for advertisement	Between Groups	15.577	1	15.577	9.884	0.002**
	Within Groups	1572.823	998	1.576		
	Total	1588.400	999			
Social media use for online shopping	Between Groups	4.427	1	4.427	5.379	0.021*
	Within Groups	821.348	998	.823		
	Total	825.775	999			

Table: 2 ANOVA, Mean Square of F-value in Social media offering learning opportunities between Groups Mean Square is 8.266, F value 10.402 and Significant value is 0.001**. People utilize social media for entertainment, Mean Square is 14.148, F value is 15.879 and a significant value is 0.001**. Social media offers the opportunity to find job, Mean Square is 0.856, F value is 0.798 and significant value is 0.372. Too much utilization of social media causes health problems, Mean Square 5.068, F value 3.844 and significant value is 0.050*. Total Social media use for communicating with friends, Mean Square 0.778 F value .835 and significant value is 0.361. Social media use for advertisement, Mean Square 15.577 F value 9.884 and Significant value is 0.002. Social media use for online shopping, Mean Square 4.427, F value 5.379 and significant value is 0.021*.

Figure: 3 Descriptive Statistics



Diagonal segments are produced by ties.

Figure: 5 ROC Curve

Table:3Area Under the Curve

Test Result Variable(s)	Area	Std. Error ^a	Asymptotic Sig. ^b	Asymptotic 95% Confidence Interval	
				Lower Bound	Upper Bound
Learning	.551	.019	.006	.514	.588
Entertainment	.574	.018	.000	.538	.610
Job opportunities	.519	.019	.300	.483	.556
Awareness	.535	.019	.060	.499	.572
Communication	.501	.019	.964	.463	.539
Advertisement	.561	.018	.001	.524	.597
Online Business	.476	.018	.205	.440	.512

The test result variable(s) (Figure: 5 ROC Curve and Table:3Area Under the Curve) Area Under the Curve: Learning, Entertainment, Job opportunities, Awareness, Communication, Advertisement, Online Business has at least one tie between the positive actual state group and the negative actual state group. Statistics may be biased. a. Under the nonparametric assumption, b. Null hypothesis: true area = 0.5.

Table:4 Pearson Chi-Square Tests

Case Summaries		Age Group in years	Gender
Social media offer learning opportunities	Chi-square	45.563	20.640
	df	12	4
	Sig.	0.001**	0.001**
People utilize social media for entertainment	Chi-square	64.111	27.237
	df	12	4
	Sig.	0.001**	0.001**
Social media offers opportunity to find job	Chi-square	17.453	2.619
	df	12	4
	Sig.	0.133	0.623
Too much utilization of social media causes health problems	Chi-square	51.894	3.897
	df	12	4
	Sig.	0.001**	0.420
Social media use to communicate with friends	Chi-square	39.102	30.453
	df	12	4
	Sig.	0.001**	0.001**
Social media use for advertisement	Chi-square	45.107	14.711
	df	12	4
	Sig.	0.001**	0.005**
Social media use for online shopping	Chi-square	13.076	19.910
	df	12	4
	Sig.	0.364	0.001**

Results are based on nonempty rows and columns in each innermost sub-table.

*. The Chi-square statistic is significant at the .05 level.

Table: 4, Pearson Chi-Square Tests Age Group and Gender role, Social media offering learning opportunities, Chi-square value for age group in years 45.563, gender in 20.640 and Significant value is 0.001**. People utilize social media for entertainment Chi-square value of Age Group in years 64.111, gender is 27.237 and Significant value is 0.001**. Social media provides the opportunity to find the job, Chi-square value of age group in years 17.453, in gender 2.619, Significant value are 0.133 and 0.623. Too much utilization of social media causes health problems in Chi-square value of age group in years, 51.894 gender 3.897 Sig. 0.000* and 0.420. Social media being used for communicating with friends, Chi-square value of age group in years 39.102, in gender 30.453 and Significant value is 0.001**. Social media as an advertisement tool, Chi-square value of age group in years 45.107 gender 14.711 Significant values are 0.001** and 0.005**. Social media playing a role in online shopping, Chi-square value of age group in years 13.076 and gender 19.91, Significant values are 0.364 and 0.001**.

STRUCTURAL EQUATION MODEL

Figure:3 and Table: 3 Estimates of regression weights. When Job goes up by 1, entertainment value too goes up by 0.009. The regression weight estimate is .009, has a standard error of about .029. Dividing the regression weight estimate by the estimate of its standard error gives $z = .009/.029 = .307$. In other words, the regression weight estimate is 0.307 standard errors above zero. The probability of getting a critical ratio as large as 0.307 in absolute value is 0.759. In other words, the regression weight for job in the prediction of entertainment is not significantly different from zero at the 0.05 level (two-tailed). These statements are approximately correct for large samples under suitable assumptions.

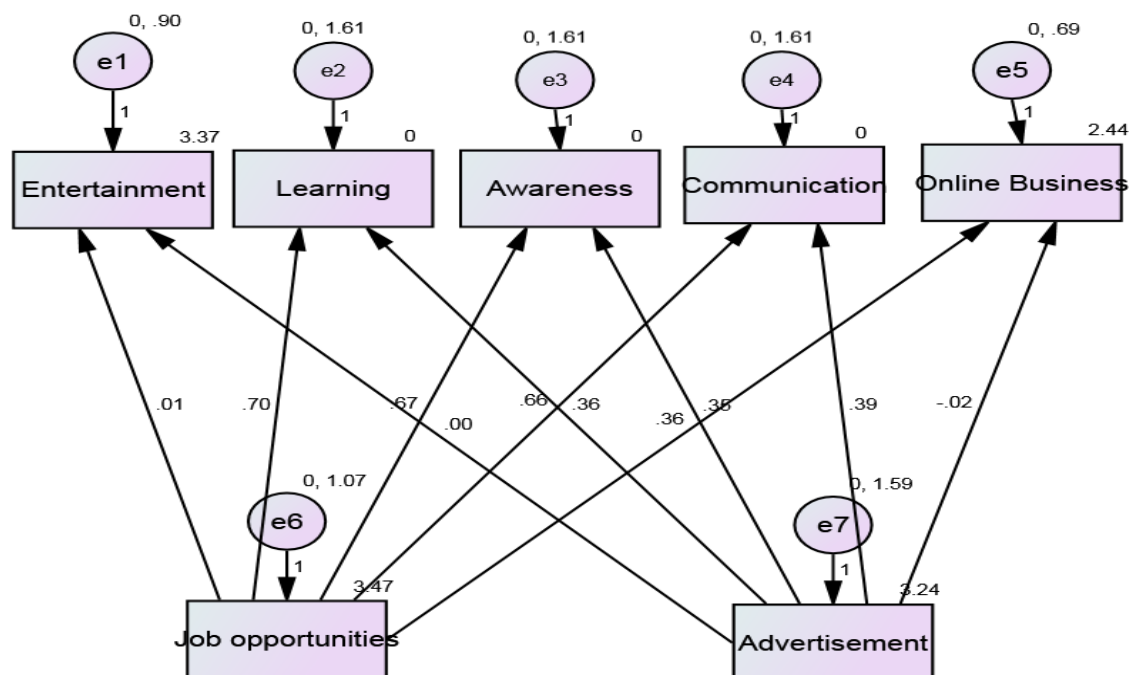


Figure:6 Structural Equation Model

Table: 5 Regression Weights: (Group number 1 - Default model)

		Estimate	S.E.	C.R.	P
Entertainment	<--- Job	.009	.029	.307	.759
Learning	<--- Job	.702	.025	28.497	***
Awareness	<--- Job	.669	.025	27.167	***
Communication	<--- Job	.662	.025	26.891	***
Business	<--- Job	.361	.025	14.262	***
Entertainment	<--- Advertisement	.001	.024	.049	.961
Learning	<--- Advertisement	.360	.026	14.045	***
Awareness	<--- Advertisement	.352	.026	13.714	***
Communication	<--- Advertisement	.394	.026	15.359	***
Business	<--- Advertisement	-.018	.021	-.855	.393

Structural Equation Model (Figure:6) and Regression Weights (Table: 5), When Job goes up by 1, Learning goes up by 0.702. The regression weight estimate, .702, has a standard error of about .025. Dividing the regression weight estimate by the estimate of its standard error gives $z = .702/.025 = 28.497$. In other words, the regression weight estimate is 28.497 standard errors above zero. The probability of getting a critical ratio as large as 28.497 in absolute value is less than 0.001. In other words, the regression weight for Job in the prediction of Learning is significantly different from zero at the 0.001 level (two-tailed). These statements are approximately correct for large samples under suitable assumptions.

When Job goes up by 1, Awareness goes up by 0.669. The regression weight estimate is .669, has a standard error of about .025. Dividing the regression weight estimate by the estimate of its standard error gives $z = .669/.025 = 27.167$. In other words, the regression weight estimate is 27.167 standard errors above zero. The probability of getting a critical ratio as large as 27.167 in absolute value is less than 0.001. In other words, the regression weight for Job in the prediction of Awareness is significantly different from zero at the 0.001 level (two-tailed). These statements are approximately correct for large samples under suitable assumptions. When Job goes up by 1, Communication goes up by 0.662. The regression weight estimate, .662, has a standard error of about .025. Dividing the regression weight estimate by the estimate of its standard error gives $z = .662/.025 = 26.891$. In other words, the regression weight estimate is 26.891 standard errors above zero. The probability of getting a critical ratio as large as 26.891 in absolute value is less than 0.001. In other words, the regression weight for Job in the prediction of communication is significantly different from zero at the 0.001 level (two-

tailed). These statements are approximately correct for large samples under suitable assumptions.

When Job goes up by 1, Business goes up by 0.361. The regression weight estimate, .361, has a standard error of about .025. Dividing the regression weight estimate by the estimate of its standard error gives $z = .361/.025 = 14.262$. In other words, the regression weight estimate is 14.262 standard errors above zero. The probability of getting a critical ratio as large as 14.262 in absolute value is less than 0.001. In other words, the regression weight for Job in the prediction of Business is significantly different from zero at the 0.001 level (two-tailed). These statements are approximately correct for large samples under suitable assumptions. When advertisement goes up by 1, Entertainment goes up by 0.001. The regression weight estimate, .001, has a standard error of about .024. Dividing the regression weight estimate by the estimate of its standard error gives $z = .001/.024 = .049$. In other words, the regression weight estimate is 0.049 standard errors above zero. The probability of getting a critical ratio as large as 0.049 in absolute value is 0.961. In other words, the regression weight for Advertisement in the prediction of Entertainment is not significantly different from zero at the 0.05 level (two-tailed). These statements are approximately correct for large samples under suitable assumptions.

When Advertisement goes up by 1, Learning goes up by 0.36. The regression weight estimate, .360, has a standard error of about .026. Dividing the regression weight estimate by the estimate of its standard error gives $z = .360/.026 = 14.045$. In other words, the regression weight estimate is 14.045 standard errors above zero. The probability of getting a critical ratio as large as 14.045 in absolute value is less than 0.001. In other words, the regression weight for advertisement in the prediction of Learning is significantly different from zero at the 0.001 level (two-tailed). These statements are approximately correct for large samples under suitable assumptions.

When advertisement goes up by 1, Awareness goes up by 0.352. The regression weight estimate, .352, has a standard error of about .026. Dividing the regression weight estimate by the estimate of its standard error gives $z = .352/.026 = 13.714$. In other words, the regression weight estimate is 13.714 standard errors above zero. The probability of getting a critical ratio as large as 13.714 in absolute value is less than 0.001. In other words, the regression weight for advertisement in the prediction of Awareness is significantly different from zero at the 0.001 level (two-tailed). These statements are approximately correct for large samples under suitable assumptions.

When advertisement goes up by 1, Communication goes up by 0.394. The regression weight estimate, .394, has a standard error of about .026. Dividing the regression weight estimate by the estimate of its standard error gives $z = .394/.026 = 15.359$. In other words, the regression weight estimate is 15.359 standard errors above zero. The probability of getting a critical ratio as large as 15.359 in absolute value is less than 0.001. In other words, the regression weight for advertisement in the prediction of communication is significantly different from zero at the 0.001 level (two-tailed). These statements are approximately correct for large samples under suitable assumptions. When advertisement goes up by 1, Business goes down by 0.018. The regression weight estimate, -.018, has a standard error of about .021. Dividing the regression weight estimate by the estimate of its standard error gives $z = -.018/.021 = -.855$. In other words, the regression weight estimate is 0.855 standard errors below zero. The probability of getting a critical ratio as large as 0.855 in absolute value is 0.393. In other words, the regression weight for Advertisement in the prediction of Business is not significantly different from zero at the 0.05 level (two-tailed). These statements are approximately correct for large samples under suitable assumptions.

Table: 6 Model Fit summary

Indices	Value	Suggested value
Chi-square	1716.922	>0.05 (Hair et al., 1998)
CMIN	1716.922	>0.05 (Hair et al., 1998)
P Value	0.001**	>0.05 (Hair et al., 1998)
CFI	0.000	> 0.90 (Daire et al., 2008)
PCFI	0.000	>0.90 (Hair et al. 2006)
FMIN	1.719	>0.90 (Hair et al. 2006)
RMSEA	0.326	< 0.08 (Hair et al. 2006)

Model Fit summary (Table: 6)

From the above table: 3 model fit is found that the calculated P value is 0.001** which is greater than 0.05 which indicates perfectly fit. P-Value: Assuming that the Default model is correct, the probability of getting a discrepancy as large as 10.982 is 0.001**. CFI (Comparative Fit Index) value is 1 which means that it is a perfect fit and also it is found that RMSEA (Root Mean Square Error of Approximation) value is 0.326 which is less than 0.10 which indicated it is perfectly fit.

Table: 7. Hypothesis Test Summaries

Null hypothesis	Null Hypothesis Test Summaries	Sig	Decision
NH1	The distribution of social media offering learning opportunities is the same across subjects with different educational qualifications.	0.047	Rejected
NH2	The distribution of people utilizing social media for entertainment is the same among differently qualified subjects.	0.001	Rejected
NH3	The distribution of social media providing opportunity to find the job too is the same across all categories of respondents.	0.001	Rejected
NH4	The distribution of too much utilization of social media causes health problems is the same across all categories of educational qualification of subjects.	0.050	Rejected
NH5	The distribution of social media use for communicating with friends too is the same among all subjects.	0.027	Rejected
NH6	The distribution of social media use for advertisement too is the same across all categories of educational qualifications.	0.001	Rejected
NH7	The distribution of social media use for online shopping is the same across different categories of educational qualifications.	0.266	Retained
NH8	The distribution of social media offers learning opportunities too is the same across both genders.	0.003	Rejected
NH9	The distribution of people utilizing social media for entertainment is the same among both the genders.	0.001	Rejected
NH10	The distribution of social media providing opportunity to find the job too is same in both male and female.	0.273	Retained
NH11	The distribution of too much utilization of social media causes health problems is the same across both the genders.	0.050	Retained
NH12	The distribution of social media use for communicating with friends is the same across both genders.	0.962	Retained
NH13	The distribution of social media use for advertisement too is the same among both male and female.	0.001	Rejected
NH14	The distribution of social media use for online shopping is the same across gender.	0.175	Retained
NH15	The distribution of social media offering learning opportunities is the same across categories of social media use for communicating with friends.	0.001	Rejected
NH16	The distribution of people utilizing social media for entertainment is the same across categories of Social media use for communication with friends.	0.006	Rejected
NH17	The distribution of social media providing opportunity to find the job is the same across categories of social media use for communicating with friends.	0.001	Rejected
NH18	The distribution of social media use for advertisement purposes is the same across categories of social media use for communicating with friends.	0.015	Rejected
NH19	The distribution of social media use for online shopping is the same across categories of social media use for communicating with friends.	0.056	Retained

Hypothesis Test Summaries in Table: 7 Educational qualifications and Genders of social media use for communicating with friends 0.001 to 0.50 are significant value and rejected null hypothesis, retained hypothesis value are not significant value of 0.51 above.

DISCUSSIONS

Descriptive Statistics in Social media offering learning opportunities is (3.78), Social media has gained credibility over the years as a trusted source of information and platform where organizations can interact with audiences. Social network tools afford students and institutions with multiple opportunities to improve learning methods. Through these networks, you can incorporate social media plugins that enable sharing and interaction. Students can benefit from online tutorials and resources that are shared through social networks and LMS's. Social media use for communication with friends (3.74), With 2.01 billion monthly users, and 88 percent of 18-

29 year olds using this platform, Facebook should always be a top priority for higher education marketers. Facebook is a pioneer in today's social world, allowing people to connect with anybody and anywhere, from their best friends to distant relatives, as well as share their personal thoughts, pictures, videos, and voice their opinion through blogs and links. With 328 million monthly users, and 36 percent of 18-29 year olds using this platform, it can seem like the next best way to reach potential students. Taking into consideration however, that nearly 79% of Twitter accounts are located outside of United States. Instagram Stories now has 250 million daily users (surpassing Snapchat's 166 million daily users). Too much utilization of social media causes health problems (3.65) and social media use for online shopping, (3.64) mean values too are very high. People utilizing social media for entertainment (3.44) and social media providing opportunity to find a job (3.47) and social media as a tool for advertising (3.24), Mean valued are normally low. Learning: Social media offers learning opportunities has been agreed upon by 77% respondents. Entertainment: People utilize social media for entertainment is neutral at 44.7%, Job opportunities: Social media providing opportunity to find job was agreed by 55%. Awareness: Too much usage of social media causes health problems was agreed upon by 66%. Communication: Social media use for communicating with friends was of course strongly agreed by 66.6%. Advertisement: Social media as a platform for advertising, agreed by 55% and Online Business: Social media being used for online shopping too was strongly agreed by 55%.

ANOVA, Mean Square of F-value in social media offer learning opportunities. People utilizing social media for the entertainment. Too much utilization of social media causes health problems, Social media use for advertisement and social media use for online shopping, Significant value is 0 .001**. The test result variable(s), Area Under the Curve: Learning, Entertainment, Job opportunities, Awareness, Communication, Advertisement, Online Business has at least one tie between the positive actual state group and the negative actual state group. Statistics may be biased. a. Under the nonparametric assumption, b. Null hypothesis: true area = 0.5

Pearson Chi-Square Tests Age Group in years, gender, social media offers learning opportunities, people utilize social media for entertainment, too much utilization of social media causes health problems and social media being used as communicating tool among friends. Social media usage for advertisement and social media use for online shopping in Chi-squares value of Age Group in Significant value is 0.001**.

Estimates of regression weights, When Learning <---Job, Awareness<---Job, Communication<---Job, Business<---Job, Learning<---Advertisement, Awareness<---Advertisement and Communication<---Advertisement have significantly different from zero at the 0.001 level (two-tailed). These statements are approximately correct for large samples under suitable assumptions. Social media plays an important role in every student's life nowadays. It is easier and convenient to access information, provide information and communicate via social media, interact, share, and voice their opinion on various issues.

Teachers and students are connected to each other and can make good use of these platforms for their research and development purposes. Social media is not just about brands connecting with their customers. Social media gives an opportunity to talk about what we know and what we want to be known as well as to improve and refine our vision on different topics and educate ourselves and be well aware of the facts. Social media is becoming an integral part of life. In business, social media is used to market products, promote brands, connect to current customers and foster new business.

Social media websites are indeed competing to provide the most engaging conversation and quality entertainment to their users. In addition, what is exciting is that no one knows what would be the next thing in line with so much technological advancements. One thing is certain though, social media will continue to change in its every aspect as time goes by and the technology keeps on getting more advanced. It will continue to influence and change how people see communication and entertainment. Some of the most popular social media websites are Baidu Tieba, Facebook (and its associated Facebook Messenger), Google+, MySpace, Instagram, LinkedIn, Pinterest, Snapchat, Tumblr, Twitter, Viber, VK, WeChat, Weibo, WhatsApp, and Wikia. These social media websites have more than 100,000,000 registered users.

CONCLUSIONS

There is relationship between social media and its effect on grades. Social media offering learning opportunities is 77%, people utilizing social media for entertainment purposes comes to 42%, Social media providing opportunity to find job is 55%. Too much usage of social media causes health problems expressed by 60%, social media use for communication with friends is 65%, social media use for advertising is 46% and social media use for online shopping is 59%.

Though at large, youth gain lot of knowledge through social media, the consequences of it also needs immediate attention. Outcome indicates that social media plays a major role in offering job opportunities too. Young adults

usually use social media for communicating with friends and families. Social media sometimes is the reason for issues that affect values, culture, religion etc and lead to contradictory statements. So users have to bear in mind the cultural values, social norms, and social values while using social platforms in voicing their opinion or sharing ideas or posting any information.

SUGGESTIONS

As Social media is an interactive platform, anything and everything can be posted and hence government has to formulate some strict rules. The government must ban immoral web pages, check the effectiveness of these platforms, bring norms, and adhere to certain stringent regulations. The government has to make policies to verify unfair reporting of media that ruin the society. A strong advice for the users of social media is that they have to bear in mind, all that is available on social media may not be true always and do proper checks before posting views or taking stands. Youngsters have to utilize their time wisely and avoid unnecessary wasting of valuable time on different social networks like WhatsApp, Twitter, Facebook and YouTube. Teachers and parents should keep an eye on children as to what websites they are visiting and can guide them properly so that they make good use of the social media in educating themselves and getting awareness on many unknown facts.

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