



Adverse Effect of Social Media Addiction on Life Effectiveness of Adolescents: An Approach towards Mental Health and Mood Modifications

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Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

Article Information

DOI: 10.9734/JPRI/2021/v33i52A33577

Editor(s):

(1) Dr. Giuseppe Murdaca, University of Genoa, Italy.

Reviewers:

(1) Kennedy Nyeseh Ofori, Wesley University College of Education, Ghana.

(2) Agnieszka Chwałczyńska, Wrocław University of Health and Sport Sciences, Poland.

Complete Peer review History, details of the editor(s), Reviewers and additional Reviewers are available here:

<https://www.sdiarticle5.com/review-history/77465>

Original Research Article

Received 13 September 2021

Accepted 26 November 2021

Published 29 November 2021

ABSTRACT

Objective: The prime intent of this study was to determine the adverse effect of social media addiction on adolescent's life effectiveness, studying in grade 8th to 12th in Delhi NCR, India.

Materials and Methods: The psychometric properties of the Bergen social media Addiction Scale and Life Effectiveness Questionnaire by James Neill were evaluated, additionally examining the factor structure utilizing the Partial least squares-based Structural Equation Modeling (SEM) amongst n = 968 adolescents. The hypothesized inverse relationship between the two scales is tested using the person correlation examination.

Results: Adolescence's life effectiveness, dimensions of time management, self-confidence, emotional control, and achievement motivation were significantly adversely (negatively) related to Facebook Addiction.

Implications: The over-use of social media will trigger failure in education and social relationships, health and well-being concerns, provoking life disruption. The reasonable usage of online media requires ethos, attention, and awareness on how to utilize them effectively. We can propel students by bringing issues to light.

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Keywords: Adolescents; facebook addiction; life effectiveness; mental health; time management.

1. INTRODUCTION

Lately, critical changes have occurred throughout the planet with respect to the quantitative and subjective extension of the web, social networks, fundamentally Facebook and the number of individuals who use them. Facebook lets users share content, thoughts, sentiments, convictions, emotions, and personal, social, and educational encounters. Facebook is incredible for correspondence, systems administration and arranging events. It is a web-based media stage intended to connect individuals, and plainly it accomplishes this in various ways. Notwithstanding, Facebook's utility and fame regularly veil it is all the more mentally harming viewpoints on life effectiveness: time management, self-confidence, emotional control and achievement motivation as found in our investigation for the studying adolescents. The utilization of social networks has become a vital piece of the existence of numerous understudies since they acquaint them with a universe of various potential outcomes, particularly in their field of study. Be that as it may, these networks resemble twofold edged blades. In the event that students do not deal and manage with the utilization of these networks, they will be dependent on them, eventually addicted. They should confront various results, particularly about their education, health, and ultimately life effectiveness.

Web-based media apparatuses like Facebook are promptly available on the internet. Over the most recent years, they have gotten considerably simpler to get through utilizations, i.e., applications on smartphones [1,2]. By and large, enormous, youth utilize social media service for basic adolescent nurturing errands, like character development, identity creation, optimistic turn of events, and companion engagement [2,3]. As adolescents look for closeness with their friends and make progress toward independence, their online surroundings as often as possible mirror their offline lives [4]. Today's online surroundings reflect, supplement, and support offline connections, rehearses, and processes [4,5]. Despite the above-mentioned constructive role that social media plays in adolescents' life effectiveness, its obsessive use during adolescence can also negatively impact health and development. The current study intends to highlight the adverse effects of Facebook addiction on the adolescent's life journey, establishes the premise and rationale.

At times, adolescents make poor decisions, opting for addiction preceding over prosocial and developing appropriate behaviors. Such circumstances make way because of the direct channels that play critical roles outside the reach of adults. These can be exposures to inappropriate content, the ability to display and subsequently receive endorsements, commercial interests – advertise, collect information, and sell data. Promoters for sexual substance, liquor and numerous other unfortunate items can likewise effectively arrive at adolescents and youth through these new media [6].

Addictive behavior has certain attributes like salience, state of mind adjustment, i.e., 'mood modification', 'tolerance (resistance)', 'withdrawal manifestations', 'conflict (struggle)', and 'relapse (backslide)' [7]. Addictive behavior alludes to rehearsed propensities, i.e., repeated habits that expand the risk of an illness or social issues in an individual. Over the last decade, addictive practices, like abuse of the web or Facebook, have become a piece of the regular daily existence of students, i.e., their everyday life. The Facebook - Social networking addiction (enslavement) incorporates the attributes, for example, overlooking the genuine issues of life, ignoring oneself, emotional disturbance, mood swings, hiding addictive practices, and having mental concerns [8].

The overuse of Facebook has positive and negative scholastic, social, and wellbeing ramifications for the understudies [9]. Diminished scholastic execution is quite possibly the main outcome of Facebook abuse for understudies. In such manner, signs and side effects of dependence on Facebook can incorporate encountering disturbances in everyday work and exercises, being interested and curious to see the companions' profiles, disregarding study particularly achievement motivation, inappropriate time management, low levels of self-confidence and emotional disturbance because of the overutilization of Facebook networks, and feeling restless and focused because of the absence of admittance (access) to it [10]. Proof proposes that numerous elements are related to addiction to the web and Facebook networks. Among these factors are web-based shopping, dating, gaming, and entertainment, utilizing cell phones for web access, looking for obscene pictures - pornographic images, and low self-confidence [7,

11,12]. Also, contemplates show that long-range social networking like Facebook hurts physical and mental wellbeing and causes conduct problems [13], wretchedness (depression) [14], uneasiness, and craziness [15]. It is accepted that addiction to long-range Facebook is higher in individuals with uneasiness, stress, depression, and low self-confidence [8].

Social media use on adolescents' emotional well-being, prosperity, and life perspectives is a focus area, especially currently due to the worldwide pandemic, Covid-19. The extent of the adverse effects of Facebook addiction on the life effectiveness among adolescent students in India is vital to identify, recognize, and give principal encounters imperative to invigorate the database. Additionally, research gaps in this arising subject matter are essential to feature, as it might direct future examination in new and commendable ways. Thus, the research study intends to outline the central issues centred around the utilization of social media - in our case study, Facebook usage among adolescents in relation to their life effectiveness, thus underlining mental health and well-being.

1.1 Objectives

- To measure the core elements of addiction, i.e., salience, tolerance, mood modification, conflict, relapse, withdrawal amongst the adolescents studying in grade 8th to 12th in Delhi NCR, India.
- To measure the dimensions of life effectiveness, namely Time Management, Social Competence, Achievement, Motivation, Intellectual Flexibility, Task Leadership, Emotional Control, Active Initiative, and Self-Confidence amongst the adolescents studying in grade 8th to 12th in Delhi NCR, India.
- To confirm the efficacy of the findings by establishing reliability and validity for the studied instruments LEQ-H and BFAS on an examined sample of 968 adolescents, test its applicability in the Indian context, and generalize the outcomes.
- To assess the impact of overuse of Facebook on adolescent's life

effectiveness and its formative dimensions.

2. MATERIALS AND METHODS

2.1 Participants and Procedure

The study examined the profile of 968 adolescents from 15 different private schools of Delhi-NCR India, assessed on Facebook and Life effectiveness parameters. The private schools and participants were screened utilizing the simple random sampling technique. For consideration into the sample, schools were needed to be situated inside the Delhi NCR region of India, privately run, and incorporate understudies aged 13-18 years. The primary contact with schools, administrations, and educators was circled back to an information pack, giving more insight into the investigation. These include research targets synopsis, objectives summary, data collection schedule, timetable, parental or guardian agreement pro forma, ethical guidelines, complaints procedure, student questionnaire, and student health information sheet. The dispatch of the information packages was trailed by in-person meetings at each school with the managerial staff and teachers and addressed any questions or worries corresponding to cooperation during the intermediary time. These conversations managed pressing issues, as far as examination points, conducting research, and dispersal. While it was more probable for an educator to agree where a colleague at a similar school was at that point associated with the investigation, they must imitate any remaining parts of the preparation and data assortment task. These multiplied the enrollment task responsibility, stretching the time of data assortment inside a school.

Approached students going to a school that had consented to take an interest in the examination study were educated about the research exploration during an assigned get-together, i.e., assembly. Utilized personal correspondence to acquire the consent of the participants, which appropriately reflects understudies' ability and free will to take part. The strength focal point of the examination was presented with humor and sincerity, laying out the exploration goals, the deliberate and private nature of interest, how to utilize information, questionnaire administration details, and fieldworkers' help. The assemblies were especially helpful in featuring the worth of support by empowering understudies to 'give their opinion. Also, the terms of confidentiality

kept up with by the researchers were featured as opposed to educators. In general, welcoming the understudies in this way offered a chance to communicate the worth of every individual's perspective and encounter's and passed on a feeling of significance in taking an interest. As well as convincing students to take an interest and participate, the assembly passed on a feeling of demonstrable skill to class staff, empowering further help for the examination and fieldworkers. In most of the cases, we led the assembly inside the week preceding the data collection. No monetary or in-kind impetus was offered to understudies to finish questionnaires. A quit-opt-out methodology was carried out whereby all students partook except if they or their parent or guardian rejected. Participants were educated about their intentional option to partake in this investigation and obtained written consent before data collection. The school board approved this study of the participating schools. Students are represented by various regional, religious, cultural and environmental differences; in general, we ensured that student participation depends on the availability of permission from parents or counselors and the sole interest of the adolescent child to participate. The questionnaires were mainly administered in the English language at schools for self-assessment, in groups of sizes varying between 15 to 35 students at a point in time, under the investigator's supervision.

2.2 Instruments

The addiction amongst the adolescents was measured utilizing a six-item measure with core elements vis. 'salience', 'tolerance', 'mood modification', 'conflict', 'relapse', 'withdrawal' is widely known as '*The Bergen Facebook Addiction Scale*' [16]. A five-point Likert-type scale with responses varying from 1=very rarely, 2=rarely, 3=sometimes, 4=often, 5=very often. Concerned with the experiences of individuals during the past one year related to Facebook use, a total score ranged from 6 to 30. Higher scores on scale measurement imply higher levels of addiction amongst the individuals. The BFAS is a psychometrically sound measure that is widely used in clinical settings. In order to confirm the factor structure of the selected sample and generalize the findings, we tested the model on the calculation sample n=968 utilizing the confirmatory factor analysis wherein we realized an excellent composite reliability =

.84 and reasonable convergent validity = .476. Further, we recognized that factor loadings of all measuring dimensions in the present study ranged from .642 to .747, confirming structural, i.e., factorial validity, further good Cronbach's Alpha = .779, thus ensuring high internal consistency/reliability, this serves as an ensuring proof of construct validity, i.e., the Facebook Addiction Measurement amongst the Indian screened adolescents.

To measure the extent of a person's actions, behavior and feelings on effectively manage and succeed in life, utilized *The Life Effectiveness Questionnaire* by James Neill (2007). It measures eight domains (three items each) of life effectiveness, more explicitly, generic life skills. The eight measuring factors are Time Management, Social Competence, Achievement, Motivation, Intellectual Flexibility, Task Leadership, Emotional Control, Active Initiative, and Self-Confidence. Participants rated each item from "False, not like me" (1) to "True, like me" (8), an eight-point Likert scale. For measuring the model n = 968, we performed LEQ-H confirmatory factor analysis for the scale to determine the applicability of the same amongst the Indian adolescent population; a sequential approach is used starting with composite reliability (internal consistency - construct reliability), followed by convergent (AVE) and discriminant validity analyses [17]. This approach is best applicable since subscales (sets of items) have already been formed through prior scale development. Applying this strategy ensures that the items retained do not only satisfy the psychometric criteria but also that their content is commensurate with the theoretical construct that is supposed to be measured. The examination of factor structure ensured that the eight measuring factors so assessed were found to be with factor loadings of all the 24 items in the present case are more than 0.50 (except for two items with factor loading still > .420) - confirming structural, i.e., factorial validity. Further good composite reliability of all eight factors, >= 0.75, thus ensuring high internal consistency/reliability, Average variance extracted > 0.50 (of all eight factors), thus ensuring convergent validity, items are holding their unique positions – discriminant validity was met using Fornell-Larcker criterion. All of the above-mentioned statistical procedures ensure proof of construct (the measurement – LEQ-H) validity.

2.3 Research Design

The present prospective study measures two broad constructs relevant for school-going students, confirming their reliability and validity and correlation design using a causality affirmation. The objective variable (described as Y mathematically) is the adolescent's life effectiveness as measured by the *Life Effectiveness scale by James Neill*. At the same time, the explanatory variable (described as X mathematically) is the adolescent's social media addiction perceived by school-going students, which is measured using The Bergen Facebook Addiction Scale.

2.4 Data Analysis

Partial least squares-based Structural Equation Modeling (SEM) was used to analyze and assess the structure for the Bergen Facebook Addiction Scale and the *Life Effectiveness Questionnaire (LEQ-H)*. The model tested realized that all the path regression coefficients are highly significant ($p < .01$) for the formative measures, namely 'salience', 'tolerance', 'mood modification', 'conflict', 'relapse', 'withdrawal'. Similarly, all the path regression coefficients of the formative measures 'Time Management', 'Social Competence', 'Achievement Motivation', 'Intellectual Flexibility', 'Task Leadership', 'Emotional Control', 'Active Initiative', and 'Self-Confidence' tested highly significant ($p < .01$). The relationship between Facebook Addiction and Life Effectiveness was established utilizing Karl Pearson's Correlation Coefficient at a level of significance of 1%.

3. RESULTS

3.1 Demographics

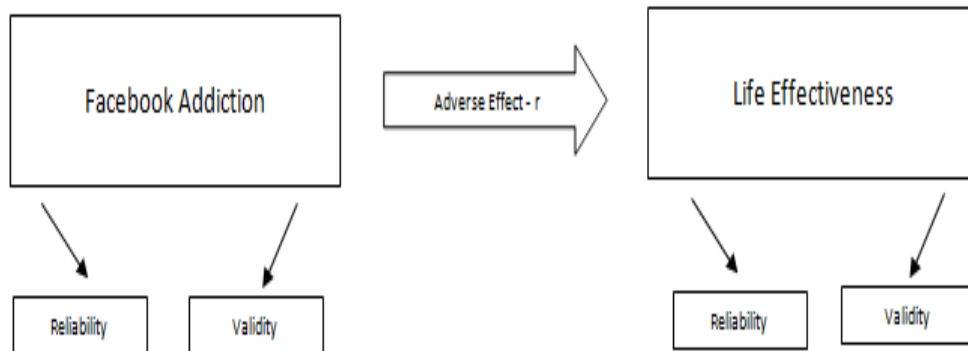
Students enrolled from 8th to 12th grade via the fishbowl methodology, comprised of (n= 451) 46.4% girls and (n = 517) 53.4 % boys. The mean, standard deviation, minimum and maximum age of the relevant groups noticed to be Total (M=14.77, SD=1.09, Min =13, Max =18), Girls (M=14.92, SD=1.11, Min=13, Max=17) and Boys (M=14.63, SD=1.06, Min=13, Max=18).

- **Objective 1** - Measuring dimensions of addiction, namely, salience, tolerance, mood modification, conflict, relapse, and withdrawal

The measurement of Facebook addiction amongst the tested population is shown in Figure 1, displaying reasonably good factor loadings for all the six comprising dimensions.

The factor loadings of the six formative fundamental elements of the addiction are noticed to be 'salience = .707', 'tolerance = .747', 'mood modification = .642', 'conflict = .710', 'relapse = .651', and 'withdrawal = .674'. The demonstration confirms the factorial validity of the measured construct of Facebook addiction amongst Indian adolescents.

The significance of the measurement model is shown in Fig. 2, wherein the realized t statistics value was way beyond the benchmark of 2.52 at 1 % critical importance.



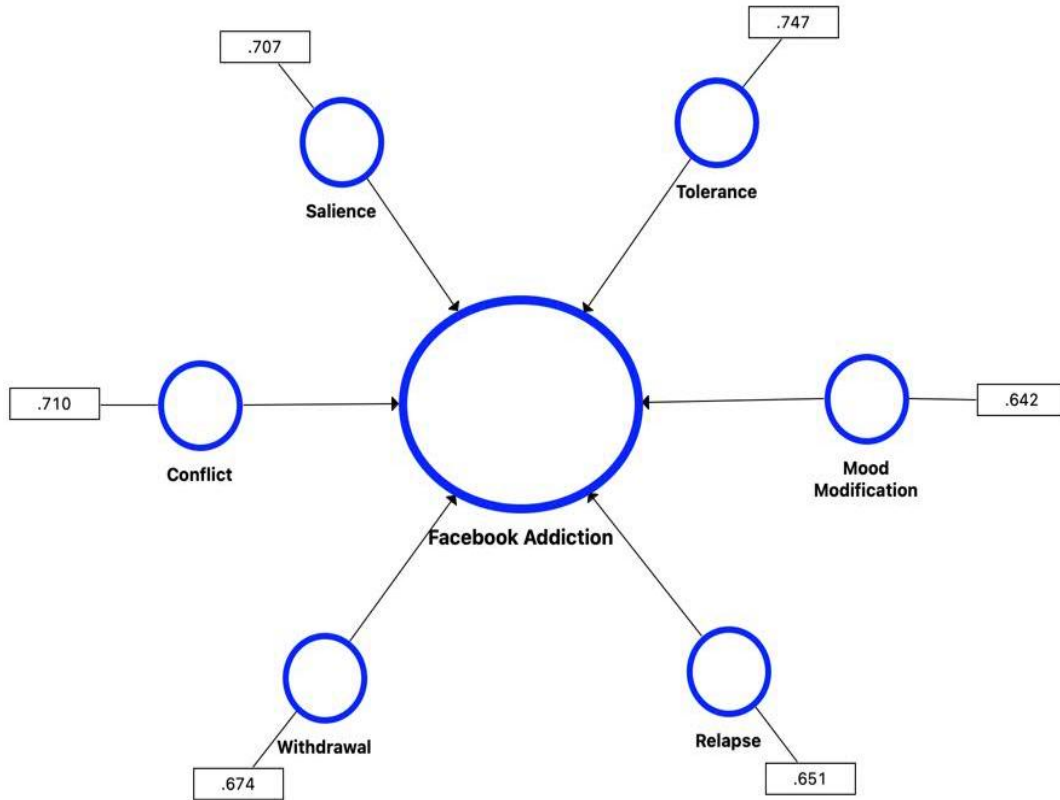


Fig. 1. 'Measurement Model', Factor Loadings – Facebook Addiction

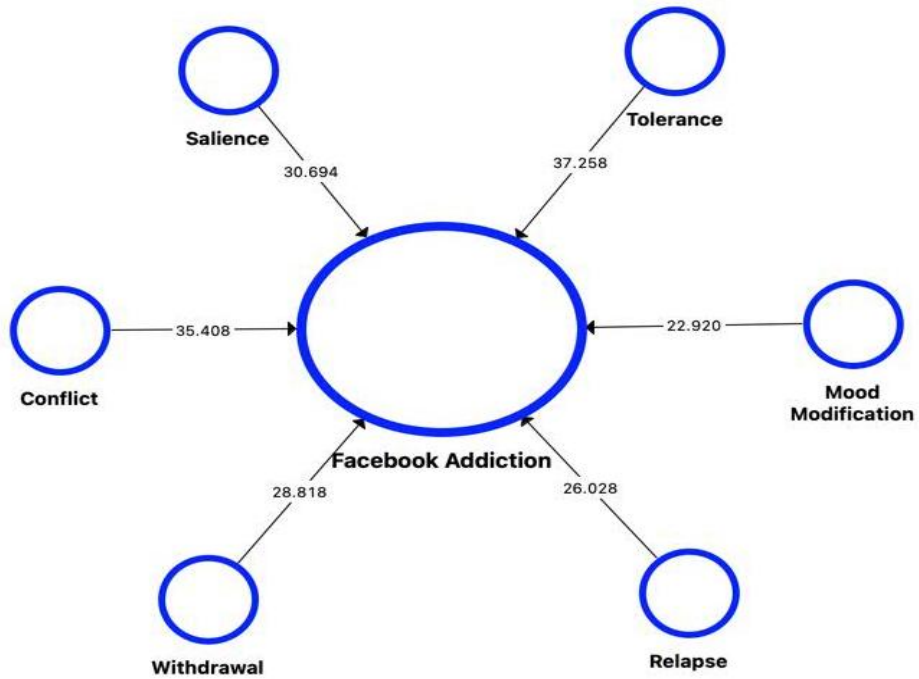


Fig. 2. Measurement Model, T statistics – Facebook Addiction

The t statistics, significance of the formative elements of Facebook addiction were found to be 'salience $t = 30.69, p < .01$ ', 'tolerance $t = 37.25, p < .01$ ', 'mood modification $t = 22.92, p < .01$ ', 'conflict $t = 35.40, p < .01$ ', 'relapse $t = 26.02, p < .01$ ', and 'withdrawal $t = 28.81, p < .01$ '. The figure shows the significant contribution of six fundamental components and supports the formation of Facebook addiction's measured construct amongst Indian adolescents.

- **Objective 2** – Measurement of dimensions of life effectiveness, namely Time Management, Social Competence, Achievement, Motivation, Intellectual Flexibility, Task Leadership, Emotional Control, Active Initiative, and Self-Confidence

Likewise, the 'Life Effectiveness Questionnaire (LEQ-H)' measurement amongst the $n=968$

adolescents is shown in Figure 3, displaying reasonably good factor loadings for all the twenty-four items.

The regression coefficients of the eight formative factors forming life effectiveness are reported to be 'Time Management $\beta_1=.16$ ', 'Social Competence $\beta_2=.17$ ', 'Achievement Motivation $\beta_3=.20$ ', 'Intellectual Flexibility $\beta_4=.18$ ', 'Task Leadership $\beta_5=.17$ ', 'Emotional Control $\beta_6=.19$ ', 'Active Initiative $\beta_7=.20$ ', and 'Self-Confidence $\beta_8=.23$ '. Further, relatively good factor loadings support the demonstration for all the 24 items under study, forming Facebook addiction's measured construct amongst Indian adolescents.

The significance of the LEQ-H model is shown in Figure 4; wherein all the realized t statistical values are way beyond the criteria at 1 %, i.e., $> |2.52|$.

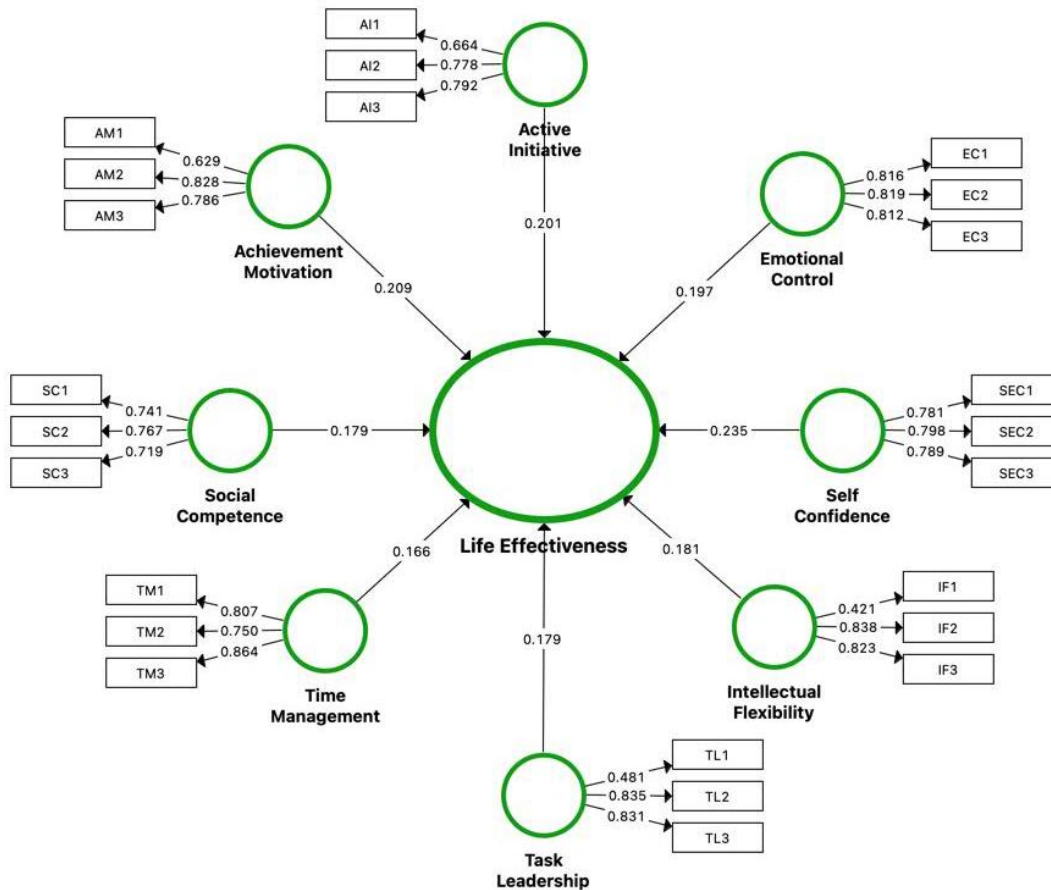


Fig. 1. Path Coefficients and Factor Loadings – Life Effectiveness

Note. TM = Time Management; SC = Social Competence; AM = Achievement Motivation; AI = Active Initiative; EC = Emotional Control; SEC = Self- Confidence; IF = Intellectual Flexibility; TL = Task Leadership

The t statistics significance of the eight formative factors forming life effectiveness are reported to be 'Time Management t = 13.53, p <.01', 'Social Competence t = 20.96, p <.01', 'Achievement Motivation t = 24.93, p <.01', 'Intellectual Flexibility t = 23.35, p <.01', 'Task Leadership t = 18.47, p <.01', 'Emotional Control t = 18.29, p <.01', 'Active Initiative t = 25.45, p <.01', and 'Self-Confidence t = 25.87, p <.01'. The figure additionally shows the significant contribution of twenty-four reflective items, since t for all is > 2.52, p <.01 and supports the formation of Life

effectiveness measured construct amongst Indian adolescents.

- **Objective 3** – Reliability and validity for the studied instruments LEQ-H and BFAS on an examined sample of 968 adolescents, confirming its applicability in the Indian context

The reliability and validity of the constructs so formed are shown under Table 1.

Table 1. Reliability and Validity

Parameters	Composite Reliability	Average Variance Extracted (AVE)
Facebook Addiction	0.840	0.47
Achievement Motivation	0.794	0.57
Active Initiative	0.790	0.56
Emotional Control	0.856	0.67
Intellectual Flexibility	0.750	0.52
Self Confidence	0.832	0.62
Social Competence	0.787	0.55
Task Leadership	0.770	0.54
Time Management	0.849	0.65

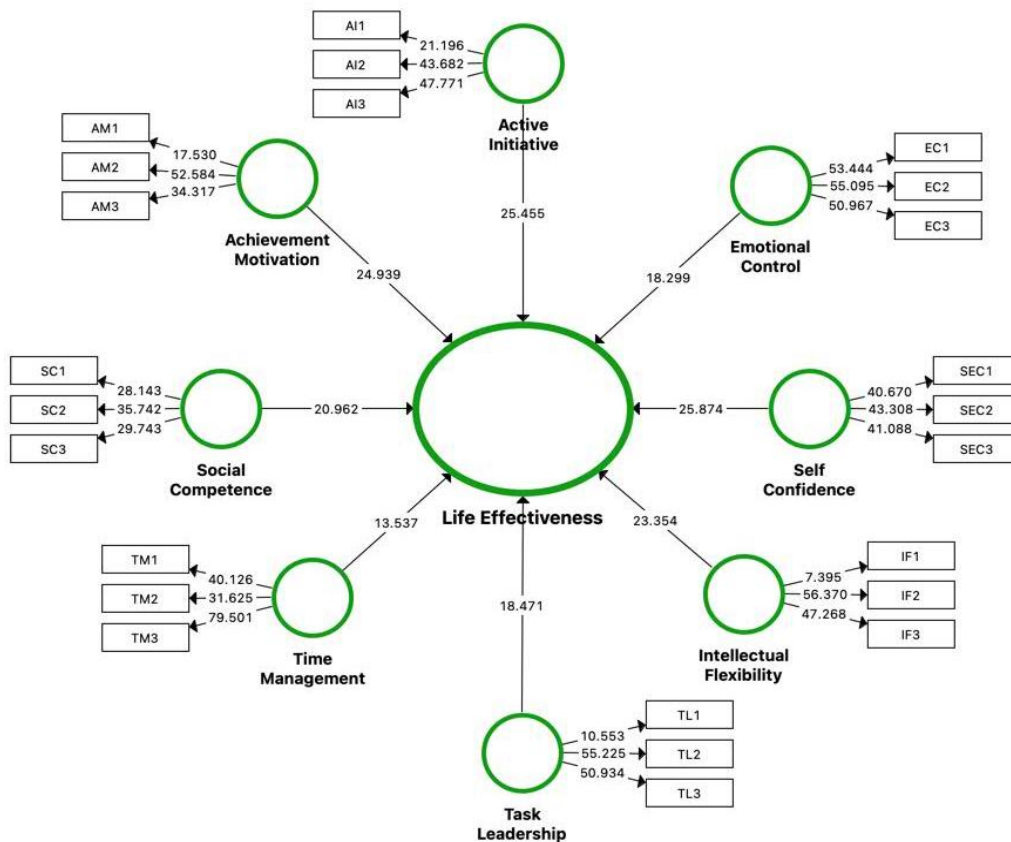


Fig. 4. Measurement Model, T statistics – Life Effectiveness

Table 1. Discriminant Validity

	Achievement Motivation	Active Initiative	Emotional Control	Intellectual Flexibility	Self Confidence	Social Competence	Task Leadership	Time Management
Achievement Motivation	0.753							
Active Initiative	0.376	0.747						
Emotional Control	0.236	0.348	0.816					
Intellectual Flexibility	0.459	0.332	0.283	0.721				
Self Confidence	0.527	0.428	0.317	0.382	0.789			
Social Competence	0.296	0.376	0.241	0.364	0.316	0.743		
Task Leadership	0.351	0.337	0.280	0.393	0.354	0.464	0.735	
Time Management	0.321	0.319	0.309	0.196	0.288	0.175	0.085	0.808

Since all the values in the above table are reasonably good for both the internal consistency and convergent validity, it gives relatively good evidence for the construct validity in the studied Indian adolescents' population.

Further, the discriminant validity of the LEQ-H measure is shown under Table 2, wherein realized the square root of the AVE > all inter factor correlations. Assumption of discriminant validity is assured utilizing the Fornell-Larcker criteria.

- **Objective 4** - Impact of overuse of Facebook on adolescent's life effectiveness and its formative dimensions

The outcomes of the correlational examination and its significance are presented in Table 3. For instance, the relationship (correlation coefficient) established between Facebook Addiction and Life Effectiveness, its various dimensions were found to be negative (Life Effectiveness, $r = -.133^{**}$, $p < .01$), (Time Management, $r = -.175^{**}$, $p < .01$), (Self-Confidence, $r = -.174^{**}$, $P < .01$), (Emotional Control, $r = -.140^{**}$, $p < .01$) and (Achievement Motivation, $r = -.142^{**}$, $p < .01$). However, Active Initiative, Intellectual Flexibility, Social Competence, and Task Leadership factors of life effectiveness showed no relationship and were found to be insignificant, with no sufficient evidence to retain, thus no contribution.

The relationship established between Facebook Addiction and Life Effectiveness its various dimensions ensure predictive validity. Since the relationship is noteworthy and negative by default if the seeming dependence that adolescents exert (goes up) will lead to harmful effects on their lives. Would prompt antagonistic time management, lower self-confidence, emotional disturbance, poor scholarly achievement, and thus destructive conditions for adolescents' life ventures affecting present encounters and forthcoming choices and practices.

4. DISCUSSION

Social media has become a collaborative piece of day-by-day life, with an expected 3 billion web-based media clients worldwide. For adolescents, web-based media have an especially huge influence on their lives, as demonstrated by their broad utilization of several distinctive social media platforms [18]. Adolescents and youthful grown-ups are the most active clients of social media. Moreover, the utilization of social media

and the kinds of platforms offered have expanded at such a speed that there is cause to accept that scientific know-how about social media corresponding to an adolescent's health, well-being, life effectiveness, and prosperity is dissipated and deficient [19]. As a result, research on the area has grown quickly. The expected relationship between social media use and mental health and well-being is turning into a spellbound and much-contemplated subject.

Albeit social media has played a lifeline during the Corona virus pandemic, by providing health-related information and other relevant news, spending excess of time and energy can have a detrimental impact on adolescents' psychological well-being, prosperity, mental health, and thus life efficacy. Hurtful outcomes of over-use may comprise helpless rest, fractiousness, stress, tension, hopelessness, low confidence, and trouble in focus. For illustration, numerous investigations have revealed the relationship between internet addiction and psychiatric symptoms, such as anxiety, loneliness, depression, self-inefficiency, aggression, social isolation and mood swings among adolescents [20-22]. Furthermore, one may encounter physical problems like weight gain/loss, vision problems, headache, insomnia, body aches.

Uncontrollable Internet use has arisen as a contemporary habit-forming addictive conduct. The addiction impacts are debatable; it is hard to lessen this propensity since it is related to joy, which can unfavourably influence individuals' everyday lives. The adolescents may pick the extreme measure of espresso or tea to stay dynamic and engaged, which contrarily impacts their wellbeing. Consistent overuse of social sites like Facebook has many negatives on students' physical and psychological well-being, making them dormant and unmotivated to contact individuals face-to-face. Our outcome discoveries reliably showed a critical negative relationship of Facebook dependence on life effectiveness for students concentrating in India. All the more decisively, the unfriendly impacts are seen in their time management, self-confidence, emotional control, and achievement motivation.

4.1 Time Management

The higher the web compulsion claimed by people, the more troublesome they are in overseeing time so that the trouble will affect the scholarly exhibition of youngsters, both boys and girls [23]. Likewise, a similar picture is shown in

our results, wherein Facebook addiction leads to negative time management skills of adolescents, $r = -.175$, $p < .01$. It is underscored that people with heavy web use can't manage time adequately [23]. The present circumstance forestalls youths from completing academic assignments that they are obliged to fulfill effectively and not to study with concentration, thus productively. Consequently, when utilizing Facebook networks, particular consideration ought to be paid to time management. Truth be told, improving understudies' scholarly presentation relies upon the lesser utilization of Facebook and allied networks [24].

4.2 Self-Confidence

This study shows the negativity of Facebook addiction on adolescent's self-confidence levels, $r = -.174$, $p < .01$. The phenomenon can be supported by the actuality that adolescents in the course of action avoid real interactions and escape to a virtual world where they can act secretly and behave as whatever the situation demands. Accordingly, the former findings recommend the same [25-27]. Moreover, on the off chance that students neglect to deal with the time they spend on Facebook and the purposes behind doing that, they will be genuinely hurt at the individual (lower self-confidence) and social levels [28,29]. Another adverse consequence of Facebook, which is a path that originates from the issue of constant use and enslavement, is social segregation, this way, emotional disturbance, and low self-confidence.

4.3 Emotional Control

Children often encounter an increased risk of emotional crises during adolescence, generally accompanied by mood modifications, anxiety, and depressive behavior. The adolescents show withdrawal symptoms, avert social contacts, show aggression and addictive behaviors to fight

such passionate encounters [30,31]. Our investigation showed adversity of Facebook addiction on emotional control concerns of adolescents, $r = -.140$, $p = < .01$. Hefty online media reliance has been connected to intense emotional matters like negative prosperity, low confidence, encountering sensations of depression, troubled sleep patterns, a weakened attention span, and a hindered ability to focus. An appropriate, timely halt in web-based media utilization can help them associate with their veracity, making them emotionally more joyful, better, and healthier. In this manner, it gets essential to unplug occasionally and participate in useful and sporting exercises.

4.4 Achievement Motivation

Uncontrolled utilization of web-based media decreases the interest, thus the impetus to achieve, which adversely leads to negative life consequences, such as academic outcomes. Findings revealed a negative relationship of the Facebook addiction on adolescent's achievement motivation, $r = -.142$, $p < .01$. Similar results have been reported in a few of the previous studies [32,33]. In another study finding, adolescents with addictive internet use were reported to be high on psychopathology and lower levels of achievement motivation and drive [34]. Likewise, since individuals who spend numerous hours nonstop utilizing web-based media need more rest and experience the ill effects of exhaustion like burnout and sleep interruption, these can adversely affect their focus and learning [35]. Decreasing the nature of rest negatively influences the students' concentration, fixation, and educational quality. Also, decreasing the term of rest and sleep may meddle with the emission of serotonin and melatonin, which expands the degree of stress and anxiety of understudies. Subsequently, these hormonal changes lessen brain work, cognitive and intellectual capacities [36].

Table 2. Correlational Examination

	Life Effectiveness	Time Management	Self-Confidence	Emotional Control	Achievement Motivation
Facebook Addiction	-.133**	-.175**	-.174**	-.140**	-.142**

Note., **Correlations are significant at $p < .01$ level.

4.5 Life Effectiveness

Feeling an impulse to utilize Facebook, getting fretful without it, and not eliminating how frequently you use it can prevent you from accomplishing additional satisfying exercises harming life effectiveness. The results indicated that Facebook addiction negatively relates to adolescent's life effectiveness, $r = -.133$, $p < .01$. In connection, the findings of an investigation in India showed that web and Facebook habits had an adverse consequence on students' academic performance and psychological wellness [37]. Facebook addiction alludes to mental worry over the utilization of social networks and the allotment of time to these networks so that it negatively affects other social exercises of people like task-related and professional activities, relational connections, health, and well-being [11], prompting disruption of their life [38].

The paradox of Facebook is that it is a power for more noteworthy confinement and dejection, low emotional control just as the more prominent network. Of course, Facebook can permit us to speak with old companions, colleagues, and individuals from all over the world; however, the idea of communication on Facebook is helpful for more social disengagement. Rather than in-person, i.e., face-to-face communication with individuals we know well, we are content with digital connections with individuals we don't know and realize that well.

As a continuum, the development of innovations, technologies like the web and networks, and giving open doors in working with and improving the nature of worldwide interchanges have made a few threats [39]. At the point when the utilization of networks is managed inadequately, they can have unfortunate results at the individual and social levels. Facebook enslavement is one of the results that numerous social network clients may encounter [11]. In this way, the broad utilization of social networks is another form of sensitive addiction [38].

5. CONCLUSION

The primary research study examined the association and influence of social media addiction on time management, self-confidence, emotional control, achievement motivation, and the life effectiveness of school-going adolescents. Research showed that for $n=968$ adolescents who participated in the study,

several above-mentioned life-effectiveness parameters showed a significant adverse connection to social media addiction. In the above setting, the present examination of the profile of the Facebook addiction in Indian adolescents as planned revealed featuring adversities that they indicate to deteriorate life effectiveness and wellness. Acknowledgment of the requirement for programs for positive youth advancement makes the evaluation and recovery or retrieval of addiction an exceptionally considerable exercise in the present situation. Further, investigation of social media addiction and its impacts during adolescence is expected of high importance because of its beliefs for the success of the youthful age similarly concerning mental health in general prosperity headway.

6. IMPLICATIONS

The over-use of Facebook will trigger failure in education and social relationships, health and well-being concerns, provoking disruption of life. Facebook isn't self-destructive and hurtful all alone, but instead, it is the method of utilizing it that prompts positive and unfortunate results. Because of the allure, it is feasible to get dependent on them. The reasonable usage of online media requires ethos, attention, and awareness to how to utilize them effectively. We can propel students by bringing issues to light, using unique instructors, counselors in the particular territory to assist them in being compelling and positive. For example, students who have a significant degree of anxiety, stress, sadness, and low confidence are more at risk of Facebook compulsion; planning and carrying out guiding projects to advance emotional well-being is suggested. Furthermore, Cognitive Behavioral Therapy (CBT) is proposed to lessen network dependency - by controlling negative thoughts and directing conduct, we can diminish the reliance on social networks. Both Facebook use and life effectiveness are mind-boggling phenomena in themselves, and future examinations need to consider which viewpoints they need to investigate when attempting to comprehend their relationship.

7. LIMITATIONS

The study does not incorporate longitudinal effects, which is critical to see when adolescents are the worst hit by Corona Virus Pandemic.

The addiction impacts are not directly seen for psychiatric symptoms or physical problems;

Further group comparisons based on demographics are not integrated, such as sex.

The present examination is entirely based on self-detailed information; despite efforts to ensure data-richness, human behavior remains unpredictable and open to randomness and free will. In any case, self-report is frequently the possible primary technique to accumulate data concerning the exploration structure or the research design.

CONSENT AND ETHICAL APPROVAL

This study was based entirely on the interest of the adolescent to participate. Took formal permissions from school authorities and guardians to conduct research procedures. As per international standard or university standard guideline participant/Patient's consent and ethical approval has been collected and preserved by the authors.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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