

## **RESEARCH ARTICLE**

# EFFECTS OF SOCIAL MEDIA AMONGDIPLOMA LEVEL HEALTH SCIENCE STUDENTS IN LALITPUR, NEPAL

Tara Ramtel

Associate Professor, Campus Chief, Asian College for Advance Studies, Purbanchal University, Nepal.

## Manuscript Info

Abstract

*Manuscript History* Received: 31 May 2024 Final Accepted: 30 June 2024 Published: July 2024

*Key words:-*Social Media, Effect, Students **Introduction:** Social media is the most common activity among today's young people. Any websites that allow social interaction is considered as social media site that include Facebook, YouTube, TikTok, Instagram, etc. The influence of social media had benefited to shape their education, career, social interaction, innovation and many more. However, its use has negatively impacted on young people by distracted them.

**Method:** A descriptive cross- sectional study was used to assess the social and behavior effects among 357 diploma level health science students in Lalitpur, Nepal. Data was collected by adopting self-administered structured questionnaire with anenumerative sampling technique. Data was analyzed using descriptive and inferential statistics.

**Results:**Findings indicate that 77.9% students use smart phones and 23.8% spends time in social media for more than 30 minutes, 38.9% takes social media as the best communication channel and 33.6% spent most of their time in it. The high level of social effect on respondents is 44.3% which is comparably low than the behavior effect of 37.8%. The occupational status of respondents' father( $\chi^2$ =12.41; p=0.03) and leisure time of the day of the respondents ( $\chi^2$ =9.80; p=0.04) were significantly associated with behavior effect of social media.

**Conclusion:** Social media has a profound effect on the social and behavioral patterns of students where social effects on the life of them are comparatively low than the behavior effect. The demographic variables have caused changes in behavior and social effect so proper awareness should be given to students.

.....

Copy Right, IJAR, 2024,. All rights reserved.

#### Introduction:-

The term social media encompasses "the websites and online tools that facilitate interactions between users by providing them opportunities to share information, opinions, and interest" (1). This straightforward concept was conveyed to the media through social interaction. In recent years, social media has had a significant impact on people. Teens use social media extensively and seem to enjoy it. It has an impact on sources all around the world, including Nepal, in both positive and negative ways (2). People communicate on a variety of social media platforms, with Instagram being their most popular, as well as Snapchat, TikTok, Twitter, Pinterest, and Facebook (3).All social media platforms have unique features and purposes, yet they all serve the same purpose—that is, to bring

#### **Corresponding Author:-Tara Ramtel, PhD** Address:-Associate Professor, Campus Chief, Asian College for Advance Studies, Purbanchal University, Nepal.

friends and strangers together. Teens are perhaps more enthralled with these social media platforms since they meet new people, learn a lot of new things, and use them to display their talents and way of life (4).

Social media use is on the rise, and this has been connected to a range of mental health problems like despair and anxiety. The studies' findings have produced mixed results, with some indicating that the platform negatively affects people's wellbeing. Young people between the ages of 10 and 19 now commit suicide at a considerably higher rate. The detrimental impacts of social media on children's mental health and wellbeing are evident in their development. They are subjected to harassment, including bullying. It may also result in a number of problems, including anxiety and despair. The excessive amount of time people spend on these networks leads to feelings of depression and overwhelm. They also give in to temptations to engage in dangerous habits including drug and alcohol abuse, smoking, and other vices. Social media can also have an impact on people's conduct. Whether they are in a good or bad mood, they often publish their opinions about it, and their content often evokes feelings in them. Social media by its very nature makes individuals depressed when they are denied access to it. Teenagers are also thought to be more vulnerable to its effects (5).

Adolescents globally are now more at danger when using social media. According to the report, peer-to-peer, ignorance of privacy issues, cyber bullying and online harassment, inappropriate content, outside influence from third-party advertisements, and many other difficulties are the main risks that young people face globally (6). There is some evidence that, in the context of happiness, social media use has generally resulted in people being less content and happy. People express concern that social media, in addition to gaming, provides more fleeting pleasures, such as outfit selection, and hence increases stress related to appearance in public. There are more than 4.26 billion active users of social media globally, and by 2027, that number is expected to rise to about 6 billion (7). One could think of social media as a "double-edged sword." Research demonstrates the advantages of allowing people to communicate their ideas and emotions and to get support from others. There is a slight but statistically significant correlation between social media use and depressed symptoms in children and adolescents, according to a comprehensive evaluation of 11 studies.

The use of the internet is expanding quickly in Nepal. 91% of the population, or 27.76 million individuals, use the internet on a daily basis, according to approved figures. Similarly, following Covid, internet usage skyrocketed. 13.70 million individuals in Nepal use social media, according to statistics from 2022. 95.86% of people, according to the stat counter, use Facebook. It developed become a means of amusement and a way for people to kill time (8).Excessive Facebook use has few academic benefits, it raises the risk of Facebook additive behavior and as a result, less time is dedicated to academics. Research, media exposes viewers to a variety of smoking habits. A variety of media, such as games, movies, music, magazines, television, and music sponsorship, are significant indicators of college students' smoking status in urban Nepal. One way that individuals connect with one other is through social media, where they may build virtual communities and networks and create, share, and exchange ideas and information (9).

The aim of this study was to find out how social media affects the behavior of young students. Although technology has advantages and disadvantages, its primary risk is that it can be hazardous. Young people typically follow their instincts and reject parental guidance, hanging out with anyone they want as friends, and doing what makes them feel exciting and pleasant. Even while social media and technology are useful tools for all people, young people sometimes misuse them. Since young people nowadays are frequently exposed to these media, our study focused on the effects that young people experience. Issues such as identity theft, behavior modification, exposure to risky online behavior, and youth victimization online are anticipated to surface in this study.

## **Objective:-**

To assess the social effects and behavior effects of social media among health sciences students in Lalitpur, Nepal.

## Methods:-

#### Study design:

A descriptive cross-sectional design was adopted to assess the social effects and behavior effects of social media among health sciences students in Lalitpur, Nepal.

#### Study setting and population:

The setting of the study was at Lalitpur, Nepal. The target population for the study comprises of students studying in the certificate medical laboratory technology (CMLT), Diploma in pharmacy (D. Pharmacy), Radiography and General Medicine (HA) in Asian College for Advance Studies (ACAS) and Shankarapur Academy, Lalitpur. The criteria for selection of the setting are the availability of subjects and feasibility of conducting the study.

#### Sample size:

The study sample size consisted of 357 health sciencestudents.

#### Sampling technique:

Enumerative sampling technique was used.

#### Criteria for sample selection

#### Inclusion criteria:

The study includes the CMLT, D. Pharmacy, Radiography and HA students who were studying in first, second and third year at ACAS and Shankarapur Academy, were willing to participate in the study and were present during the time of data collection.

#### **Exclusion criteria:**

The study excludes students who were studying in bachelor in health sciences and other courses.

#### Variables:

#### **Dependent variables:**

Social effect and behavior effect of social media on health science students.

#### Independent variable:

Demographic variables, types of devices, times spend on social media and type of social media used by health science students.

#### Attribute variables:

Socio-demographic variables such as; age, gender, education level, family income, leisure time, work and types of devices such as; smartphone, Laptop/PC/Tablet and others.

#### **Data collection strategy**

For the collection of data, structured questionnaire was developed in English language. In the questionnaire, Part 1 consisted of socio- demographic information likewise, Part 2 included knowledge regarding types of devices, social media and time spent on social medias, Part 3 consisted social effect of social medias and Part 4 consisted of the impact of social media on behavior. Pretesting of the tools was performed among 10% of the sample in the identical setting among diploma level students in Proficiency certificate level of nursing students in Shankarapur Academy other than the study. Cross checking was done to diminish the error.

As per the ethical consideration, letters of approval were taken from ACAS and Shankarapur Academy as well. . After the approval letter from the study settings, written consent obtained from each of the participants prior to the data collection. All the participants were clearly explained the purpose and objective of the study and survey. Data was collected using structured questionnaire through self administered. Approximately, it took about 25 to 35 minutes at each participant. Respondents were not pressurized in any way to answer the questions and to perform the survey. Respondents were assured that the information provided by them will be confidential and therefore were encouraged to be truthful in their answers. The entire data collected from the participant was checked thoroughly for accuracy and completeness.

#### Data analysis:

Coding of the obtained data was performed, and cross verification of errors was carried out. After rechecking and cleaning of the data, the clean data were entered to SPSS software version 25 for analysis. The obtained data were analyzed using both descriptive and inferential statistics on the basis of the objective of the study. Demographic data containing sample personal characteristics were analyzed by using frequencies and percentage and was presented infrequency, percentage table. The levels of social and behavioural effect are determined by the obtained mean

value. If the mean value of social and behavioural effects is higher than the obtained mean value considered as high level of social and behavioural effects and if the mean value of social and behavioural effects is lower than the obtained mean value considered as low level of social and behavioural effects. A chi-square test used to observe the association of variables. The level of significance was at <0.05 level.

## **Result:-**

## Socio-demographic Characteristics of the Respondent

Respondents' by their socio-demographic characteristics indicates that, majority 251 (70.3%) were age between 15 to 17 years old, aged between 18 to 20 were 101 (28.3%) and the least of them were aged 21 and above. Half of the respondents were male with 187 (52.4%) whereas, 170 (47.6%) were female. With respect to the participants enrolled in the courses, the majority of the 120 (33.6%) respondents were enrolled in the HA course, followed by 119 (33.3%) in D. Pharmacy, 90 (25.2%) in CMLT, and just 28 (7.8%) in the Radiography course. The fathers of 115 (32.2%) respondents had basic education. While 98 (27.5%) completed secondary education, 32 (9.0%) completed higher education, and just 8 (2.2%) and 2 (0.6%) completed bachelor's and master's degrees. Similarly, 139 (38.9%) of the mothers of the respondents had only received a basic education, while 100 (28.0%) had completed secondary school, 9 (2.5%) had completed higher secondary education, and only 4 (1.1%) had earned a bachelor's degree. Unexpectedly, 105 (29.4%) of the respondents' mothers were illiterate, and none of them had completed a master's degree. The fathers of 122 (34.2%) of the respondents were mostly involved in the business, 94 (26.3%) worked as farmers, 66 (18.5%) as laborers, 25 people (7.0%) as teachers, and 41 (11.5%) in other occupations. Majority of the respondents 165 (46.2%) have their leisure time after homework followed by 109 (30.5%) at night, 59 (16.5%) have all time and 20 (5.6%) have before college. Similarly, 350 (98.0%)of respondents were students and just 7 (2.0%) were both studying and working.

#### Preferred form of social media and time spent on it

Morethan3/4<sup>th</sup> 278 (77.9%) of the respondents use smart phones or mobile devices to access social media. Just 8 (2.2%) use tablets, compared to 33 (9.2%) who use laptops, 24 (6.7%) who use PCs. Facebook is their most popular social media 143 (40.1%). While 97 (27.2%) use unfamiliar social media, 87 (24.2%) use TikTok 21 (5.9%) use Instagram and 9 (2.5%) choose to use Snapchat. A majority of the 126 (35.3%) respondents did not know how much time they spent on social media. Comparably, 115 (32.2%) spend more than 30 minutes on social networking sites, 85 (23.8%) spend 30 minutes, and 31 (8.7%) spend 5 to 10 minutes there. Eighty (22.4%) of the respondents said they use social media frequently during the day, 72 (20.2%) use once a day, 118 (33.1%) don't use, and 87 (24.4%) use extremely seldom. Regarding the reason for using social media, 89 (24.9%) of the respondents using it for time pass, 88 (24.6%) using for talking with friends and families, 58 (16.2%) using to gain knowledge, 44 (12.3%) using to study subject matter/academic courses and 78 (21.8%) had no reason to use it. When asked why they used social media, 89 (24.9%) of the respondents said they did so to pass the time, 88 (24.6%) said they did so to communicate with friends and family, 58 (16.2%) said they did so to gain knowledge, 44 (12.3%) said they did so to study academic material, and 78 (21.8%) said they had no purpose at all.

#### Social effects and behavioural effects of social media

Table 1:- Descriptive analysis of Socialeffectofsocialmedia (n=357).

Variables Frequency (percentage)					
	Strongly Agree	Agree	NotSure	Disagree	Strongly disagree
Bestchannelof	77(21.6)	139 (38.9)	108(30.3)	28 (7.8)	5 (1.4)
A goodmeanfor timepass	87 ( 24.4)	120 (33.6)	98 (27.5)	46 (12.9)	6 (1.7)
Social media is myfriend	4 (1.1)	28 (7.8)	113 (31.7)	136 (38.1)	76 (21.3)
Social mediaresembles my relatives	0 (0.0)	17 (4.8)	92 (25.8)	116 (32.5)	132 (37.0)
Iprefersocial media rather thanfestivals	4 (1.1)	18 (5.0)	93 (26.1)	102 (28.6)	140 (39.2)
Social media gives me more details about my friends and family	55 (15.4)	133 (37.3)	103 (28.9)	48 (13.4)	18 (5.0)
I don't need toparticipateinany	4 (1.1)	33 (9.2)	99 (27.7)	96 (26.9)	125 (35.0)

socialactivities.						
Social networking has made28 (7.8)	95 (26.6)	107 (30.0)	104 (29.1)	23 (6.4)		
maintaining a lifestyle easier						
More young people than older54 (15.1)	112 (31.4)	118 (33.1)	56 (15.7)	17 (4.8)		
generations use social media						

Table 1demonstrates that mostly1/3<sup>rd</sup>139 (38.9%)oftherespondentand 120 (33.6%) agreedthatsocial media is the best communication channel and is good means for time pass respectively. In the same way, 136 (38.1%) and 116(32.5%) disagreed that social media is like their friends and relatives. Respondents prefer social norms rather than social media as 140 (39.2%) and 125 (35.0%) strongly disagreed that they enjoy social media rather than festivals and social activities respectively. Similarly, lessthan half of the respondents 133 (37.3%) agreed that they get information about social media from friends andfamily. Just one fourth 95 (26.6) of the respondents agreed that social media hashelped to maintain their lifestyle. Just above the one third of them 112 (31.4%) are unsure that social media has helped tomaintaintheir lifestyleand 29.5% disagreed on it.

**Table 2:-** Descriptive analysis of Behavioural effectofsocialmedia (n=357).

Variables	Frequency (percentage)					
	Strongly Agree	Agree	NotSure	Disagree	Strongly disagree	
Social media was where I spent the most of my time	20 (9.0)	91 (25.5)	113 (31.7)	93 (26.1)	40 (11.2)	
I used social media for bullying friends.	0 (0.0)	8 (2.2)	101 (28.3)	73 (20.4)	175 (49.0)	
My eating pattern have altered due to social media	32 (9.0)	112 (31.4)	111 (31.1)	72 (20.2)	30 (8.4)	
My sleeping pattern have been altered by social media	55 (15.4)	121 (33.9)	99 (27.7)	70 (19.6)	12 (3.4)	
I give time for social media rather than playing games	28 (7.8)	106 (29.7)	103 (28.9)	98 (27.5)	22 (6.2)	
Social media news and information have an impact on my mood	40 (11.2)	128 (35.9)	104 (29.1)	75 (21.0)	10 (2.8)	
Social Media has influenced my interest and hobbies.	36 (10.1)	133 (37.3)	103 (28.9)	74 (20.7)	11 (3.1)	
I use social media for academic purposes rather than fun	41 (11.5)	121 (33.9)	100 (28.0)	80 (22.4)	15 (4.2)	
Social media leads to break ups in relationship and marriages	37 (10.4)	76 (21.3)	142 (39.8)	81 (22.7)	21 (5.9)	

The data depicted in the table 2 reveals those 1/4<sup>th</sup> of 91 (25.5%) respondents agreed to spend most of their time in social media and 93 (26.1%) disagreedonit. Nearly half of the 175 (49.0%) respondents stronglydisagreedthattheyuse social mediatobullytheirfriends. Also, 121 (33.9%) and 121 (33.9%) of the respondents agreed that SM has changed their eating and sleeping patterns respectively. Similarly, 106 (29.7%) and 103 (28.9%) agreed as well as were unsure about choosing SM rather than playing games. Likewise, 128 (35.9%) and 133

(37.3%)agreedthatrespondent'smoodgetsinfluencedbythenewsandinformationtheygetthroughSMandtheirinterestandh obbiesisinfluencedbySMrespectively. Majority of 142 (39.8%) were not sure that SMleadsto break uprelationships and marriages and 76 (21.3%) agreed on it.

#### Level of social effects and behavioural effectofsocialmedia among respondents

Table 3:- Level of social effects and behavioural effectofsocialmedia among respondents (n=357).

Variables	Frequency	Percent	Mean

Secial offect	High level	158	44.3	2 15
Social effect	Low level	199	55.7	3.15
	High level	135	37.8	
Behavioural effect	Low level	222	62.2	3.01

Table 3 illustratesthelevel of social effect and behavioural effect related to social mediaamongthe respondents. The levels of social and behavioural effects are determined by the obtained mean value. If the obtained mean value of social effects is higher than the obtained mean value 3.15 considered as high level of social effects and if the obtained mean value of social effects is lower than the obtained mean value 3.15 considered as low level of social effects. Likewise, If the obtained mean value of behavioral effects is higher than the obtained mean value of social effects is lower than the obtained mean value 3.15 considered as low level of social effects. Likewise, If the obtained mean value of behavioral effects is higher than the obtained mean value 3.01 considered as high level of behavioral effects and if the obtained mean value of social effects is lower than the obtained mean value 3.01 considered as low level of behavioral effects.Nearlyhalfoftheparticipants 158 (44.3%)hadhigh level ofsocial effect related to social media among the respondents, 135 (37.8%) oftheparticipantshadhigh level of behavioral effectofSMfollowed by 222 (62.2%) ofthe respondents had loweffect of SM in terms of theirbehavior.

Association of level of social effect and behavioural effect of social media with the selected demographic variables among respondents

Variables		Social effect of	Social effect of social media		P-value
		High level	Low level	$(\chi^2)$	(<0.05)
Age	15 to 17	111 (31.1%)	140 (39.2%)	1.26	0.532
	18 to 20	46 (12.9%)	55 (15.4%)		
	21 & above	1 (0.3%)	4 (1.1%)		
Gender	Male	88 (24.6%)	99 (27.7%)	1.24	0.287
	Female	70 (19.6%)	100 (28.0%)		
Education	CMLT	42 (11.8%)	498 (13.4%)	4.63	0.2
	НА	44 (12.3%)	76 (21.3%)		
	Radiography	15 (4.2%)	13 (3.6%)		
	D. Pharmacy	57 (16.0%)	62 (17.4%)		
Education	No education	45 (12.6%)	57 (16.0%)	6.23	0.284
status of	Basic education (1-8)	50 (14.0%)	65 (18.2%)		
father	Secondary (9-10)	46 (12.9%)	52 (14.6%)		
	Higher secondary (11-12)	11 (3.1%)	21 (5.9%)		
	Bachelor	6 (1.7%)	2 (0.6%)		
	Master	0 (0.0%)	2 (0.6%)		
Educational	No education	47 (13.2%)	58 (16.2%)	2.24	0.692
status of	Basic education (1-8)	57 (16.0%)	82 (23.0%)		
mother	Secondary (9-10)	48 (13.4%)	52 (14.6%)		
	Higher secondary (11-12)	5 (1.4%)	4 (1.1%)		
	Bachelor	1 (0.3%)	3 (0.8%)		
Occupational	Business	53 (14.8%)	122 (34.2%	10.76	0.56
status of	Teacher	7 (2.0%)	18 (5.0%)		
father	Farmer	38 (10.6%)	56 (15.6%)		
	Unemployed	7 (2.)%)	2 (0.6%)		
	Laborer	29 (8.1%)	37 (10.4%)		
	Other	24 (6.7%)	17 (4.8%)		
Leisure Time	Early morning	2 (0.6%)	2 (0.6%)	6.23	0.182
of the day	Before college	10 (2.8%)	10 (2.8%)	7	
	After homework	66 (18.5%)	99 (27.7%)	7	

	At night	58 (16.2%)	51 (14.3%)		
	All time	22 (6.2%)	37 (10.4%)		
Work	Student	157 (44.0%)	193 (54.1%)	2.6	0.107
	Both Job and Student	1 (03%)	6 (1.7%)		

Table 5:- Association of level of behavioural effectofsocialmedia with respondents' demographic variables (n=357).

Variables		Behavioural effe	ectof social media	Chi-square	P-value
v allables		High level	Low level	$(\chi^2)$	(<0.05)
Age	15 to 17	94 (26.3%)	157 (44.0%		0.662
	18 to 20	40 (11.2%)	61 (17.1%	0.82	
	21 & above	1 (0.3%)	4 (1.1%)		
Condor	Male	71 (19.9%)	116 (32.5%)	0.004	1.000
Gender	Female	64 (17.9%)	106 (29.7%)	0.004	1.000
	CMLT	32 (9.0%)	58 (16.2%)		0 422
Education	НА	40 (11.2%)	80 (22.4%)	2.81	
Education	Radiography	12 (3.4%)	16 (4.5%)	2.01	0.422
	D. Pharmacy	51 (14.3%)	68 (19.0%)		
	No education	38 (10.6%)	64 (17.9%)		0.807
	Basic education (1-8)	42 (11.8%)	73 (20.4%)		
Education	Secondary (9-10)	37 (10.4%)	61 (17.1%)	2.20	
status of father	Higher secondary (11-12)	14 (3.9%)	18 (5.0%)	2.29	
	Bachelor	4 (1.1%)	4 (1.1%)		
	Master	0 (0.0%)	2 (0.6%)		
	No education	41 (11.5%)	64 (17.9%)		0.619
Educational	Basic education (1-8)	52 (14.6%)	87 (24.4%)		
status of	Secondary (9-10)	39 (10.9%)	61 (17.1%)	2.64	
mother	Higher secondary (11-12)	3 (0.8%)	6 (1.7%)		
Education status of father Educational status of mother Occupational status of father	Bachelor	0 (0.0%)	4 (1.1%)		
	Business	47 (13.2%)	75 (21.0%)		
	Teacher	4 (1.1%)	21 (5.9%)		0.030*
Occupational	Farmer	29 (8.1%)	65 (18.2%)	12.41	
status of father	Unemployed	5 (1.4%)	4 (1.1%)	12.41	
	Laborer	29 (8.1%)	37 (10.4%)		
	Other	21 (5.9%)	20 5.6%)		
	Early morning	2 (0.6%)	2 (0.6%)		0.044*
х.: т.:	Before college	4 (1.1%)	16 (4.5%)		
Leisure Time	After homework	56 (15.7%)	109 (30.5%)	9.80	
of the day	At night	53 (14.8%)	56 (15.7%)		
	All time	20 (5.6%)	39 (10.9%)		
Weyle	Student	134 (37.5%)	216 (60.5%)	1.69	0.261
WOIK	Both Job and Student	1 (0.3%)	6 (1.7%)	1.08	

\* = Significant

Below table 4 and 5 describe the association of level of social effect and behavioural effect of social media with the selected demographic variables among respondents. While assessing whether the level of social effects of social media associated with the demographic variables of the respondents, none of the respondents' demographic variables are associated with the levels of social effects of social media. There is association between level of

behavioral effects of using social media and occupational status of father ( $\chi^2$ =12.41; p=0.03) and leisure time of the day as the obtained p value is less( $\chi^2$ =9.80; p=0.04) than the standard p value (0.05).

### **Discussion:-**

To discuss the significant findings of data analysis in accordance with the objectives of this study, it was observed thatout of 357 respondents, 52.4%, male respondents had a higher average involvement rate than female respondents. This study examined into how susceptibility of students to the effects of social media. The majority of respondents (77.9%) use a mobile or smart phone to access social media. The finding is supported by the study conducted in Kathmandu, Nepal to assess the psychological effects of social media among adolescent students of Grade 9 and 10. According to the survey, out of 318 respondents, the average amount of time respondents spend on social media was 1 to 2 hours per day and 67.8% of participants owned cell phones (10).

In this study's findings, Facebook is the favorite social media platform for 40.0% of the respondents. The majority of respondents (32.2%) use social media for more than 30 minutes a day, and that almost an equal amount of them (32.2%) use it at random and are unaware of how much time they are spending on it. Respondents' eating and sleeping patterns have been impacted as a result of it. This result corroborates a study by GnawaliA on the effects of social media on young people in the Kathmandu Valley, which found that types of social media used and availability of social media are positively correlated with impact on youth (11). Another similar study conducted by Ansi A et al on to investigate the influence of social medias on adolescents' behavior including intellectual, social, ethical and healthy aspects from the adolescents' perception and perspectives in Middle East countries. The study indicated that Facebook is the most preferred social media platform for 66.8% of them. Results also revealed that Facebook, what's app and Instagram were the most dominants social media platforms used among adolescents in Middle East countries (12).

The research on social media effects as well as behavior and social consequences in general will be significantly impacted by these findings. According to the report, the majority of respondents contact with friends and family on Facebook, which has facilitated their digital socialization. The digital era has had an impact on the conduct of teenagers. Almost half of of youngsters, (49.0%), had not engaged in bullying on social media and most of them did not take it as a friend or family. In contrast to a study by Badi A on to explore to what extent the Internet can affect the behaviour of Omani teenagers, 70% of students had harassed others out of fun and a sense of power (13). Talking with friends and family on social media accounted for 33.6% of respondents' primary motivations. Above the one third of the participants concurred that social media is the most effective means of communication (38.9%), and 37.3% said they learn more about their friends and family on social media. Similar outcomes were found in a study by Anderson M and Jiang J (2018) on teens and their experences on social media, where 44% posted about their family, 34% shared things related to their emotions and feelings on social sites life. Relatively 40% of respondents claimed that social media had improved their ability to communicate and stay in touch with others (14).

An association was observed between the behavioral effect of social media and occupational status of father of respondents and leisure time of the day. The respondents father's occupational had greater social effect scores with  $x^2$ =12.41 and a p value of 0.030 and also the leisure time of the day of respondents with  $x^2$  =9.80a nda p value of 0.044. Overall, this study demonstrated a strong social impact and behavior impact of social media on teenagers. The research findings indicate that the behavioral impact of social media outweighs the social influence. While behavior effect has а mean score of 3.01, social effect has а mean score of 3.15.SimilarresultswereseeninthestudentsatUniversityofSharjah, wheremaleswere highly affected by social media than females (49% Vs 32% and p-value 0.001). The information and news that they receive from social media channels has an impact on the behavior of SM users, meaning that social media is the source of their happiness or sadness. Over 50% of participants preferred social activities to social media. The results demonstrate how much social media has impacted teens' conduct in comparison to their social. An association was seen between leisure time of the day and social effect (15). The results of these investigations, in contrast to those of Lamichhane S, indicated a strong correlation between the conduct of social media users and their online knowledge-sharing practices. The study's p-value of 0.004 suggests that there is a substantial influence on young Gen Z individuals' behavior when it comes to sharing knowledge online (16).

## **Conclusion:-**

For researcher, the current study provided a new and enlightening experience. One of the study's shortcomings was that the sample was limited to diploma level health science students of two colleges and did not accurately reflect the overall community. Over half of the respondents have high behavior effects of social media, less than half have low social effects. Comparably, one-third of respondents claimed that social media is the greatest way to pass the time and the greatest medium for communication. Social media has a significant impact on students' social and behavioral effects, with behavior having a greater influence on students' lives than social consequences. Students should be properly informed on the demographic factors that have created changes in behavior and societal effects.

## Acknowledgements:-

The author would like to express her gratitude to the authorities who gave permission for the study to be conducted as well as the Asian College for Advance Studies institutional research committee for their invaluable guidance and assistance during the study.

## **References:-**

- 1. HameedSa. (2017). Effects of Social Media on Mental Health: A Review. The International Journal., 4, 17.
- F. AD. (2018). Impact of social media on Ghanaian High School students. Library Philosophy and Practice, 30-33.
- 3. Rideout V, PA, MS & RMB. (2021). The Common Sense census: Media use by tweens and teens.
- 4. M. H. (2020). What is social media? The balance small bussiness.
- 5. Adegboyega LO. (2020). Influence of Social Media on the Social Behavior of Students as Viewed by Primary School Teachers in Kwara State, Nigeria. MimbarSekolahDasar, 2-7.
- 6. O'Keeffe GS, CPKaCoCaM. (2021). The impact of social media on children, adolescents, and families. 800-804.
- 7. Miller D et al. (2022). How the world changed social media. UCL press.
- 8. Gnawali DA. (2020). Social Media and its Impact on Youth of Kathmandu Valley. The SaptagandakiJournal , 8-12.
- 9. Jha RK, SDK & PKR. (2016). Facebook use and its effects on the life of health science students in private medical college of Nepal. BMC Research Notes, 378-384.
- Paudel A, Chhetri M &Biadya P (2023). Association between social media and psychological effects among adolescents: school-based cross-sectional study in Kathmandu city of Nepal. Journal of Chitwan Medical College. 13 (44) 63-69.
- 11. Gnawali A (2020). Social Media and its Impact on Youth of Kathmandu Valley. The Saptagandaki Journal. 11 (11). 8-10.
- 12. Ansi A et al. (2023). How do social media influencers change adolescents' behavior? Evidence from Middle East Countries. Heliyon, 8-12.
- 13. Al-Badi AH. (2016). The Influence of the Internet on Teenagers' Behaviour in Oman. Journal of Internet Social Networking & Virtual Communities, 7-10.
- 14. Jiang MA. (2018). Teens. Social Media & Technology, 6-17.
- 15. Alnjadat R etalH. (2019). Gender variations in social media usage and academic performance among the students of University of Sharjah. Journal of Taibah University medical sciences. , 392-395.
- 16. Lamichhane S. (2023). Factors Affecting Online Knowledge Sharing Behavior Using Social Media in Kathmandu Valley among Youth of Gen Z. 7-18.