

Social Media Use and Perceived Self-Efficacy of Adolescents from Government and Private Schools

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ABSTRACT

This quantitative study has been done on the 400(N) adolescents of Lucknow. The objective of present study is to see the role of patterns of social media use on perceived self-efficacy of adolescents. The data was collected by offline mode on students of aged from 12 to 18. Standard questionnaire is used for data collection. Mean analysis and T test is used for analysis. In result, it is found that patterns of social media have significant impact perceived self-efficacy of adolescents.

Keywords - *Social media use, Perceived Self-efficacy and Adolescents.*

1. INTRODUCTION

Social Media and Adolescents

Social media has become a central part of adolescent life, influencing various aspects of their social, emotional, and cognitive development. Social media platforms give teens opportunities to express themselves, explore interests, and connect with peers. This can help build a sense of identity and belonging, which is crucial during this stage of life. Studies show that online interactions and platforms allow teens to experiment with self-presentation and receive feedback from peers, which can aid in self-discovery (Valkenburg, Koutamanis, & Vossen, 2017).

Social media allows teens to stay connected with friends, share experiences, and form new relationships. It can help bridge physical distances and foster feelings of belonging, which are essential for emotional well-being (Best, Manktelow, & Taylor, 2014). As digital natives, adolescents often turn to social platforms like Instagram, TikTok, Snapchat, and Twitter for connection, self-expression, and information. However, while social media has numerous benefits, it also presents significant risks, especially when used excessively.

Excessive social media use is linked to mental health challenges in adolescents, including anxiety, depression, and low self-esteem. A significant concern is the "social comparison" that often occurs on social media, where teens compare their lives to idealized images of others (Fardouly, Diedrichs, Vartanian, & Halliwell, 2015).

Social media use among adolescents has significant implications for their perceived self-efficacy and overall well-being. Research indicates that social media can both positively and negatively impact adolescents' self-perception and mental health (Gupta et al., 2022; Khalaf et al., 2023). While ethical social media use can boost self-esteem and provide opportunities for connection, it can also lead to increased mental distress, self-harming behaviors, and suicidality (Gupta et al., 2022; Khalaf et al., 2023). Interestingly, the relationship between social media use and self-efficacy is not straightforward. Low self-control increases the odds of developing risky or problematic social media use, suggesting that perceived self-efficacy plays a crucial role in how adolescents engage with these platforms (Leijse et al., 2023). However, active use of social media by parents can lead to increased intrapersonal empowerment, resulting in better mediation of

social media influencers' impact on their adolescents (Lin et al., 2019). The impact of social media on adolescents perceived self-efficacy is complex and multifaceted. While social media can provide opportunities for self-expression and connection, it also poses risks to mental health and well-being. Clinicians and parents can work together to mitigate these risks by employing open, nonjudgmental, and developmentally appropriate strategies, such as education and practical problem-solving (Gupta et al., 2022; Khalaf et al., 2023). Future research should focus on targeting and utilizing social media for promoting mental wellbeing among adolescents and educating youth to manage the possible deleterious effects (O'Reilly et al., 2018).

Perceived self-efficacy

Perceived self-efficacy is a complex process that develops during adolescence. Many cognitive, social, and experiential factors interact to shape an individual's belief in their ability to carry out the behaviours required to accomplish a particular task or set of goals (Tsang et al., 2012). A key component of the adolescent's developing self-concept, self-efficacy is not just a static attribute but rather a dynamic collection of beliefs that are continuously updated and improved through continuous interactions with the environment. It also plays a critical role in determining the adolescent's motivational orientation, cognitive strategies, and emotional reactions in a variety of contexts (Tsang et al., 2012). High self-efficacy adolescents are more likely to approach difficult tasks with confidence, persevere in the face of setbacks, and blame failures on poor tactics or lack of effort rather than innate limitations (Schunk, 2001; Williams & Lillibridge, 1992). On the other hand, adolescents who lack self-efficacy might shy away from difficult assignments, give up quickly when things get tough, and blame failures on a lack of skill, which can lead to a vicious cycle that impedes their ability to develop and succeed (Bandura, 1993).

Social media provides a platform for learning, skill development, and self-presentation, which has been shown to increase self-efficacy. Adolescents and young adults can display their skills, participate in educational content, or get peer feedback on platforms like YouTube or LinkedIn, for instance, which can boost their self-esteem. Social media gives users access to a variety of learning communities and resources, which can boost their self-efficacy in particular fields. Social media groups are frequently a source of support and encouragement for teenagers who are learning new skills or pursuing new interests (Bandura, 2001).

Adolescent behaviours are strongly correlated with self-efficacy beliefs, which can be changed to enhance health outcomes (Kao et al., 2020). Enactive attainment, vicarious experience, imaginal experiences, social persuasion, and physical and emotional states are some of the factors that influence these beliefs (Tsang et al., 2012). Self-efficacy beliefs can be strengthened by the opportunity to share accomplishments, document progress, and receive encouragement on platforms such as Instagram or TikTok (Schunk, 1989). Interesting relationships between self-efficacy and other aspects of adolescent development have been brought to light by several studies. For example, among adolescents, positive affect has been linked to higher levels of perceived self-efficacy in life skills and resilience (Sagone & Indiana, 2017).

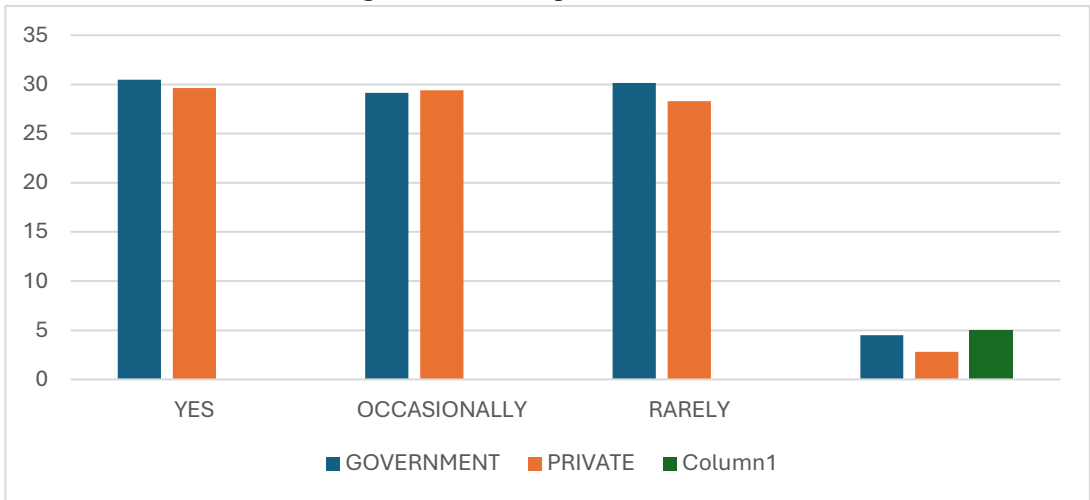
However, overuse of social media or exposure to idealised portrayals can lower self-efficacy, especially when users contrast their lives with those of others. Adolescents' views of their own abilities may be impacted by the negative social comparison that results from social media's frequent emphasis on success stories and carefully chosen experiences. Comparing their actual lives to the idealised ones depicted on social media can make teens feel less competent or confident, which lowers their sense of self-efficacy.

2. METHOD

The data has been collected on population of Lucknow. Sample size is 400(N). 200 adolescent girls and 200 adolescent boys, aged from 14 years to 18 years. Standard questionnaires have been used for data collection. Data had collected through offline mode only. Ex- post facto research methodology has been used in this research. Independent variable in this study is social media use and dependent variable is perceived self-efficacy. For social media use Ali, I. Danaee, M. & Firdaus, A. "Social networking sites usage & needs scale (SUNUS): A instrument for measuring social networking sites' usage patterns and needs" is used and for perceived self-efficacy - General Self Efficacy Scale by Schwarzer and Jerusalem (1945) is used.

3. RESULTS AND DISCUSSION

Table no. 1- This table presents the mean value of SMQ1 and the perceived self-efficacy of adolescents from government and private schools-



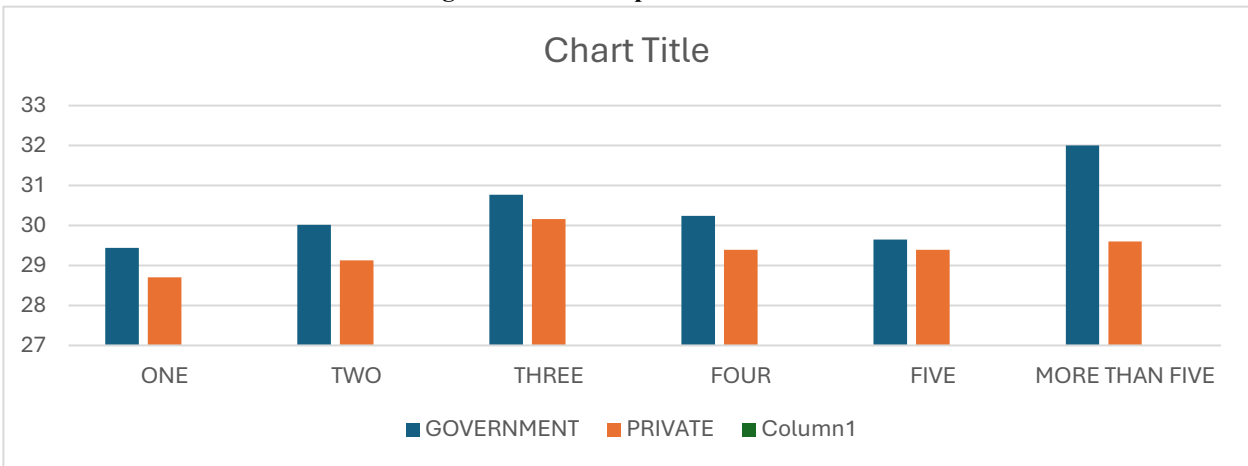
This table presents the mean value of Adolescent using social media actively from government schools having higher perceive self-efficacy (30.47) as compared to those adolescents using social media actively, occasionally and rarely from government and private schools.

Adolescents using social media rarely from private schools having lower perceive self-efficacy (28.31) as compared to adolescents using social media actively, occasionally and rarely from Government and private schools.

Male adolescents using social media rarely having higher perceived self-efficacy (29.95) than male adolescents using social media actively and occasionally. Female adolescents using social media actively having higher (30.70) perceive self-efficacy as compared to female adolescents using social media occasionally and rarely. Female adolescents from government school having higher perceive self-efficacy (30.80) as compared to male and female adolescents from government and private school.

Female adolescents from government school using social media actively having higher perceived self-efficacy (30.99) in comparison of female and male adolescents using social media actively from government and private schools. Male adolescent using social media rarely from government school having higher perceive self-efficacy (30.67) in comparison of adolescents using social media actively and occasionally from Government and private schools. T-test is found significant at .00 level.

Table no 2- This table presents the mean value of SMQ 2 and the perceived self-efficacy of adolescents from government and private schools-

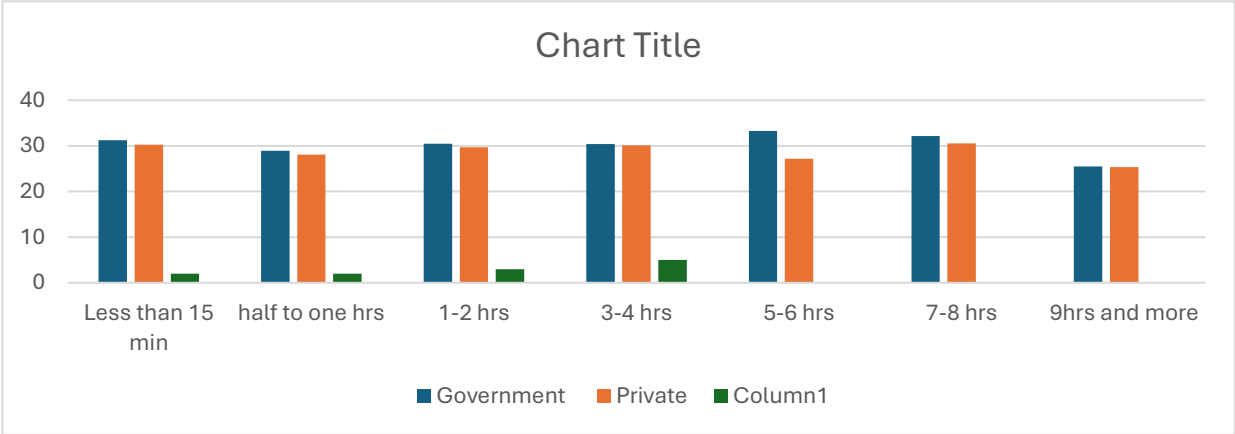


The perceived self-efficacy of adolescents from government and private schools increases their perceive self-efficacy as number of sites visited increases gradually.

Adolescents from government schools having higher perceive self-efficacy as compared to adolescents from private school using social networking sites actively. Female adolescents using 1,2,3 and 4 sites actively from government schools having higher perceived self-efficacy as compared to male and female adolescents from Government and private schools

using 1,2,3 and 4 sites actively. Male and female adolescents from government and private schools using 1,2,3 and 4 social networking sites actively having higher perceived self-efficacy in comparison of male and female adolescent from government and private schools using 5 and more than 5 site actively. T value is found significant on .05 level.

Table no 3- This table presents the mean value of SMQ 3 and the perceived self-efficacy of adolescents from government and private schools-

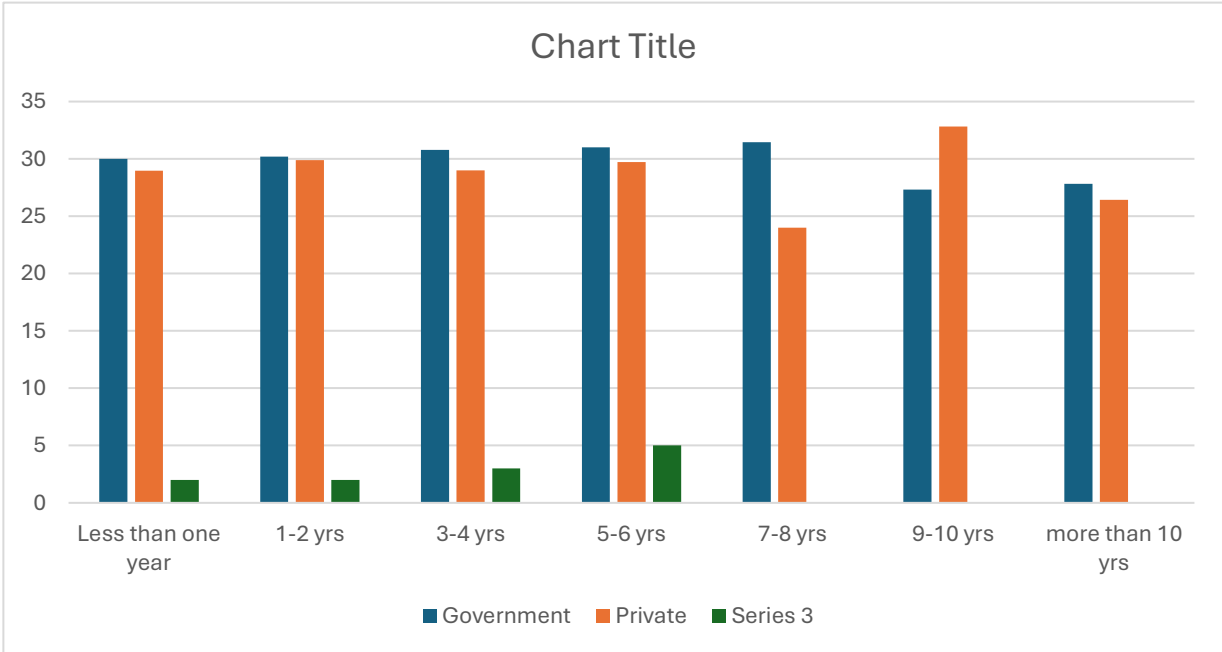


Adolescents from government school spending time on social media per day in all categories having higher perceived self-efficacy as compared to adolescents from private school spending time on social media per day in all categories.

Adolescents from Government and private schools spending 15 minutes and 1- 2 hours per day having higher perceived self-efficacy as compared to adolescents from government in private schools spending half - one hour, 3 to 4 hour, 5-6 hours, 7- 8 hrs and more than 9 hours per day. Female adolescents from private schools spending 9 hours and more on social networking sites per day having highest perceive self-efficacy (36) in comparison to adolescents from Government and private schools spending time on social media less than 15 minutes, half to one hour, 3-4 hrs and 5-6 hrs and 7-8 hours.

Male adolescents from government school spending 7 to 8 hours on social networking sites per day having highest perceived self-efficacy (33.17) as compared to male adolescents from government and private school using social networking sites less than 15 minutes, half to 1 hour, 1- 2 hour , 3- 4 hrs, 5-6 hrs, and 9 and more than 9 hrs per day. T value is found significant on .001 level.

Table no 4- This table presents mean value of SMQ 4 and the perceived self-efficacy of adolescents from government and private schools-



Adolescents from government school using social media less than 1 year, 1- 2 year, 3 to 4 years, having higher perceived self-efficacy in comparison of adolescents from government school using social networking sites 5 to 6 years, 9 to 10 years and more than 10 years. Adolescents from government school using social networking sites from 7 to 8 years having highest perceive self-efficacy (31.44) in comparison to other adolescents from government school.

Adolescent from government school using social networking sites less than 1 year, 1 to 2 year, 3 to 4 year, 5 to 6 year, 7 to 8 years and more than 10 years having higher perceive self-efficacy than adolescent from private school. Highest perceived self-efficacy (32.83) has been found in adolescent from private schools using social networking sites from 9 to 10 years. Female adolescent from government school using social networking sites less than 1 year, 1 to 2 years, 3 to 4 years, 5 to 6 years, 7to 8 years having higher perceived self-efficacy as compared to female adolescents from private school using social networking sites less than 1 year, 1to 2 years, 3 to 4 years, 5 to 6 years and 7 to 8 years.

Male adolescents from government and private school using social networking sites from 7 to 8 years having higher perceived self-efficacy as compared to male adolescents using social networking sites from less than 1 year, 1 to 2 year, 3 to 4 years, 5 to 6 years, 9 to 10 and more than 10 years. Female adolescents from government school using social networking sites less than 1 year, 1 to 2 year, 3 to 4 year, 5 to 6 year and 9 to 10 years having higher perceive self-efficacy in comparison of male adolescents from government school using social networking sites from less than 1 year, 1 to 2 year, 3 to 4 years, 5 to 6 years and 9 to 10 years.

Female adolescent from private school having higher perceive self-efficacy in compared to male adolescents from private school in all categories. Female adolescence from government school using social networking sites from less than 1 year, 1 to 2 year, 3 to 4 year, 5 to 6 years, 7 to 8 years and 9 to 10 years having higher perceive self-efficacy in comparison of female and male adolescence from Government and private schools using social networking sites in same categories. Male adolescents from government school using social networking sites more than 10 years ago having higher perceived self-efficacy in comparison of male and female from government and private schools using social networking site from 10 years ago. T-value is not found significant for it.

4. CONCLUSION

This study found that female adolescents from government school having higher perceived self-efficacy as compared to adolescence from the private schools. In conclusion, adolescents' perceptions of their own abilities are greatly influenced by social media. Although it provides chances for self-expression, education, and connection, it can also result in social comparison and a decline in confidence, especially when teenagers compare their value to carefully manicured online representations. Whether social media is used constructively or destructively has a significant impact on self-efficacy. To help adolescents develop and sustain a strong sense of self-efficacy in the digital age, it is imperative to promote digital literacy and healthy online behaviours.

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