



A Study on Social Media Addiction and its Correlates



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Submitted by

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DECLARATION

I declare that the dissertation entitled “A study on Social Media Addiction and its correlates” such as self-esteem, wellbeing, level of anger, problem frequency behaviour, general procrastination, and difficulties in emotion regulation (DERS) among adolescents has been prepared by me under the guidance of Dr. Shruti Shourie, Associate Professor of the Department of Psychology, D.A.V. College, Sector- 10, Chandigarh, India. No part of this report has previously formed the basis for any degree or fellowship award.

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“As we express our gratitude, we must never forget that the highest appreciation is not the utter words but to live by them” – Kennedy

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Megha Aneja

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ABSTRACT

This study investigates the social media addiction and its correlates such as self-esteem, wellbeing, level of anger, problem frequency behavior, general procrastination, and difficulties in emotion regulation (DERS) among adolescents. The data of 100 students was collected which include 50 boys and 50 girls. The data of 16 to 18 years of children i.e. classes 10,11 and 12 was collected through survey and interview method. The tools used in the study were Social Networking Addiction Scale by Shahnawaz and Rehman, Self Esteem Questionnaire by Dubois et al, EPOCH measure of adolescent Well Being by Kern et al, Level of Anger Scale (LAS) by DiGiuseppe, Problem Behaviour Frequency Scale by Dahlberg et al., General Procrastination Scale by Lodha et al and Difficulties in Emotion Regulation (DERS) by Gratz and Roemer. The study concludes that there is significant difference in adolescent boys and girls on physical aggression, non-physical aggression, relational aggression, problem frequency behavior, impulse, clarity and difficulties in emotion regulation. The study also shows that there is significant positive correlation in optimism, anger level, physical aggression, nonphysical aggression, problem frequency behavior and general procrastination with social media addiction among total sample and significant negative correlation in family self esteem and total wellbeing in total sample. The boys show significant and positive correlation to anger level, physical aggression, non-physical aggression, and problem frequency behavior. The girls show significant positive correlation of procrastination with social media addiction and significant negative correlation with family self-esteem, happiness, and total well-being.

Keywords: *Social Media Addiction, Self-esteem, Well-being, Level of Anger, Problem Frequency Behavior, General Procrastination, and Difficulties in Emotion Regulation, Adolescents.*

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CHAPTER 1

INTRODUCTION

INTRODUCTION TO SOCIAL MEDIA

In the current digital era, social media has completely changed the way people connect, communicate, and exchange information. Social media platforms are now an essential part of our everyday lives, used for anything from finding news and trends to keeping in touch with friends and family (Rahman, 2023).

The term "social media" describes a range of technological tools that allow people to share information and ideas with one another. Approximately 60% of the global population, or over 4.7 billion individuals, utilize social media, including Facebook, Instagram, YouTube, and X platform (previously Twitter). Early in 2023, 94.8% of users visited websites and apps for chat and messaging, with social media platforms coming in second with 94.6% of users (Dollarhide, 2024).

Social media initially served as a platform for communication between friends and family, but it quickly grew to be used for a wide range of activities. The first site to hit one million active monthly users was Myspace in 2004 (Dollarhide, 2024).

The introduction of Facebook and Twitter (now known as the X platform) in the years that followed caused an explosion in the use of social media. Companies flocked to these channels to rapidly connect with a worldwide audience (Dollarhide, 2024).

Many like to draw parallels between the development of social media and the advancement of communications technology since the end of the 1800s. Samuel Morse's first telegraph, which he sent between Washington, D.C. and Baltimore in 1844, is a popular place to start. Nevertheless, based on our previous definition, this kind of communication is not social media. It was not "online," for starters, and telegrams don't support any greater group or community. Rather, they are employed to transmit private messages between individuals (Jones, 2024).

RAPID GROWTH OF INTERNET

The internet originated in the 1960s and 1970s, when numerous commercial and public groups attempted to create ways for computers to connect with one another. This can be

considered the initial phase of social media. However, it wasn't until the 1980s, and really the 1990s, that home computers became increasingly common, paving the way for the emergence of social media (Jones, 2024).

Furthermore, the introduction of blogging and bulletin board systems in the 1990s ushered in the era of online social networking sites. The idea that an ordinary person could connect on to the internet and write regarding what they were pondering, experiencing, and doing, and that these writings could be viewed and reacted to by anybody at any time, helped people comprehend the true significance of the internet (Jones, 2024).

There are many old social media sites like vine, Myspace, open dairy and others which have already started from 19th century.

Vine, a famous video software launched in 2013, allowed users to make six-second looped videos. Users could create their own material, follow friends and well-known creators, and discover trending videos. It ruled social media networks from 2013 to 2016, with many of the most popular videos being important in pop culture and memes today (Needle, 2022).

Myspace is an online social network where users can set up a profile page to share their hobbies, images, and connect with friends. It also appreciated music, allowing users to choose a tune to play whenever a buddy viewed their profile. During its peak, Myspace was the globe's most famous social networking site, surpassing Google as the most frequently visited website in the United States (Needle, 2022).

Friendster, which debuted in 2002, was the first social media site to let users build profiles and exchange information with their friends. It was also utilized to stay informed about local events, popular culture news, and engage with brands. At its greatest point, Friendster had around 115 million users worldwide. According to Alexa, the website now ranks 2,949,342 in terms of global internet traffic and interaction during the last 90 days (Needle, 2022). It was created in 1997, was an internet-based blogging and journaling website that pioneered elements present on modern blogs, such as comments. Writers could add friends and modify privacy settings to ensure that only particular people saw what was being written and it soon evolved to include different topic categories, allowing users to write about a wide range of topics (Needle, 2022).

CHARACTERSTICS OF SOCIAL MEDIA

Social media platforms rely heavily on content provided and shared by users themselves.

This content may consist of written postings, photographs, videos, links, and other elements. Unlike traditional media, which is primarily developed by professionals, social networking sites allows anybody to contribute and share material with others (Saxena, 2013).

One of the distinguishing characteristics of social media is its active aspect. Users can interact with each other's material by like, commenting, sharing, and sending direct messages. Users engage in two-way communication, which promotes community development and connection building (Saxena, 2013).

Social media platforms have been created to let users connect and network. Whether it's interacting with friends and family, colleagues, or like-minded people, social media allows users to broaden their social networks and form ties across borders (Saxena, 2013).

Social media systems allow users to see the most recent posts, news, and events as they occur. This real-time component makes social networking sites as constantly shifting environment in which users may keep updated and involved with the latest developments and advancements (Saxena, 2013).

Many social media platforms have features that allow users to tailor their experience depending on their choices and interests. This could include customized news feeds, targeted adverts, and curated content suggestions based on each user's actions and interactions with the site (Spacey, 2023).

Social media platforms have an international reach, allowing users to interact with others from all over the world. This worldwide accessibility facilitates unprecedented levels of intercultural interaction, collaboration, and idea sharing (Spacey, 2023).

With the rising adoption of iPhone and mobile phones, social media platforms are becoming more mobile-friendly. Users can access social networking apps and websites at any time and from any location, making it convenient to stay connected while traveling (Spacey, 2023).

Social media has widespread uses starting from communication, interacting with others, sharing our thoughts and opinions, shopping and many more. Nowadays a new field has emerged that social media uses in marketing. Some uses in marketing are as follows:

Social networking sites statistics-This is the technique of collecting and analyzing information from blogs and social media platforms to help make business decisions. The most typical application of social media statistics is to do consumer sentiment analysis (Lutkevich, 2023).

Social networking marketing (SMM)- This application expands a company's brand awareness and consumer base. The idea is to develop engaging material that consumers will circulate with their social networks. SMM includes social media optimization (SMO). SMO, like optimization for search engines, is a tactic for increasing the number of users to a site. Social media connections and share buttons are included in content, and activities are advertised through status updates, tweets, and blogs (Lutkevich, 2023).

BENEFITS OF SOCIAL MEDIA

Social media provides various benefits that have revolutionized how we communicate, interact, and engage with one another. Here are some major benefits of social media:

Worldwide Connectivity: Social media eliminates barriers to communication, allowing people from every corner of the world to interact and converse quickly. Whether it's keeping in touch with friends and family across countries or networking with professionals in various countries, social media makes global communication possible like never before (Raghavan, 2024).

Contact: Social media platforms offer a variety of communication methods, including text, audio, and video. Users can have real-time chats, share updates, and work with others, promoting communication and collaboration among varied communities and interests (Raghavan, 2024).

Group Building: Social media allows people to build online communities around similar interests, passions, beliefs, or identities. These communities provide a sense of connection and support, as well as opportunities for members to connect and collaborate (Raghavan, 2024).

Branding and Advertising: social media provides strong tools for businesses to establish their brands, sell themselves, and engage with their customers. Companies can utilize social media

sites such as Facebook, Instagram, and Twitter to market their products or services, communicate with customers, and increase brand loyalty (Raghavan, 2024).

Feedback from Customers and Industry Research: social media can help organizations gain vital insights into the tastes of their consumers, opinions, and behavior. Monitoring social media discussions and input allows businesses to collect data for market study, development of products, and customer experience improvement (Dalomba, 2022).

Educational materials Tools and Training Opportunities: Social media networks provide an abundance of instructional content, such as tutorials, webinars, and internet-based courses. Users can use these tools to learn new skills, enhance their knowledge, and keep up with industry trends (Dalomba, 2022).

Knowledge and Advocates: Online campaigns have the capacity to raise public awareness about critical social issues, promote charity causes, and rally support for diverse movements and initiatives. Common tactics for activism include hashtags, internet challenges, and internet petitions (Dalomba, 2022).

Innovation and Personal Expression: Social networking platforms allow users to express themselves creatively through posts, images, videos, art, and other types of content. Users may display their skills, discuss their passions, and freely express themselves to a global audience (Dalomba, 2022).

As a coin always has two sides. Social media being one among the most useful tool also have a lot of adverse impacts on the health of individuals.

Adverse impacts on Mental Health: Excessive social media use has been related to a variety of mental health problems, including depression, loneliness, anxiety, and low self-esteem. Constant assessment of other people, online harassment, and a desire to present a perfect image of one's life can all contribute to these issues (Nayar, 2023).

Security worries: Social media sites frequently gather and retain a great deal of user data, prompting worries about confidentiality and information security. Users may accidentally provide private information or become victims of data breaches, theft of identities, or internet scams (Nayar, 2023).

Disinformation and False News: social media can foster disinformation, rumors, and false information. False information spreads quickly through viral content, echoes, and

algorithmic biases, causing disorientation, division, and distrust of traditional news sources (Salber, 2024).

Addictions and Energy Disorientation: Social media addiction is a serious issue, with users spending too much time looking through feeds, like content, and seeking affirmation through likes and comments. This addiction can disrupt interpersonal interactions, productivity at work, and overall health (Salber, 2024) .

Negative Effects on Relations: While online platforms can help people communicate and interact, it may adversely affect real-life relationships. Excessive usage of social media may result in a lack of personal contacts, misunderstandings caused by misreading of posts, or jealousy provoked by viewing others' curated lives (Salber, 2024).

Impacts on Sleep Cycles: The use of social media, particularly before bedtime, has been linked to irregular sleeping patterns and low levels of sleep (Nayar, 2023).

Unfortunately, the disadvantages of social media may take an effect on adolescents. Suicide remains one of the biggest causes of death for children under the age of 14. In most situations, young people die by hanging (Dalomba, 2022).

Suicide rates among 10- to 14-year-olds have increased by more than 50% over the last thirty years, according to the American Association of Suicidology.

Suicide rates among children aged 10 to 14 are very low, but increasing, reported to the American Foundation for Suicide Prevention (Dalomba, 2022).

DIFFERENT SOCIAL MEDIA SITES

Currently there are many new social media sites which are in high use example Facebook, Instagram, Twitter.

According to Statistics, Facebook is the most popular social networking site, with over 3 billion users each month. This means that around 37% of the global population uses Facebook. Facebook Messenger, a direct communication spin-off app, has 931 million monthly users who are active (Oladipo, 2024).

Over 200 million businesses (mainly small businesses) utilize Facebook tools, and over seven million marketers actively promote their businesses on Facebook, making it a rather secure pick if you want to be present on social media (Oladipo, 2024).

It's simple for getting started on Facebook since practically all content formats work well on the platform, including text, photos, video material, and Stories. However, the Facebook algorithm promotes content that inspires discussions that are significant interactions between individuals, particularly those with family and friends (Oladipo, 2024).

WhatsApp is a messaging program used in over 180 countries, with an estimated 2.78 active users, based on Statistics (Oladipo, 2024).

Initially, consumers used WhatsApp to send messages to friends and family, but with the advent of WhatsApp Business in 2018, the messaging network has become an increasingly common option for businesses. WhatsApp Business announced more than 200 million monthly subscribers in June 2023 (Oladipo, 2024).

WhatsApp's business platform enables businesses to conduct customer service and communicate with consumers about what they've bought. Small businesses can utilize the WhatsApp Business app, whereas enterprises can use the WhatsApp Business API (Oladipo, 2024).

YouTube is a video-sharing network where users watch billions of hours of videos every day. In addition to being the second-biggest social media app, YouTube is frequently referred to as the second most popular search engine after its parent company, Google (Oladipo, 2024).

So, if you utilize video for advertising your brand, you should surely include YouTube in your marketing approach. To get started, follow these steps to build your brand's YouTube channel (Oladipo, 2024).

Instagram, a visual social media platform, is ideal for presenting your goods or services through photos or videos. The app allows you to share a wide variety of content, including photographs, videos, Stories, Reels, and live videos (Oladipo, 2024).

As a brand, you can set up an Instagram business profile, which includes detailed metrics for your profile and posts, as well as the ability to plan Instagram posts with third-party applications. It's also an excellent source for content created by people from your target demographic, as users routinely share material and tag businesses (Oladipo, 2024.)

LinkedIn is a professional networking website for job hunting, recruitment, and career advancement. It has more than 700 million members globally and provides features such as profiles, job ads, company sites, and industry groups (Lyons, 2023).

Snapchat is well-known for its disappearing photo and video messaging function, which causes material to disappear after viewing. It also provides Stories, Explore, and lenses for artistic expression. Snapchat has over 300 million monthly active users (Lyons, 2023).

Pinterest is a visual discovery network where users can find and save ideas for a variety of topics, including cuisine, interior design, fashion, and DIY projects. It has more than 400 million active users every month and is powered by photos, or "pins" (Lyons, 2023).

Reddit is a social news gathering and discussion platform divided into thousands of groups called subreddits. Users can share links, text, photographs, and videos, as well as participate in discussions about a variety of topics. Reddit has more than 430 million active users every month (Lyons, 2023).

These are only a few examples of the several social media platforms accessible, each with its own set of features tailored to distinct user tastes and interests.

Social media has effect on almost all the aspects of human life. Research shows us that social media affects our body image, eating behaviors as well as academic achievement. COVID-19 epidemic has also led individuals to become addicted to social media.

Fardouly et al. (2015) investigated the effects of social media use on body image concerns and disordered eating behaviors. The findings indicated that exposure to idealized images and material on social media platforms was related with poor body image and an elevated risk of disordered eating behaviours among adolescents and young adults.

Rosen et al. (2018) investigated the effects of social media use on academic achievement in students. The results revealed a slight but significant detrimental relationship between social media use and school performance, particularly among frequent users.

Depoux et al. (2020) investigated the role of social media platforms in the spread of misinformation and conspiracy theories about the COVID-19 epidemic. The findings demonstrated that social media has a major impact on public views, behaviors, and responses to the epidemic.

SOCIAL MEDIA ADDICTION

Over the past decade, checking and browsing through social media has grown in popularity. Although most of the people's use of social media is not harmful, a small minority of users

develop an addiction to social networking sites and participate in excess or obsessive use. Experts estimate that between 5 and 10% of Americans currently fulfill the standards for social media addiction. Social media addiction is a behavioral addiction defined by excessive concern about social media, an uncontrolled desire to log on to or use social media, and investing a great deal of time and energy to social media that it interferes with other vital aspects of one's life (Wigmore, n.d.).

As smart phones have become more prevalent, and access has become nearly constant, social media addiction has emerged as the most common sort of internet addiction. The issue is not only with human vulnerabilities, but also with the involvement of software developers in exploiting those vulnerabilities, as well as the business incentive that motivates them. The attention economy relies on convincing consumers to continue engaging with media. Interface features are frequently created with this goal in mind, such as employing colors and forms to lure users or make exiting difficult (Wigmore, n.d.).

CAUSES OF SOCIAL MEDIA ADDICTION

The exact causation of social media addiction is complicated and involves multiple elements. Researchers are still striving to understand how social media affects adolescents and our culture (Ivanova, 2023).

As the technology that drives social media platforms advances, the causes of social media addiction may change. Currently, numerous risk factors, combined with the purposefully addictive design of social media programs, push many people to acquire a social media addiction (Ivanova, 2023).

Genetic factors

Social media addiction is classified as an addiction to behavior (such as gaming or purchasing). The same genes that enhance your odds of acquiring a substance use disorder could also raise your chances of developing a social media addiction (Ivanova, 2023).

These genes are handed down via your parents, so understanding if you have a family history of addiction can help you avoid the condition.

Neural Chemistry

Social media addiction begins with the activation of your brain's reward region, which oversees releasing hormones (dopamine) associated with happiness, reward, and satisfaction.

When people use social media sites, their brains experience a dopamine surge that causes them to feel euphoric, leading them to seek the same experience over and over. to seek the same sensation repeatedly (Ivanova, 2023).

Because the layout of many social media programs is geared toward keeping you scrolling and engaging the reward center of the brain, many social media addicts fail to log off or set their phones down.

The effect is considerably more pronounced in persons with low dopamine levels, which are frequent in depression, ADHD, and other mental diseases (Ivanova, 2023).

Reward System

Likes, feedback, shares, and notifications are all features of social networking platforms that are intended to activate the brain's reward system. The dopamine release linked with these rewards can provide a positive experience, leading to obsessive social media use (Davenport, 2022).

Lifestyle modifications

Major life events, such as relocating to a new place, starting a new career, or experiencing relationship problems, may cause people to seek solace or distraction on social media (Davenport, 2022).

Stress and Anxiety

Excessive stress, anxiety, or uncertainty can enhance the need to seek consolation or escape through social media use, leading to addictive behaviors (Davenport, 2022).

Escapism

Some people may use social media to avoid stress, worry, boredom, or undesirable emotions. Social media's dynamic and immersive nature can serve as a momentary distraction from real-world difficulties (Ivanova, 2023).

Fear of Missing Out (FOMO)

The fear of missing out on social occasions, events, or information provided by others on social media can lead to compulsive monitoring and scrolling to keep connected and updated (Ivanova, 2023).

DRAWBACKS OF SOCIAL MEDIA ADDICTION

Possible drawbacks of social networking include low self esteem, anxiety, depression and many more.

Low self-esteem can stem from false beliefs that others' lives are "better" than yours, leading to feelings of isolation and loneliness. Anxiety or Depression has been usually seen in young adults excessively using social networking sites. Symptoms of social anxiety disorder include FOMO, which can lead to excessive social media use (Hoffman, 2024).

Troubled sleeping habits, particularly if you use social media just before bedtime. Reduced exercise, which may impact your overall health has also been a major disadvantage of excessive social media addiction. Low marks or work performance, neglecting connections in real life, and less empathy for others are result of social media addiction (Hoffman, 2024).

SIGNS OF SOCIAL MEDIA ADDICTION

Some indication s of social media addiction among people involve spending too much time on social networking, continue use of social media even if it frequently makes an individual feel melancholy or nervous, thinking and worrying over social media while not using it (Hill, 2023).

Continually thinking about the next occasion to check social media, failure to fulfil key tasks, such as at work or school, due to social media use, being unwilling to lessen or stop using social media even when it has begun to have a detrimental impact on your life and extreme fear of losing out if you seek to reduce your social media use are some other signs and symptoms of social media addiction (Hill, 2023).

Although social media has adversely had addiction over all age groups beginning from children, adolescence and even the old age people. But adolescence being belong to the most vulnerable age are mostly seen more addicted to social networking sites. Therefore, my research aims to study social media addiction among adolescents.

Adolescence is a phase of development that begins with puberty and ends with the transition to adulthood (ages 10–20). Adolescence has evolved historically, with data indicating that this stage is becoming longer as people begin puberty sooner and transition to adulthood later than in the past. Puberty today often begins between the ages of 10 and 11 for females and 11 and 12 for boys. Since the nineteenth century, the average age of onset has continuously lowered by 3-4 months per decade, owing to a variety of variables such as better eating habits, obesity, increased absence of fathers, and other environmental variables (Steinberg, 2013).

Completing formal schooling, gaining financial independence from parents, marrying, and becoming a father have all been hallmarks of the end of adolescence and the beginning of adulthood, and all of these changes occur, on average, later than before. Indeed, the extension of adolescence has resulted in the creation of a new developmental period known as emerging adulthood, which captures these developmental changes as they transition from adolescence to adulthood and occurs between the ages of 18 and 29 (Arnett, 2000).

Adolescents often experience emotional (if not physical) estrangement from their parents. While this sense of detachment is crucial for the development of personal principles, the shift to self-sufficiency requires many adolescents to make a variety of adjustments. Furthermore, teenagers rarely play distinct roles in society, instead occupying an unclear space between childhood and adulthood. In Western societies, these difficulties most typically define adolescence, and how an individual responds to them influences the nature of his or her adulthood. During adolescence, the individual undergoes an increase in sexual feelings following the unconscious sexuality of childhood. Adolescents learn to manage and direct their sexual drives (Csikszentmihalyi, 2024).

Adolescence has a lot of physical and cognitive development during this stage of their life.

Adolescent stereotypes such as rebelliousness, distraction, thoughtlessness, and daring aren't new. Young people go through significant physical and social changes, which can make it difficult for them to understand how to behave. During puberty, adolescent bodies develop stronger and are loaded with hormones that trigger cravings necessary for the survival of the species. Ultimately, acting on those aspirations drives people to undertake the duties of making a living and raising a family (Csikszentmihalyi, 2024).

Historically, many civilizations established institutional mechanisms for elder people to assist young people in assuming their roles in society. Initiations, vision quests, Hindu samskara the

life-cycle approach rituals, along with additional ceremonies or rituals of passage aided young men and women in their move from childhood to maturity (Csikszentmihalyi, 2024).

SOCIAL RESTRICTIONS

Adolescence, biologically speaking, should be the best stage of life. During adolescence, most of our mental and physical functions, such as quickness, power, response time, and memory, reach their peak. In adolescence, new, bold, and divergent thoughts can have a tremendous impact on the imagination (Csikszentmihalyi, 2024).

Teenagers, maybe more than anybody else, have a tremendous built-in resiliency, as seen by their amazing capacity to triumph over crises and find the positive in unpleasant circumstances. According to studies, teenagers recover from negative moods in around half the time that adults do. Despite their perseverance, some teenagers find these years to be more challenging than rewarding—in part due to the limitations and limits that frequently accompany this stage of life (Csikszentmihalyi, 2024).

PHASES OF ADOLESCENCE

Adolescence consists of three stages:

Early adolescence ranges from ages 10 to 13.

Middle adolescence ranges from 14 to 17.

Late adolescence age ranges from 18 to 21 and beyond (Allen, 2019).

Early Adolescence (Ages 10-13)

During this time, children often begin to grow faster. They also notice other physical changes, such as hair growth beneath the arms and in the sexual organs, breast development in females, and testicular enlargement in males. They often begin a year or two earlier in girls than in boys, with some changes occurring from as young as age 8 for females and age 9 for boys. Many females begin their periods at the age of 12, approximately 2-3 years after the beginning of breast growth (Allen, 2019).

Middle Adolescence (Ages 14-17)

Physical changes from adolescence persist into middle adolescence. Most guys will have begun their growth spurt, and the puberty-related changes will continue. They may experience speech

cracking, for example, as their voices rise and fall. Some people acquire acne. Females' physical transformations may be practically complete, with most girls now having regular periods (Allen, 2019).

At this age, many youths become interested in sexual and romantic relationships. Without support from friends, family, or community, individuals may experience stress when questioning and exploring their sexual identities. Self-stimulation, often known as masturbation, is another common approach for youth of all genders to explore their sex and sexuality (Allen, 2019).

Late Adolescents (18-21, and beyond)

Late teenagers have generally completed their physical growth and reached full adult height. They normally have greater control over their impulses by this point and may be able to appropriately assess risks and benefits (Allen, 2019).

In contrast to middle adolescents, children in late adolescence may find themselves thinking:

"While I do love Paul Rudd films, I need to study for my exam."

Teens transitioning into early adulthood now have a deeper sense of self-identity and can identify their values. They could grow more future-focused, making judgments based on their ambitions and ideas. Friendships and love relationships become stronger. They become increasingly emotionally and physically isolated from their family. Many, however, restore a "adult" connection with their parents, viewing them as equals to whom they may seek advice and talk about mature matters, rather than as an authority figure (Allen, 2019).

ISSUES OF ADOLESCENCE

Puberty, the first well-defined developmental event, marks the beginning of adolescence. Biological problems include changes caused by the release of sexual hormones that alter emotions. Mood swings might occur, affecting relationships within the home with parents and siblings, as well as those at school or socially (Mathangi, n.d.).

According to Piaget's theory of social development, adolescence is the period during which young people's cognitive abilities progress from "concrete operations" to "formal operations." So, they can cope with ideas, concepts, and abstract theories. It takes time to gain confidence

in employing these newly gained talents, and they may make errors in judgement (Mathangi, n.d.).

Adolescents face psychological obstacles as they transition from childhood into adulthood. A new person is emerging, with new norms and possibly greater obligations imposed on him/her, necessitating the maintenance of a specific standard of behavior. Accountability is increasingly an obligation from both parental and legal perspectives (Mathangi, n.d.).

As teenagers progress through their self-discovery journey, they must constantly adapt to new situations as well as biological and societal changes. This can be frustrating and anxiety provoking (Mathangi, n.d.).

Adolescents frequently struggle to define themselves and find their identity in the world.

This might cause emotions of perplexity, uneasiness, and low self-esteem (Morin, 2024).

Adolescents are strongly influenced by their fellow adolescents, which can lead to harmful behaviors including substance misuse, reckless driving, and unsafe sexual practices (Morin, 2024).

Adolescents encounter increased academic obligations, such as standardized exams, college applications, and parental and teacher expectations. This strain can cause anxiety, exhaustion, and academic underperformance, frequently experiment with drugs and alcohol. Substance misuse has major effects for physical health, emotional well-being, and general development (Degges, 2023).

Adolescents may face peer rejection or become perpetrators of harassment, which can have long-term psychological consequences for their social relationships and self-worth (Degges, 2023).

Adolescents frequently clash with their parents and siblings as they strive for independence and autonomy. Communication failures and arguments over regulations and standards can put a strain on family relationships (Morin, 2024).

Adolescents might be struggling with doubts about their gender identity and sexual orientation. Coming to grips with one's sense of self in the face of cultural conventions and expectations can be tough (Degges, 2023).

Adolescence is more likely to engage in dangerous behaviors such as careless driving, sexual activity without protection, and drug and alcohol use. These practices can have major ramifications for their long-term health and well-being (Degges, 2023).

An eating disorder is a dangerous mental condition in which eating, exercise, and body weight or form become an unhealthy focus in a person's life. Eating disorders are not an individual's choice, an incorrect diet, or a cry for attention. Eating disorders can take many different shapes and disrupt a person's daily life (Mathangi, n.d.).

An eating disorder is typically defined as an obsessive desire to be slim and/or a strong fear of gaining weight. The three most frequent eating disorders among teenagers are anorexia, bulimia, and binge-eating disorder. Even people who do not satisfy all the clinical requirements for an eating disorder are at considerable risk and should seek medical care (Mathangi, n.d.).

1. *Anorexia Nervosa*

Teenagers with anorexia may go to considerable lengths to avoid eating and manage both the quantity and quality of the food they do consume. They may become unnaturally thin, or small for their body, while yet complaining about feeling overweight. They often continue to diet even when they are at extremely unhealthy weights since they have a false perception of their bodies (Mathangi, n.d.).

2. *Bulimia Nervosa*

Adolescents with bulimia nervosa generally 'binge and purge' by indulging in uncontrollable periods of overeating (bingeing), which are usually followed by retaliatory actions such as vomiting, the use of bowel movements, enemas, fasting, or too much physical activity. Eating binges can occur multiple times each day, but they are more common in the evenings and at night.

Adolescents experiencing bulimia often go unrecognized since they can maintain their normal weight (Mathangi, n.d.).

3. *Binge Eating Disorder*

Binge eating disorder (BED) is a feeding and eating condition that has been officially diagnosed. It affects around 2% of the world's population and can lead to other dietary-related health conditions such as elevated cholesterol levels and hypertension (Timothy, 2023).

Feeding and eating disorders are classified as mental diseases because they are more than just food related. People usually develop them to cope with a more serious problem or another psychological disorder, such as depressive symptoms or anxiety (Timothy, 2023).

SOCIAL MEDIA ADDICTION AMONG ADOLESCENCE

Thomas et al. (2017) examined the prevalence of problematic social media use among adolescents in Germany. It assessed factors associated with social media addiction, such as personality traits, social support, and psychological distress, and investigated the relationship between problematic social media use and mental health outcomes.

Griffiths et al. (2011) explored the relationship between internet use, including social media, and various risk behaviors and mental health outcomes among adolescents. It examined factors contributing to internet addiction and its association with depression, anxiety, and other psychological issues.

This chapter has introduced the social media addiction among adolescents and the effects of social media addiction among adolescents.

CHAPTER 2

REVIEW OF LITERATURE

The present investigation aims to study social media addiction and its correlates viz self-esteem, wellness, level of aggression, problem frequency behaviour, procrastination and difficulties in emotion regulation (DERS) among adolescents.

The present chapter deals with the previous research done on social media addiction among adolescents to provide better understanding of the variables used in this investigation.

SOCIAL MEDIA ADDICTION

Social media addiction is defined as uncontrollable and excessive participation in social media networking sites and platforms. An individual struggling with social media addiction spends a large amount of time and energy checking on social networking sites and communicating with other users on various platforms (Ivanova, 2023). Social media is used by 84 percent of teenagers, with 62 percent using it daily (Wilson, 2023). Teens spend an average of 1 hour and 27 minutes per day looking through social media, an increase of 17 minutes since 2019 (Wilson, 2023). Only one-third of teenagers say they like social media "a lot," down from 40% in 2019. 42 percentage of teen girls say they like social media, vs 27 percent of teen boys. Girls are additionally more inclined than boys to make use of social media daily (Wilson, 2023). Instagram, TikTok, and Snapchat are the most prominent social media platforms among teenagers (Wilson, 2023).

Signs and symptoms of Social Media Addiction

People suffering from social media addiction might prioritize social media use over other critical activities, resulting in an unhealthy preoccupation on the platform (Ivanova, 2023). According to a paper published by psychologists Kuss and Griffiths (2017), social media addiction is linked to salience, a defining feature of behavioral addictions. People may increasingly utilize social media to deal with problems or unpleasant emotions such as frustration, anxiety about social situations, tension, or loneliness (Ivanova, 2023). However despite the feelings of melancholy that excessive social media use can induce, one often finds it challenging to refrain from social media usage (Hill, 2023).

Thinking and worrying over social media while not using it, thinking continually about the next occasion to check social media are also the indicators of social media addiction. It may also lead to social occupation dysfunction (Hill, 2023). Being unwilling to lessen or stop using social media even when it has begun to have a detrimental impact on your life. Moreover, individuals report experiencing an extreme fear of missing out if there are attempts to cut down on social media use (Hill, 2023).

Individuals who are at risk of Social Media Addiction

While everybody is susceptible to acquiring a social media addiction, certain groups are more prone. This includes teens and young adults aged 16-18. Young adults and teenagers are especially vulnerable owing to their frequent usage of social media sites like TikTok and Instagram. At this age, one is especially vulnerable to social media addiction due to one's desire to develop a sense of self and fit in with his/her classmates (Conlon, 2023). Individuals with certain mental health issues. Individuals with anxiety or despair are more inclined to develop a social media addiction. This is since individuals frequently utilize social media to cope with emotions of fear or solitude. For example, social media may enable persons who have anxiety about social situations to feel linked to others without leaving their house (Conlon, 2023). Traits like impulsivity may also render one more prone to developing this kind of an addiction. An interesting finding was demonstrated by Kent State University that a person's genes can directly influence how much social media they use, with genetics having a bigger influence than environmental influences (Conlon, 2023).

Theories of Social Media Addiction

Social media addiction, also known as hazardous social media use or excessive social networking, has sparked widespread attention and research in recent years. Several theories have evolved to explain the emergence of social media dependence, each providing insight into the fundamental processes and circumstances that contribute to excessive and obsessive usage of social networking sites. Several of the popular theories are:

- Self-Determination Theory (SDT) proposes that social media addiction may be caused by underlying psychological desires for independence, competence, and relatedness. When these demands are not satisfactorily addressed in real-life relationships, people may resort to social media to fulfill them. For instance, social networking sites provide chances for

expressing yourself, interaction with others, and confirmation, which can be especially tempting to people who are socially isolated or have low self-esteem (Deaton, 2015).

- **Reward Pathway Activation:** Social networking sites are intended to be both entertaining and rewarding, with features such as likes, comments, shares, and reminders triggering dopamine release in the brain's pleasure pathway. Repetitive exposure to these pleasurable cues, like other addictive activities, can establish habits and lead to compulsive use over time (Lindstrom, 2021).
- According to **social learning theory**, people learn behaviors through imitation, observation, and reward. In the case of social media addiction, excessive usage may be encouraged by witnessing peers or influencers who engage in similar behaviors or gain social incentives (e.g., attention, praise) for their online activities. Individuals may also adopt maladaptive coping mechanisms for handling stress or negative feelings through social media use, which perpetuates the addictive cycle (Deaton, 2015).

Treatments options for Social Media Addiction

Cognitive behaviour therapy that is CBT is the most based on evidence transdiagnostic therapy approach (Field et al, 2015). It is founded on the idea that ideas, feelings and behaviors are all interconnected therefore changing once thought can help with behavioral change (Malak, 2017). CBT is the most generally use psychological treatment for internet addiction and it is noninvasive than therapies for other additive disorders such as hospitalization for addiction or drug replacement therapy for substance abuse (Young, 2013). CBT is one of the best ways of treating Internet addiction and improving perception of oneself among regular users (Lam &Lam, 2016). Research supporting the efficacy of CBT reveals that behavioral changes can set in just eight weeks patients maintaining well for the over the next six months (Szasz-Janocha et al., 2020).

One should turn off one's personal phone at work, at school, during meals, and when you're having fun. Every social networking app has settings that you can use to disable specific notifications (Cherney, 2020).

Start a new pastime that has nothing to do with technology. Sports, the arts, cooking classes, and more are a few examples (Cherney, 2020).

There have been a lot of research already been done on social media addiction among different age groups. As social media use depression symptoms, affects wellbeing of the individual so it has been a hot topic for the study of research from a long time.

Chen et al. (2017) explored the association between social media addiction and psychological well-being among Malaysian young adults. They discovered that social media addiction was inversely connected with psychological well-being, emphasizing the harmful impacts of excessive social media use. Huang (2017) investigated the findings from several research and discovered a substantial link between problematic social media use and depressed symptoms, implying that excessive use of social media may contribute to poor mental health outcomes. Yet another study by Elhai et al. (2017) discovered the link between problematic smartphone use and psychological discomfort, emphasizing the role of mindfulness as a protective factor.

Kelly et al. (2019) investigated the link between social media use and mental health outcomes in teenagers. Higher levels of social media use were linked to increased psychological distress, as well as anxiety and depression symptoms. A study by Marino et al. (2021) compiled data from several studies on problematic social media use among adolescents. It identified several elements that contribute to problematic use, including peer influence, fear of missing out (FOMO), and control of emotions issues.

The present paper aims to explore the variables such as self esteem, wellbeing, level of anger, problem frequency behaviour, general procrastination and difficulties in emotion regulation (DERS) with respect to social media addiction.

SELF ESTEEM

Self-esteem is a notion that has been applied to a wide range of emotional, motivational, and behavioral occurrences. Most Americans intuitively feel that low self-esteem is unpleasant; in fact, the link between low self-esteem and melancholy, shyness, loneliness, and alienation lends credence to the common notion that low self-esteem is a negative state. The belief that self-esteem is an important component of psychological wellness is also reflected in popular culture and educational policy. Low self-esteem has been identified as the underlying cause of a wide range of societal issues, including drug usage, teenage pregnancy, and low academic performance (Hosogi, 2012).

Self-esteem is described as the subjective aspect of self-concept, or the degree to which people perceive themselves as likable and deserving as opposed to disliked and unworthy. Self-esteem

is a self-reflexive attitude that includes both mental and emotional components. Self-esteem is linked to personal ideas about talents, abilities, and prospective outcomes, as well as the methods used to develop self-awareness. However, personal experiences with self-esteem are more emotional than rational. Some people loathe themselves despite objective facts indicating that they should be very happy with themselves. Despite their objective professional achievement, many accomplished doctors, lawyers, teachers, and entrepreneurs suffer with self-loathing (Hosogi, 2012).

The phrase "self-esteem" occasionally is used indiscriminately with terms such as "self confidence," "self-efficacy," as well as "self-concept," however such usage is erroneous and should be discouraged. Self-confidence and self-efficacy mean the belief that one can achieve specified goals. Although persons with high self-esteem are generally self-assured, evaluative reactions to personal results vary widely, and it is conceivable to be confident about achieving a goal while not feeling good about oneself. The phrase "self-concept" describes the elements of self-knowledge, which include name, ethnic background, gender, occupation, preferences and dislikes, and temperamental traits. Felson (1992) defines self-concept as cognitive beliefs and various kinds of self-relevant information (Hosogi, 2012).

Definition of Self Esteem

Self-esteem refers to a person's overall sense of his or her value or worth. It can be considered a sort of measure of how much a person "values, approves of, appreciates, prizes, or likes him or herself" (Adler & Stewart, 2004).

Components of Self Esteem

Healthy self-esteem is typically characterized by a mix of following qualities:

1. A sense of individual and interpersonal security. A person must feel secure in oneself and what is possible (i.e., her ability to create the future she desires), as well as in her familial relationships. A safe, accepting, and stable family environment is essential for building self confidence (Ouellette, 2023).
2. Feelings of social affiliation. In addition to feeling safe and loved at home, one should feel accepted and valued by her friends, relatives, and key groups (such as athletic organizations or religious groups). This creates the groundwork for a sense of inclusion in society (Ouellette, 2023).
3. Sense of Commitment. Everyone mainly adolescence require a feeling of meaning and guidance in order to be truly happy. One should be encouraged to set and work toward goals. Everyone should decide what those objectives be; youngsters who are pushed in particular directions by parents or teachers frequently develop resentment and doubt themselves because their aspirations and goals are not properly matched. Self-esteem is derived from autonomy and a certain level of autonomy, not from constraints from the outside (Ouellette, 2023).
4. A sense of being competent. If an individual is encouraged to pursue her aspirations and objectives and allow her to face problems on her own (with parental support, when necessary, of course), she will realize that she is capable. This will give her the ability to make her own judgments, solve problems creatively, and finally gain control of her situation (Ouellette, 2023).
5. A sense of having confidence and being respected.

When trust has been inclined, we validate the notion that one can trust herself. To that aim, give everyone chances to demonstrate one's trustworthiness; assign everyone age-appropriate responsibilities and allow each to be independent within safe limits. Everyone should receive the benefit of the confidence and treated as if one is being honest, until another has specific evidence that he or she is lying. Similarly, as a parent, one ought to demonstrate honest behaviour for their child by keeping their commitments and acting in accordance with the beliefs their espouse (Ouellette, 2023).

Self esteem and self concept

Self-concept is the mental image people have created of themselves, which includes their beliefs, thoughts, and perceptions. It is the prism through which children see themselves and understand what is happening around them (Vallejo, 2023).

It is important to highlight that self-concept is not the same as identity, which only includes an individual's representations of ideas and attitudes. On the contrary hand, self-concept encompasses a person's abilities and accomplishments. In other words, it is the intellectual component of one's identity (Vallejo, 2023).

Children in middle childhood, for example, are beginning to form social self-concepts and make comparisons. As a result, individuals adopt abilities and conduct to fit in with others.

Nature of Assessment

Self-concept is typically measured using descriptive parts of self-image and the ideal self. For example, the statements "I am beautiful" and "I am smart" both refer to attributes that a child or a teen may define oneself (Vallejo, 2023).

Meanwhile, monetary factors such as goal achievement or failure, as well as academic performance, are frequently included when determining self-esteem. It is largely based on how a kid exhibits their abilities and expertise and the response they receive from it (Vallejo, 2023).

Theoretical Foundation

Self-concept is typically based on past experiences. What a person has encountered and discovered over the years can help to shape their current values, morals, and skills. On the other hand, both past and present conditions can have an impact on self-esteem. A child's poor self-esteem may have been influenced by a prior defeat, but it can be improved now through consultations and individual development exercises (Vallejo, 2023).

Self-concept is global, which means it incorporates all aspects of a person's identity. Self-concept represents a person's overall impression of themselves, ranging from abstract attributes like principles and values to more observable skills and abilities.

Meanwhile, self-esteem is typically limited to certain aspects of a person's life. Self-esteem is frequently the emotional manifestation of self-concept. For example, receiving an award at school boosts your child's self-esteem in terms of their educational potential (Vallejo, 2023).

Another comparable phrase with a distinct meaning is self-image, which is like self-concept as it is all about how one perceives oneself (McLeod, 2008). Instead of having its foundation on fact, it may be based on incorrect and inaccurate beliefs about us. One's self-image might be close to or distant from reality, but it is rarely totally consistent with the truth or how others view the individual (Ackerman, 2018).

Self-esteem is related to self-worth, but with a minor (but significant) distinction: self-esteem is what an individual perceives, feel, and believe about himself as individual, but self-worth is the more universal understanding that an individual is being valued human beings deserving of love (Hibbert, 2013).

Self-esteem is not the same as self-confidence; self-confidence is about trusting yourself and your ability to deal with obstacles, solve issues, and successfully interact with the world (Burton, 2015). Self-confidence is dependent on outward assessments of achievement and worth rather than internal factors that influence self-esteem. One can have strong self-confidence in a certain area or subject yet lacking a healthy feeling of overall worth or self-esteem (Ackerman, 2018).

Characteristics of people with high self esteem

The people with high self-esteem appreciate themselves as well as others, they enjoy developing as individuals and discovering contentment and significance in their lives and can look inside of themselves and be innovative (Ackerman, 2018).

Individuals with high self-esteem also have the ability to make their own decisions and only follow what others urge them to be and do if they agree, they have the ability to consider the world in practical terms, accepting others as they are while encouraging them to gain confidence and go in a more positive path and can readily focus on solving challenges in their lives (Ackerman, 2018).

They always maintain loving, respectful relationships with others, act firmly without feeling guilty, and communicate well with people. And avoid concentrating on the past and instead focus on this current moment (Ackerman, 2018).

People with high self-esteem also realize themselves as good as everyone else, no greater or worse, reject attempts by others to influence themselves and understand and embrace a wide

spectrum of emotions, both favorable and adverse, and express them in healthy relationships (Ackerman, 2018).

They also maintain a good work-life balance that includes play and leisure. And even accept difficulties and take risks to improve, and learn from errors when they occur (Ackerman, 2018).

High self-esteem is reflected in a solid understanding of one's skills, a strong relationship with oneself leads to the ability to maintain positive relationships with others, having realistic and acceptable personal expectations and understanding and being able to convey one's wants (Cherry, 2024).

People with poor self-esteem are less confident in their talents and may question their decision-making process. They may not be encouraged to try new things since they do not believe they can achieve their objectives. People with poor self-esteem may struggle with relationships and communicating their needs. They may also have low self-esteem and feel undesirable and worthless (Cherry, 2024).

One the other hand, low self-esteem can show in a number of ways including thinking that others have greater abilities than oneself, have difficulty communicating their requirements and they may concentrate on their weaknesses (Cherry, 2024). People with low self-esteem may regularly feel fear, doubt about themselves, experiences anxiety, usually possess a pessimistic attitude on life and a sense of helplessness ,might experience a strong fear of failing and even have difficulty receiving positive feedback (Cherry, 2024). They have difficulty saying no and establishing limits, usually put others' needs ahead of your own and might have trouble with conviction (Cherry, 2024).

Excessively high self-esteem is sometimes misdiagnosed as narcissism, although there are key distinguishing characteristics that separate these labels. Individuals with narcissistic qualities may appear to have high self-esteem, although it can be high or low and fluctuates depending on the scenario (Cherry, 2024).

Individuals with high self-esteem some individuals may be obsessed with perfection, insist on being correct, believe they are infallible, or believe they are superior to others, may express extravagant ideas and might grossly exaggerate their skills and abilities (Cherry, 2024).

Theories of Self Esteem

1. MASLOW'S HIERARCHY OF NEEDS

Abraham Maslow's theory of human motivation, known as Maslow's Hierarchy of Needs, does address the issue of self-esteem. Maslow's hierarchy classifies self-esteem as a higher order need that people attempt to meet after their more basic physical and psychological requirements have been addressed (Mcleod, 2024).

Maslow created a hierarchical model of requirements, organized in a pyramid with the most fundamental needs at the bottom and higher-order needs on top. The hierarchy is often shown as follows, from bottom to top:

Physiological Needs: They are the essential requirements for human survival, including food, drink, shelter, and sleep (Mcleod, 2024).

Safety needs: After their physiological demands are met, people want safety and security, which includes physical safety, financial stability, health, and protection from harm. (Mcleod, 2024)

Love and Belongingness: After meeting their safety needs, people seek social connections, love, affection, and a sense of belonging with family, friends, and communities (Mcleod, 2024).

Esteem Needs: The fourth level of the hierarchy contains two categories of esteem needs:

Esteem for oneself includes sentiments of self-respect, confidence, and value. It includes a sense of accomplishment, mastery, independence, and recognition of one's own skills and abilities.

Esteem from others refers to the desire for respect, acknowledgment, appreciation, and approval from others. It encompasses social standing, reputation, and recognition for one's achievements (Mcleod, 2024).

Maslow proposed that meeting these esteem needs is critical for people to develop a good self-image, confidence, and sense of worth. People strive to attain and maintain self-esteem by engaging in activities and goals that elicit feelings of ability, achievement, and admiration from others.

Maslow believed that self-esteem was necessary for mental wellness and personal development. It allows people to establish themselves, achieve their goals, and constructively contribute to society. Furthermore, Maslow argued that self-actualization, the apex of his hierarchy, is only achievable when people have a high level of self-esteem and self-worth (Mcleod, 2024).

2. *Social Comparison Theory*

Established by the social psychologist Leon Festinger in 1954, this theory proposes that people assess their own social and personal worth depending on how they compare to others. People use social comparisons to evaluate their skills and ideas, which can affect their self-esteem positively or adversely (Perry, 2023).

3. *Self-Discrepancy Theory*

According to psychologist E. Tory Higgins self-discrepancy theory (1987) persons have three selves: the actual self (how we see ourselves), the ideal self (how we desire to be), and the ought self (how we believe we should be based on society standards). Inconsistencies between our selves can cause various emotional states, influencing self-esteem (Schlechter, 2022).

4. *Self-Efficacy Theory*

It was created by the psychologist Albert Bandura in 1977 and focuses on a person's faith in their ability to succeed in given settings or complete a task. High self-efficacy is linked to increased self-esteem, since those who believe in their talents are more likely to feel good about themselves (Yilmaz, n.d.).

5. *Sociometer Theory*

Leary and Baumeister (1955) proposed the Sociometer Theory, which holds that self-esteem developed as an internal measure of acceptance in society and inclusion. According to this hypothesis, self-esteem swings in response to feelings of social acceptance as well as disapproval (Leary, 2022).

6. *Self-Worth Theory*

Steele and colleagues established this theory in 1976, which highlights the importance of self-worth contingencies, or areas on which people base their self-esteem. For example, someone's self-esteem may be based on academic accomplishment, beauty, or relationships (Covington, 1984).

A lot of research has been done in self-esteem. Social media addiction leads to decrease in the self-esteem among adolescents. Self-esteem also varies according to the age, social experiences of the individual, social comparison and with the academic achievement of the individual

Rosenberg (1965) has given the Rosenberg Self-Esteem Scale (RSES), a commonly used measure of global self-esteem. This scale consists of ten items intended to examine general sentiments of self-worth and acceptance. Deci and Ryan (1995) have given Self-Determination Theory (SDT) holds that self-esteem is inextricably linked to perceptions of independence, skill, and relatedness. They say that real self-esteem stems from engaging in activities that are consistent with one's principles and passions, rather than seeking external praise.

Markus and Kitayama (1991) examined self-concepts in Western and Eastern cultures, focusing on uniqueness and independence vs interdependence. They discovered that cultural norms and values can influence self-esteem.

Leary and Baumeister (1995) published the Sociometer Theory, which holds that self-esteem is a measure of social acceptance and belonging. Based on this idea, researchers have investigated how fluctuations in self-esteem connect to social experiences and feelings of social inclusion or exclusion.

Bushman and Baumeister (1998) investigated the link between narcissism and self-esteem. They discovered that, while narcissists may initially claim high self-esteem, it is weak and subject to threats, resulting in aggressive and defensive actions.

Deci and Ryan (1995) have given Self-Determination Theory (SDT) holds that self-esteem is inextricably linked to perceptions of independence, skill, and relatedness. They say that real self-esteem stems from engaging in activities that are consistent with one's principles and passions, rather than seeking external praise.

Leary and Baumeister (2000) established the Sociometer Theory of Self-Esteem, which proposes that self-esteem acts as a measure of social acceptance and belonging. According to this hypothesis, people monitor their social position and change their self-esteem in response to social feedback. Deci and Ryan (1995) have given Self-Determination Theory (SDT) holds that self-esteem is inextricably linked to perceptions of independence, skill, and relatedness. They say that real self-esteem stems from engaging in activities that are consistent with one's principles and passions, rather than seeking external praise.

Robins and Trzesniewski (2002) followed the self-esteem trajectories of over 800 people from adolescence to adulthood and discovered that self-esteem typically rises from adolescence to young adulthood, with some individual variation. The study also emphasized the impact of early experiences, such as parental encouragement and academic accomplishment, in

establishing long-term self-esteem. Another study by Robins et al. (2003) found that self esteem rises during adolescence, peaks in the young adulthood and then stabilizes or declines later in life.

Baumeister et al. (2003) examined the association between self-esteem and academic achievement. They discovered that, while high self-esteem is related with many beneficial outcomes, it does not always predict academic success. Instead, academic performance tends to boost self-esteem.

Campbell et al. (2003) investigated the association between self-esteem and a variety of outcomes. It questioned the concept that high self-esteem directly leads to improved life outcomes, implying that the relationship may be weaker or more complex than originally thought.

Roberts et al. (2005) investigated self-esteem trajectories over the lifetime. This research has shed light on the aspects that influence self-esteem development, such as early events, personality characteristics, and social interactions.

Paxton et al. (2006) studied the connection between body satisfaction and health behaviors in adolescents over a five-year period. The findings revealed that higher body satisfaction was linked to healthier eating habits, physical activity, and psychological well-being over time, underscoring the significance of positive body image for overall health.

Mruk (2006) study gives a thorough summary of self-esteem research and its implications for both theory and practice, including treatments aimed at building healthy self-esteem in adolescents

SOCIAL MEDIA ADDICTION AND SELF ESTEEM

Grabe and Hyde (2008) investigated the link between exposure to media representations depicting the slender ideal and women's body image issues. The results revealed a strong link between media exposure and body dissatisfaction, implying that media influences women's body image perceptions.

Torsheim et al. (2012) planned to create a scale to assess Facebook addiction and investigate its association with psychological characteristics such as self-esteem. They discovered that Facebook addiction related to lower self-esteem.

Orth and Widaman (2012) studied individuals from adolescent to middle adulthood to determine the trajectory of self-esteem growth throughout time. They also revealed how adolescent self-esteem affects a variety of life outcomes, such as academic accomplishment, occupational success, and psychological health.

Andreassen et al. (2012) created and validated the Bergen Facebook Addiction Scale (BFAS), which measures addictive behaviour associated with Facebook use. They explore that higher levels of Facebook addiction were linked to decreased self-esteem and increased psychosocial suffering.

Kross et al. (2013) has investigated the impact of social media on self-esteem, notably in teenagers and young adults. They observe that passive Facebook use (e.g., skimming through the news feed) can lead to worse subjective well-being and self-esteem than active involvement.

Tiggemann and Slater (2014) studied how Internet and Facebook use affects body image issues among adolescent girls. The study found that spending time on Facebook was linked to greater body dissatisfaction and weight-related worries over time, emphasizing the impact of social media on adolescent body image.

Vogel et al. (2014) studied how social comparison on social media affects self-esteem. They realize that people who use social media to make upward social comparisons (comparing themselves to others who are seen to be better situated) have lower self-esteem.

Fardouly et al. (2015) explored how Facebook use affects body image concerns and mood in young women. They come across a finding that frequent exposure to appearance-related content on Facebook related to greater body image worries and poor mood, potentially affecting self-esteem.

Woods and Scott (2016) considered the links between social media use, sleep quality, mental health outcomes, and self-esteem in adolescents. They found that excessive social media use was associated with poor sleep quality, anxiety, depression, and low self-esteem.

Friso and Eggermont (2017) investigated the reciprocal links between various forms of Instagram use and adolescents' depressive moods. They discovered that passive Instagram use (e.g., browsing) predicted increases in melancholy mood over time, whereas active use (e.g., posting) did not.

Kircaburun and Griffiths (2018) investigated the link between Instagram addiction, personality attributes, and self-liking, a measure of self-esteem and reviewed that Instagram addiction was adversely correlated with self-liking, implying that excessive Instagram use may lower people's self-esteem.

WELL-BEING

Well-being can be described as a state in which one feels content, fulfilled, and satisfied with their current situation and general functioning. It includes the mental, emotional, physical, and social components of health, demonstrating a balance between individual requirements, capabilities, and environmental influences. Well-being is frequently viewed as a comprehensive notion that extends beyond the absence of sickness or distress, stressing good experiences and quality of life (Davis, 2019).

Well-being is the experience of being healthy, happy, and prosperous. It involves a positive outlook on life, a feeling of meaning or purpose, and the ability to cope with stress. More broadly, well-being involves simply feeling well (Davis, 2019).

Everyone seeks well-being because it encompasses so many positive aspects, including feelings of happiness, health, social connection, and purpose. Unfortunately, well-being seems to be declining, at least in the United States. Improving your well-being can be difficult if you don't know what to do or how to achieve it (Davis, 2019).

Types and dimensions of well being

- *Emotional well being*

Emotional well-being refers to our emotions and happiness with life (Langeland, 2022). When researchers discuss well-being, they typically mean emotional wellbeing. However, the study blurs the borders, and emotional well-being frequently encompasses both social and mental features. In the general population, however, well-being encompasses a wide range of factors that can contribute to a happier existence (Davis, n.d.).

- *Social well being*

Our interpersonal connections and interactions with others is referred as social wellbeing. Our relationships can provide comfort when things are tough. Developing wholesome, caring, and

encouraging interactions as well as a sincere connection with others around you are essential components of social wellness. For example, we evaluate and establish views about our own well-being by comparing ourselves to friends, relatives, and even people we watch on television. As a result, we may perceive relatively higher (or lower) well-being based on how well (or poorly) others are doing. Letting go of these judgments is an excellent first step towards improving our social well-being (Davis, n.d.).

- *Mental well being*

Mental well-being, often known as intellectual or mental well-being, refers to the well-being of the cognitive system. Again, there is some overlap between mental well-being and other categories of well-being, but low mental well-being may include behaviors such as rumination, minimization, or suppression. On the other hand, healthy mental well-being may entail avoiding becoming caught up in negative ideas, embracing our thoughts, and efficiently processing them (Davis, n.d.).

- *Financial well being*

Financial well-being is rarely mentioned as part of the science of well-being. It is very hurtful because finances have a significant impact on personal well-being. In fact, one study found that lottery winners experienced consistent gains in well-being over a period of ten years (Lindqvist et al., 2020).

However, the impact that money has on well-being is complex, and money does not always improve well-being (Diener & Biswas, 2002). Nonetheless, it seems evident that rising money to a certain level (\$75,000 in 2010 dollars) is associated with corresponding gains in well-being. Increasing income over this level does not appear to improve well-being (Kahneman & Deaton, 2010).

- *Economic well being*

Economic well-being is defined as the overall financial security of people in a specific location. For example, per capita discretionary real income can be used to assess economic well-being (Osbery, 1985). The economic progress of a country appears to have minimal impact on well-being. Poverty, on the other hand, increases the likelihood of bad health (Diener & Biswas, 2002).

This shows that, while reducing poverty is critical to well-being, money (or economic prosperity) is unlikely to improve the well-being of individuals who do not live in poverty.

- *Spiritual well being*

Although spiritual well-being is rarely the primary objective of psychological research, components of spirituality have a significant overlap with other disciplines of psychology, particularly positive psychology. For example, one study classified spiritual well-being into four categories.

These components were connection with oneself, connection with God, connection to the environment and connecting with others (Davis, n.d.)

Gomez and Fisher (2003) found that while 'connection with God' did not correlate with well-being, the other three characteristics did. This is understandable given that the idea of well-being in psychology shares many similarities with spirituality and enlightenment. For example, Buddhist and Hindu writings allude to the pursuit of Sukha, which translates to contentment, pleasure, ease, joy, and ecstasy, and it is regarded to be a feature of spiritual enlightening.

- *Holistic well being*

Holistic well-being is a multifaceted idea of general well-being that encompasses all the forms of well-being mentioned above (and possibly a few more) (Chan et al., 2014).

In the general population, holistic well-being is often regarded as an approach to wellbeing that considers not only the various facets of well-being, but also how they interact and affect one another. For instance, poor social well-being is quite likely to contribute to poor psychological health (Davis, n.d.).

Psychological well being

Psychological well-being, often known as psychological wellness, is a state of excellent mental well-being and functioning. It refers to numerous facets of a person's psychological state, such as emotional, cognitive, and interpersonal health. Psychological well-being is more than just the absence of mental disorders. Still, positive mental health is defined by happy emotions, healthy ideas and actions, resiliency, and a sense of satisfaction and meaning in life (Okorobie, 2023).

Psychological well-being is crucial to people, communities, and society. Its role in mental health promotion and increased emotional awareness cannot be overlooked by (Okorobie, 2023).

Psychological well-being is intimately related to mental health. Individuals with strong psychological well-being are less prone to suffer from mental health problems such as anxiety, depression, and stress. It assists individuals in developing appropriate coping mechanisms, managing emotions efficiently, and maintaining resilience in the face of adversity, hence lowering the risk of psychological disorders and promoting mental health. (Okorobie, 2023)

Psychological well-being promotes emotional intelligence, which is the ability to detect, analyze, and control one's own and others' emotions. Emotionally intelligent people tend to have stronger interpersonal relationships, communicate more effectively, and manage social problems with empathy and understanding. It improves relationships, decreases conflicts, and enhances general social functioning. (Okorobie, 2023)

Psychological well-being is associated with increased efficiency and achievement in a variety of areas, including employment, academics, and personal objectives. When people are psychologically healthy, they are more driven, laser-focused, and resilient, which leads to better performance and achievement. Psychological well-being also improves innovation, problem-solving abilities, and decision-making ability, all of which are necessary for success in many aspects of life. (Okorobie, 2023)

Psychological well-being has a substantial effect on physical health. Chronic stress, anxiety, and depression can have a negative impact on physical health, including reduced immunity, an increased risk of chronic diseases like cardiovascular disease, and disrupted sleep habits.

In contrast, excellent psychological well-being encourages healthy behaviors such as regularly exercising, a balanced diet, and appropriate sleep, all of which are essential for total physical health and well-being. (Okorobie, 2023)

Psychological well-being is intimately linked to a higher quality of life. Individuals who have good psychological well-being are more satisfied, happier, and feel better overall. It helps to foster a sense of purpose, meaning, and fulfillment, resulting in a more rewarding and meaningful life experience. (Okorobie, 2023)

Psychological well-being has a big impact on relationships. When people are mentally healthy, they can create and sustain healthy relationships, interact effectively, and manage disputes constructively. Mental health promotes compassion, empathy, and prosocial activities, which contribute to pleasant and meaningful connections. (Okorobie, 2023)

DIMENSIONS OF PSYCHOLOGICAL WELL BEING

The term ‘hedonic’ wellness is commonly used to describe subjective sensations of happiness. It has two components: a psychological component (high positive impact and low negative impact) and an element of cognition (content with life) (Robertson, n.d.).

According to Carruthers and Hood (2004), happiness occurs when an individual's positive affect and life satisfaction are high.

The lesser-known term ‘Eudaimonic’ wellbeing refers to the deliberate part of psychological well-being. It means that the individual experiences connected to eudaimonia, or leading a moral life in the quest for human greatness. Living in this way leads to phenomenological experiences such as energy, self-actualization, and personal expressiveness. On pioneer in the field of well being research Carol Ryff created a comprehensive model that categorizes Eudaimonic wellness into six distinct forms of psychological wellbeing (Robertson, n.d.).

THEORIES OF WELL BEING

1. PERMA THEORY OF WELL BEING

The theory was given by Dr. Seligman. Seligman ‘s Perma model of well being proposes 5 effective building blocks that enables one to ‘flourish. ‘There are five building blocks that enable flourishing **Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment** (Madeson, 2017).

There are numerous paths to a happy life. Each of these five building components will contribute to people's well-being in different ways. Positive psychology is narrative, not prescriptive. In other words, it doesn’t tell individuals which choices to make or what to prioritize, but rather promotes thriving that in turn assists people in making more informed

decisions to live a more satisfying life that is consistent with their beliefs and interests (Madeson, 2017).

Positive Emotion

This way to well-being is hedonic, which means that it increases positive emotion. Within certain bounds, one can boost their positive emotions about the past (for example, by developing compassion and forgiveness), the present (by appreciating physical pleasures and mindfulness), and the future (by growing hope and optimism).

However, unlike the other aspects of well-being outlined below, 'positive emotion' is restricted by an individual's ability to experience happy emotions. In other words, pleasant emotion is somewhat heritable, and each person's feelings vary within a certain range. Some people are naturally less likely to experience happy emotion (Madeson, 2017).

Engagement

Engagement is an experience in which someone fully applies their talents, strengths, and attention to a difficult task. According to Mihaly Csikszentmihalyi, this results in a pleasurable experience known as "flow" in which individuals are willing to undertake an activity for its own sake rather than for the benefits it will provide. The activity has its own reward. Flow occurs when one's skills are just adequate for a difficult activity, in pursuit of a defined objective, and with immediate input on progression toward the goal (Madeson, 2017).

In such an activity, attention is completely engrossed in the moment, self-awareness vanishes, and one's view of time is warped in hindsight, as if time has stopped (Madeson, 2017).

Relationships

From an evolutionary standpoint, we are social creatures because the need to connect with and assist others helps us survive. Developing healthy connections is critical to adaptability, and it is made possible by our capacity for affection, tenderness, generosity, compassion, self-denial, teamwork, and collaboration (Madeson, 2017).

Relationships are essential for well-being. The experiences that lead to well-being are frequently heightened by our relationships, such as immense joy, significance, laughing, a sense of being part of something, and pride in achievement. Connections with others can give one's life a deeper significance. Support and connection with people is one of the best remedies to

"the downs" of life, as well as a fantastic method to recover from any kind of emotional turmoil. According to research, performing acts of compassion for others improves well-being (Madeson, 2017).

Meaning

Connecting to something bigger and that which transcends beyond oneself can provide one with a sense of purpose. Family, faith, political and scientific professional associations, justice, community organizations, social causes, and other societal institutions all contribute to a feeling of meaning (Madeson, 2017).

Accomplishment

People seek success, ability, achievement, and mastery for their own sake in a variety of contexts, including Did the profession, interpersonal life, leisure and so on. People seek victory even when it may not necessarily result in positive emotions, significance, or relationships (Madeson, 2017).

This sense of accomplishment is vital in boosting one's sense of self with implication in heading a damaged self esteem or simply increasing it.

2. BROADEN AND BUILD THEORY OF POSITIVE EMOTIONS

At the heart of her theory, Fredrickson (1998) contends that whereas negative emotions limit thought-action arsenals, positive emotions extend these repertoires, allowing us to respond to emotional stimuli with a wide range of cognitive and behavioral options (Celestine, 2016). Positive emotions, viewed through this perspective, allow us to be creative, playful, inquisitive and experimental, and these behaviors generate opportunities to gain additional social, physical, and intellectual resources (Celestine, 2016).

For instance, a sense of 'delight' in children promotes play. As a result, play fosters the development of important skills and competences, including interpersonal affective skills during interaction with others, motor capabilities during rough-and tumble play, and cognitive abilities during object play (Boulton & Smith, 1992).

Similarly, the positive emotion of 'interest' consistently leads to the acquisition of novel information, whereas the emotion of love helps us create social resources (Celestine, 2016).

3. FLOW THEORY

Mihály Csíkszentmihályi, a Hungarian American psychologist, initially introduced the flow model in 1975. He used the term 'flow' to describe individual subjective experience of being fully immersed in an activity, an experience characterized by intense focus, enjoyment and a sense of timelessness. The theory adopted the analogy of water flowing, with the tide carrying everything along. (Mulder, 2024)

In subsequent research, Csíkszentmihályi and others have studied the phenomena of artists forgetting to eat, drink, and sleep. This phenomena of 'how' have been studied in varied samples, for instance artists who demonstrated forgetfulness in basic needs like eating, drinking and sleeping while engrossed in a flow (Mulder, 2024). Such studies reported using the experience sampling method or ESM to tap on the participants subjective experiences prior to throughout and following the flow state.

Csíkszentmihályi identified eight key elements of flow for an excellent experience. Flow is characterized by a very high degree of focus on the work, an altered impression of time in which time appears to be moving faster, slower, or on hold. The experience is organically rewarding (Mulder, 2024). Individuals experience effortless and ease in completing the task, have a balance between challenge and skill, their actions and awareness combine, and self-conscious rumination is lost. A sense of increased control over the task at hand usually experienced (Mulder, 2024).

4. HOPE THEORY

Snyder's Hope Theory (Snyder et al., 1991) defines hopefulness as a life-sustaining human power made up of three independent but interconnected components:

Goal Thinking – which entails clear formulation of important goals.

Pathways Thinking - the ability to devise precise tactics for achieving those goals. Agency Thinking is the ability to establish and maintain motivation for utilizing certain techniques. (Houston, 2019)

Keyes (1998) introduces the notion of social well-being and proposes a model that incorporates integration into society, social contribution, social coherence, social realization, and social acceptability as critical components. Seligman and Csíkszentmihályi (2000) introduce the area of positive psychology, which studies elements that promote human flourishing and well-being.

Lyubomirsky and Diener (2005) investigated the effects of positive affect on a variety of life outcomes, including well-being and achievement. It discovered that having frequent pleasant emotions was linked to higher levels of subjective well-being, more resilience, and improved health outcomes. Kernis and Goldman (2006) explored the relationship between authenticity and psychological well-being. It proposed that feeling honest and true to oneself is linked to positive well-being outcomes such as better self-esteem and life satisfaction.

Keyes (2007) examines the concept of mental health as flourishing and proposes techniques for fostering and protecting people's mental health. Roberts et al. (2008) looked at the long-term correlation between depression and self-esteem. The significance of self-esteem for outcomes related to mental health and well-being was highlighted by the finding that poor self-esteem in adolescence predicted higher levels of depression in young adulthood.

Self-determination theory (SDT) was presented by Deci and Ryan (2008) and holds that relatedness, autonomy, and intrinsic motivation are necessary for psychological health. It emphasizes how crucial it is to meet fundamental psychological requirements to foster wellbeing and maximize performance.

Diener and Chan (2011) investigate the link between subjective well-being and health outcomes, finding that happier people live longer and have better physical health.

SOCIAL MEDIA ADDICTION AND WELL BEING

Social media addiction has been found to have determined effects on mental health relationships and overall productivity.

Kross and associates (2015) looked at the effects of passive Facebook use—that is, reading across the news feed without engaging—on psychological health. It was discovered that passive Facebook use was linked to a decline in well-being over time, indicating that thoughtless social media browsing may be detrimental to people's emotional and mental health.

Sidani et al. (2016) investigated the relationship between young adults' use of social media and depression. It highlighted the possible harmful effects of excessive social media use on mental health by finding a strong correlation between higher social media use and an increased risk of depression.

Miller et al. (2017) studies have also investigated the connection between young adults' perceptions of social isolation and their usage of social media. It was shown that increased use

of social media was linked to increased feelings of social isolation, which can be averse to general wellbeing.

Hawi and Samaha (2017) investigated how university students' academic performance was affected by smartphone addiction, including social media use. It was discovered that academic performance was adversely impacted by smartphone addiction, which had an impact on students' general well-being and level of satisfaction with their academic accomplishments.

Diener et al. (2018) examined recent breakthroughs in subjective well-being research, including measurement, determinants, and consequences for people's lives.

Tay et al. (2018) presented an overview of current achievements in subjective well-being research, including how income and economic circumstances influence people's well-being.

Twenge et al. (2018) investigated the connection between teenage depression symptoms in the United States and screen time spent on new media, including social media use. The study showed that longer screen times were linked to greater rates of suicidal thoughts, depressed symptoms, and suicide attempts, suggesting a possible connection between adolescent mental health decline and social media use.

These findings emphasize the importance of fostering mindful usage of social media for overall wellbeing.

PROBLEM FREQUENCY BEHAVIOR

“Problem frequency behaviour” appears to incorporate aspects of two related concepts:

behavioral frequency and problematic behavior (Poppes, 2010).

Behavioral Frequency: This relates to how frequently a specific behaviour occurs within a given timeframe. It measures the rate or frequency with which a behavior occurs.

Understanding the regularity of specific activities in psychology and the behavioral sciences can shed light on patterns, trends, or changes across time (Poppes, 2010).

Problematic behaviour is defined as activities or conduct that are deemed unnoted, disruptive, or hurtful, either to the person exhibiting the behaviour or to those around them. Problematic actions can range from little disturbances to major concerns that necessitate intervention or assistance (Poppes, 2010).

The problem frequency behaviour has been a part of the temperament personality survey but here we have studied only one variable that is the problem frequency behaviour.

TEMPERAMENT

Temperament is one of several elements that influence our behaviour. Temperament can be defined broadly as an accumulation of our behavioral characteristics that determine our reactions and emotions to what happens around us. In short, temperament refers to an individual's distinct dispositional composition which makes it slightly different (Yilmaz, n.d.).

The concept of personality which is shaped not only by the genetic predisposition but also by the environmental Factors influences life.

"Temperament" refers to a set of characteristics related to how you interact with your surroundings. Temperament is a component of personality that deals with emotional inclinations and reactions. It can be used to define a person's general mood. The ancient Greeks classified temperaments as choleric, sanguine, phlegmatic, and melancholy (Ohwovoriole, 2023).

Temperament is multifaceted, characterized by multiple distinct behavioral features like friendliness, emotionality, reactivity, attentiveness, and persistence. We all have different tendencies for each attribute, and the sum of our inclinations creates our individual temperaments (Yilmaz, n.d.).

Types of temperament

Over decades, scientists and scholars have identified and developed on four basic types of temperament. four fundamental temperaments dates to numerous years. Hippocrates first advocated it in Ancient Greece, claiming that four physiological humors influence a person's conduct (Ohwovoriole, 2023).

The diversity of temperament types within a community is influenced by cultural, age, and gender differences. There are four major types of temperament:

1. *Sanguine*

People who are classified as sanguine are usually extroverted and social. They are optimistic folks who see the glass as half full rather than half empty. They are more likely to be found in

the center of a crowd rather than on the outskirts. They are comfortable in social situations and might be outgoing and active (Ohwovoriolè, 2023).

While sanguine people appear to have great characteristics, the same qualities that make them enjoyable to be around may also make them impetuous and indecisive. Their impulsivity can occasionally exhibit itself in the form of seeking thrills, which in extreme circumstances may include drug usage (Ohwovoriolè, 2023).

2. *Choleric*

Choleric people are defined by their dominance and assertiveness. People with this temperament tend to be goal-oriented and determined. They excel at their workplace, education, and even recreation, and are frequently chosen as team leaders.

Unlike sanguine, choleric individuals are resolute but impatient and unyielding. They may prioritize accomplishing certain goals over developing important social ties and relationships (Ohwovoriolè, 2023).

3. *Phlegmatic*

When you first meet a phlegmatic person, the adjective that comes to mind is generally 'laid back.' They are relaxed and compassionate when interacting with others. They are trustworthy and patient individuals who take pleasure in commonplace and predictable ways of life. The 'phlegmatic' person typically identifies with what is called a 'laid back' attitude.

Phlegmatic people exhibit little emotion, which might come out as apathetic in social situations. Their desire to avoid disagreements at all costs might be disadvantages, allowing them to lose out on chances if they fail to establish themselves (Ohwovoriolè, 2023).

4. *Melancholic*

People frequently associate melancholy with being joyless or unhappy, however individuals with this temperament are so much more than that. Although reclusive, 'melancholic' people are thoughtful and sympathetic. They can also be analytic and methodical, particularly at work, making them useful in any setting. They like to work alone and may not be the best team players. They become moody and agitated when things do not go their way (Ohwovoriolè, 2023).

Factors affecting Temperament

According to research, genetics have an important part in determining temperament. Certain qualities can be passed down from parents or other family members, impacting reactions to emotions, level of activity, and other elements of temperament. (Abuhamad, 2020)

Rather a person's temperament can be heavily influenced by his or her environment. Parenting style, family dynamics, financial background, and early attachment experiences all influence how a person learns to manage emotions and communicate with others (Abuhamad, 2020).

Once environment can play a vital role in determining how an individual temperament can play out in his or her interpersonal space.

Brain chemical balance and neurological development can both affect temperament. Differences in levels of neurotransmitters or brain anatomy, for example, can influence emotional reactivity or control of impulses (Abuhamad, 2020).

Cultural standards and values can affect expectations for conduct and emotional expression, which influences temperament development. For example, certain cultures may promote emotional restraint, whilst others may reward emotional expressiveness (Abuhamad, 2020).

Positive and bad life events can have an impact on temperament. Traumatic situations, such as abuse or loss, can cause increased emotional reactivity or problems with regulation. Positive connections and positive experiences, on the other hand, can help people develop resilience and mental health (Rymanowicz, 2017).

Each person is distinctive, and temperament differences can result from a mix of environmental, genetic, and personal variables. The temperament of brothers and sisters birth order, and disposition matching with caregivers can all play a role (Rymanowicz, 2017).

Cognitive procedures including opinions, views, and coping techniques can all have an impact on temperament. For instance, someone with an optimistic disposition may have a different temperament than someone with a gloomier outlook (Rymanowicz, 2017).

PERSONALITY

“Personality is the dynamic organization within the individual, of those psycho-physical systems that characterize his/ her characteristic adjustment to the environment” – Allport

Morton Prince (1924) defines, “It is the sum total of all biological, innate dispositions, impulses, tendencies, appetites and instincts of the individual and the acquired dispositions and tendencies acquired by experiences.”

Techniques for Investigating Personality in Psychology

Niwlikar (2020) highlights 3 unique techniques to investigate personality.

A. Person-setting Interaction method

This method contends that because individuals' behaviour varies so dramatically from one setting to another, we must concentrate on situations rather than traits.

B. Specific Approach to Personality-

The idiographic technique examines a single person, complex, interconnected system.

C. Conceptual Approach to Personality –

Nomothetic studies look at a particular feature (such as aggression) across a big group of people who are only comparable because they share that attribute (Niwlikar, 2020).

Theories of Personality

1. Freud Psychodynamic theory of Personality

Freud felt that our sexual development as children, as well as our unconscious wants, conflicts, and drives, shaped our personalities. Our personality is built on our mind's attempt to express our seeking pleasure or violent impulses in an acceptable and guilt free manner (Gillette, 2020).

Freud felt that a great deal of our subconscious was concealed from us. We can compare his concept of the mind to an iceberg. The conscious mind is the above water portion of an iceberg. It is something we are completely aware of. The preconscious, a hazy place beneath the water, allows us to recall ideas or feelings that are beyond our consciousness. The remaining iceberg, extending down into the water, is our unconscious mind, which stores our desires, souvenirs, and urges (Gillette, 2020).

2. Maslow Theory of Personality

The hierarchy of requirements is basically a pyramid. At the bottom are our basic physiological requirements. Once these requirements are accomplished, we can advance to needs such as safety, friendship, employment, and personal potential.

The humanist theory aims to achieve self-actualization and self-transcendence. We fulfill the needs of self-actualization by achieving our full potential. We reach self-transcendence when we realize our goal beyond the self (Gillette, 2020).

Self-concept is a fundamental aspect of humanistic theory. If we characterize ourselves negatively, we tend to have a negative outlook on the world. If we have a positive view of ourselves, we tend to see the world favorably as well (Gillette, 2020).

3. Trait theory of Personality

Trait theory is concerned with distinct patterns of behaviour and motivation known as characteristics. It holds that persons are made up of a customized mix of traits, and our personality is impacted by where we rank on a scale of each trait. Introversion-extraversion and stability-instability were two major personality qualities identified in early trait theory research. However, today's academics have constructed a broader core set known as "the big five factors": conscientiousness, agreeableness, neuroticism, openness, and extraversion. These factors are consistent throughout cultures and can be discovered in persons from various backgrounds (Gillette, 2020).

4. Social Cognitive theory of Personality

This theory focuses on thoughts and actions in a social setting. It regards personality as a combination of conditioning and our intrinsic response to and perception of a given experience or scenario. Our conduct is the result of a combination of previous experiences, memories, and predictions. Our cognition, or how we understand past experiences, allows us to predict behaviour in similar circumstances in the future (Gillette, 2020).

Types of Problem Frequency Behaviour

There are many types of problem frequency behaviour like aggression, substance abuse, gambling etc.

Aggressive type of behaviour includes regular physical confrontations or fights with others. Intimidating conduct, such as threats with gestures or verbal aggression, is frequent (Brennan, 2023).

Substance abuse include regular and excessive alcohol or drug use might result in negative repercussions such as poor judgment, medical conditions, or social problems.

Frequently participating in unsafe acts when under the effect of substances, such as being drunk (Gongala, 2024).

Gambling frequently causes financial difficulties or neglects duties such as family, job, or personal health (Gongala, 2024).

Persistent deception is always one among most problem frequency behaviour which includes constantly chasing deficits by placing more wagers especially after suffering big financial failures (Gongala, 2024).

Frequently misleading others or creating stories, even in circumstances in which honesty would be preferable.

Frequently exaggerating or manipulating the truth to influence outcomes or avoid repercussions (Krammer, 2024).

Regularly engaging in self-injurious activities such as slicing, torching, or beating oneself. Using self-harm as a self-destructive method to manage emotions or relieve psychological stress (Krammer, 2024).

Disruptive abrupt frequently includes consistently defying rules or superiors at home, school, or elsewhere.

Frequently engaging in hostile or defiant conduct against students, teachers, or family members (Brennan, 2023).

Excessive repetition of rituals or impulses (for example, handwashing, checking) throughout the day, which interferes with daily functioning. Frequently experience distracting ideas or obsessions that cause severe anguish or impairment in numerous aspects of life (Brennan,2024).

Research exploring the temperament have focused on various variables like genes and violent influences and the role of self in influencing one 's temperament.

Kochanska and Krull (1995) explored the association between early temperament features (e.g., fearfulness, impulsivity) and later adolescent adjustment, considering the moderating influence of parental behaviors.

Cheng and Furnham (2002) studied the link between temperament traits (such as extraversion and neuroticism) and self-esteem in a sample of Chinese adolescents. They discovered that extraversion was positively associated with self-esteem, whereas neuroticism was adversely associated.

Robins et al. (2003) explored the development of ego-resiliency and ego-control during the adolescent-to-adult transition, as well as the implications for personality development.

Muris et al. (2005) investigated how parenting and temperament predicted teenage self-esteem. They discovered that parental rejection and overprotection enhanced the detrimental effect of temperament traits such as inhibition and negative affectivity on self-esteem.

Caspi et al. (2006) investigated the stability and evolution of temperament traits throughout adulthood, providing facts about personality development across time.

Eisenberg et al. (2010) studied how effortful control, emotionality, and self-regulation influence self-esteem in teenagers. They discovered that greater effortful control related to better self-esteem, whereas emotionality was associated with lower self-esteem.

Rueger et al. (2010) investigated how peer acceptability mediated the connection between temperament and self-esteem in early adolescence. They discovered that temperament features such as friendliness and positive feelings were indirectly correlated with higher self-esteem via increased peer acceptability.

Branje et al. (2010) investigated the development of personality traits in adolescence and their link to identity formation. Krueger et al. (2011) used self-reported information and peer report measures from the NEO Five-Factor Inventory to study the genetic and environmental impacts on temperament traits.

Steptoe and Wardle (2011) investigate the influence of temperament on health and well-being in older persons, providing insights into how temperament qualities contribute to overall wellness in later life.

Sansone (2013) investigated the link between temperament, mindfulness, and health-related symptoms in college students, shedding insight on the interaction between psychological characteristics and wellness outcomes in young adults. Bredahl et al. (2014) investigate how temperament qualities influence the association between exercise and mental health outcomes, shedding light on the function of temperament to encourage wellness through physical activity.

Akiskal and Benazzi (2013) investigated the structure of temperament in adults using the TEMPS-A auto questionnaire, which measures affective temperaments such as cyclothymic, dysthymic, irritable, hyperthymic, and anxious.

Gosling et al. (2013) investigated cross-national differences in the development of personalities during adolescence and how it changes throughout life.

Shiner and Allen (2013) collected research on adolescent personality development, considering biological, social, and cognitive influences.

Ünal et al. (2013) investigated the development of the ego during adolescence and emerging adulthood, as well as its relationship to family dynamics and identity formation.

Fraley and Phillip (2016) combined findings from several studies to investigate the relationship between adult attachment style and parenting behaviors, considering how temperament influences caregiving practices.

ANGER

Shiota and Kalat (2012) define anger as “the emotional state associated with feeling injured or offended, with a desire to threaten or hurt the person who offended you”.

Anger is an inevitable response to some threats. As a result, aggressiveness can be a healthy response to anger since it lets us to stand up to ourselves. As a result, a certain level of rage is required. Furthermore, rage can be a valuable tool for communicating our emotions to others. However, we cannot be upset at everyone and everything we face. As a result, we must figure out how to properly communicate our rage (Barker, 2003).

There are three basic ways to convey anger: expression, suppression, and soothing. Expression entails communicating your feelings in an authoritative but non-aggressive manner. This is the finest technique to deal with your anger (Barker, 2003).

Anger can be suppressed and diverted. Essentially, you want to shift your focus away from the source of your anger and toward something else that may be addressed productively. However, be cautious when suppressing furious feelings. Repressing rage without a healthy outlet can be harmful, mentally as well as physically. Conflict experts, on the other hand, discourage the old belief that you can simply "vent" or "let it all out" because it is detrimental, "an exercise in repeating the very attribution that arouse anger in the initial place" (Barker, 2003).

Aggression encompasses a variety of activities that can cause both mental and physical damage to oneself, others, or items in the environment. Aggression is defined as the intention to physically or mentally harm another person. While we may all feel aggressive on occasion, aggression that becomes pervasive or intense may be an indication of an underlining mental health illness, a substance use disease, or another medical issue (Cherry, 2022).

Aggression can serve several distinct goals, including expressing rage or hate, asserting authority, threats or intimidation ,reaching a Goal ,expressing ownership and responding to terror responding to pain and to compete with opponents. (Cherry, 2022)

TYPES OF AGGRESSION

1. IMPULSIVE AGGRESSION

This sort of aggression, also known to be psychological or affective aggression, is often motivated by feelings that one is experiencing at the time. It may instead feel unmanageable or appear out of nowhere. If one is unable to reach the person or thing that is bothering one, he or she may channel one's rage toward anyone or anything one can reach, including oneself. (Raypole, 2022)

An example of impulsive aggression includes a classmate takes the exact book one wanted for research from the library cart. When they go to visit the restroom, one goes over to take the book—and click the power switch on their computer, causing them to lose their work. (Raypole, 2022)

2. INSTRUMENTAL AGGRESSION

This sort of aggression, also known as cognitive aggression, requires preparation and effort, usually to fulfil a specific objective or goal (Raypole, 2022). All aggressiveness implies a degree of purpose to harm someone who does not wish to be harmed. However, acts of instrumental aggression are typically more calculated and deliberate, with no loss of control. (Raypole, 2022)

Illustrations of Instrumental Aggression:

One has just applied for an upgrade at work when one overhears your boss encourage another co-worker to apply for the position, suggesting they'd be an excellent fit. One wants that job, so one tell a few people you've observed a co-worker drinking in their office, hoping that gossip reaches one's boss. (Raypole, 2022)

Symptoms of aggression

Aggression frequently involves physical or verbal harm, but it can also include coercion or manipulation:

Physical aggression involves kicking, striking, pounding, slapping, and other acts that cause physical harm. This excludes inadvertent hurt, such as walking on your dog's tail in the dark or knocking a friend off the porch while fighting. (Gabbey, 2022)

Verbal aggression -Yelling slurs, abuse, and other rude and unkind words designed to cause hurt and discomfort are all examples of verbal violence. Hate speech also comes under this category. (Gabbey, 2022)

Relational aggression is defined as activities intended at harming another person's reputation or relationships. Bullying, arguing, and playing off each other are some examples.

Hostile aggression refers to emotional or reactionary activities with the express goal to harm someone or destroy things. (Gabbey, 2022)

Passive aggression encompasses any indirect display of hostile emotions. Common instances include giving the silent treatment, making nasty or caustic remarks, and shifting blame. (Gabbey, 2022)

Causes of aggression

Aggression can be caused due to many factors such as genes, hormonal imbalance in the individual, physical disease. Aggression is a survival mechanism among many. According to Sigmund Freud, anger accumulates over time until it manifests itself as aggressive conduct at some point. Some people can control their hostility and employ other survival instincts instead, while others simply react and release. (Bennett, 2019)

Individuals with hormonal imbalances are more likely to exhibit aggressive conduct. For example, elevated testosterone levels contribute to aggressive behaviour. This explains why men are generally more aggressive than women. Aggression can be handed down genetically. If a child has a biological basis for aggressive behaviour, they are more likely to develop it. Father and son repeatedly exhibit hostile behaviour (Bennett, 2019).

Serious sickness can have a significant impact on a person's mood and conduct, as stress and other mental impacts may cause increased aggression. Additionally, one's temperament can influence violence. People with terrible tempers tend to become hostile more rapidly than calmer people. Aggression can be caused by mental or intellectual issues or circumstances, such as:

- Antisocial personality disorder (dysfunctional perceptions and relationships with others)
- Attention Deficit Hyperactivity Disorder (ADHD) • Autism
- Borderline personality disorder is characterized by relationships that are unpredictable. (Lloyd, 2022)
- Conduct disorder is a childhood behaviour problem.
- Dementia, such as Alzheimer's and Huntington's disease
- Intermittent explosive disorder, or IED (a disorder marked by intense fury) (Lloyd, 2022)

Treatment for aggression

There are several techniques to managing aggressive behaviour that are distinct from an underlying disease (Porrey, 2023)

If a person understands the events that make one angry and recognize the indicators your body sends one that one is ready to respond, one will be able to stop yourself before becoming aggressive (Porrey, 2023).

Instead of reacting instantly, consider leaving the situation. Walk away till one feels peaceful. It might be difficult to be around people who grow furious or aggressive. Though one can never remove someone's rage, one may be possible to take steps to keep the situation from deteriorating (Porrey, 2023).

Becoming loud, losing supervision, or using abusive language might elicit anger from others. If things get too emotional, walk away and give everyone time to settle down (Porrey, 2023).

Be clear about the types of behaviour you will tolerate, and plan what you will do if your rules are violated (Porrey, 2023).

Theories of aggression

Biological theories:

- **Instinct theory:** Developed by Konrad Lorenz and others, this hypothesis contends that aggression is an intrinsic habit that arose through natural selection. It functions as a survival mechanism, helping people to protect themselves and their belongings (Forthingram, 2023).
- **Neurobiological Theories:** These theories investigate the function of brain structures, brain chemicals, and hormones in aggression. For example, studies have connected anomalies in the amygdala, prefrontal brain, and serotonin levels to aggressive tendencies (Forthingram, 2023).

Psychological theories:

- **Freudian theory:** Sigmund Freud claimed that hostility is an innate desire (Thanatos) that coexists with the life impulse (Eros). Aggressive behaviour can stem from frustration with this fundamental urge or from unresolved disputes (Sturmey, 2022).
- **Social learning theory:** Albert Bandura proposed the Social Learning Theory, which suggests that violence is learnt through observation, imitation, and reinforcement. Individuals learn violent behaviours from seeing others, particularly prominent role

models, as well as direct encounters in which violence is rewarded or punished (Sturmey, 2022).

Cognitive theories:

- Cognitive Neoassociation Model: The Cognitive Neoassociation Model, developed by Berkowitz, suggests that aggression is initiated by negative feelings such as frustration, pain, or discomfort, which recall hostile memories. These hostile thoughts eventually impact conduct (Berkowitz, 2012).
- Script Theory: It proposes that people have mental scripts or schemas on how to behave in specific situations. Environmental cues can activate aggressive scripts, resulting in aggressive behaviour (Berkowitz, 2012).

Social theories:

- Social Structure ideas: These ideas emphasize how societal elements like poverty, inequality, and cultural norms contribute to violence. Social disorganization, a lack of social support, and exposure to violence can all raise the risk of violent conduct (Mcleod, 2024).
- Deindividuation theory: Zimbardo proposed this hypothesis, which suggests that obscurity and lack of awareness of oneself in group settings might lead to aggressive behaviour that would not otherwise be displayed owing to distribution of blame and lower fear of social consequences (Mcleod, 2024).

Evolutionary theories:

According to evolutionary psychology, aggression may have evolved as an adaptive reaction to a variety of difficulties, including competition for resources, mates, and prestige. Aggressive conduct may have reproductive benefits in some situations, contributing to its survival in human populations (Buss, 1995).

Among the adolescent's aggression has been the most influencing factors nowadays. Social media addiction leads to increase in aggression among adolescents. They try to apply what they see on the post and on the stories on the social media platforms in their real life.

Bandura et al. (1961) showed how children learn aggressive conduct by observing and imitating. Berkowitz (1993) discusses several theories and research findings relating to aggression.

Giancola and Chermack (1998) evaluated the reliability of laboratory-based aggressiveness assessments. Valois et al. (2000) investigated the associations between self-reported violence, drug use, and delinquent conduct during early adolescence.

Bushman and Anderson (2002) investigated the effects of violent video games on aggressive attitudes. The results showed that the increase in violent video games results in increase in aggressive attitudes

Milne et al. (2002) presented additional evidence for the contrast between lifelong and adolescent-limited antisocial behavior, including violence. Another study by Dishion and Patterson (2006) investigated the developmental and environmental factors on antisocial behaviour, including aggression, in childhood and adolescence.

Fontaine et al. (2011) investigated the trajectories of callous-unemotional traits and behaviour problems (including violence) in children and adolescents. Salmivalli and Poskiparta (2012) assessed the effectiveness of the KiVa antibullying program, which addresses violence and bullying in schools, including during adolescence.

SOCIAL MEDIA ADDICTION AND AGGRESSION

Özdemir et al. (2014) studied sadness, loneliness, and Internet addiction. They also investigated the impact of insufficient self-control, which is commonly linked to impulsive and aggressive conduct, on problematic Internet use.

Fioravanti et al. (2016) explored the function of social competence in the relationship between parental psychological control and internalizing and externalizing difficulties, including violence, in adolescents.

Spada et al. (2018) investigated the relationship between problematic Facebook use and psychological distress, which may have an indirect link to aggressiveness in some circumstances.

Petersen et al. (2019) investigated the links between social media use, cyberbullying, cyber victimization, and psychopathology, implying that aggression may be a factor influencing these correlations.

SELF ESTEEM AND AGGRESSION

Emler (2001) explores the psychological and social elements that contribute to poor self-esteem and the potential repercussions, such as aggressiveness.

Stucke and Sporer (2002) explored how narcissism and self-concept clarity affect emotional and aggressive responses to ego-threats, shedding light on the role of self-esteem in violence.

Twenge and Campbell (2003) investigated the links between narcissism, social rejection, and aggressiveness, emphasizing the importance of self-esteem in aggressive conduct.

West et al. (2009) investigated the link between poor self-esteem and violence and discovered a small but substantial impact size.

Widaman et al. (2012) investigated the development of self-esteem over time and its impact on a variety of life outcomes, including violence.

PROCRASTINATION

Procrastination is defined as the act of deliberately delaying or postponing crucial activities despite being aware of the negative repercussions (Rai, 2023).

For example, in university, one recall commencing one's study the night before a test, knowing exactly when it was planned (Rai, 2023).

Features of Procrastination

There are some characteristics of procrastination like though inadvertent, it causes unnecessary delays, the procrastinator is often aware that the delay will result in undesirable effects, this harms the procrastinator's mental, professional, and physical well-being and a procrastinator has the intent to do the work but is unable to act on it in a timely manner (Rai, 2023).

Types of Procrastinators

1. The Perfectionist

"The Perfectionist is overwhelmed by demands, wants everything to be perfect, and believes there is always potential for improvement in their work." They feel unable to execute jobs to their rigorous standards. This procrastinator is attempting to avoid being shamed or condemned for poor work (Geall, 2021).

Top recommendation for breaking the habit: "The Perfectionist requires clear deadlines to ensure that they do not spend too much time on a task, as well as reminders that getting something done is preferable to spending hours perfecting something, because perfection does not exist (Geall, 2021).

"The Perfectionist should also try to embrace accomplishment and reward oneself for getting tasks completed rather than striving to make everything perfect (Geall, 2021)."

2. The Dreamer

"The Dreamer underestimates the length of time things will take and often gets dissatisfied usually because they need variation in their life, job or everyday duties (one of our basic needs) (Geall, 2021)."

Top suggestion for breaking the habit: "To overcome procrastination for the Dreamer, set small, daily, attainable goals and be truthful about the task and how much it will take to complete (Geall, 2021)."

"They should also develop a clear plan for completing the assignment, stick to it, and hold themselves accountable by informing peers or co-workers about what they are working on and the deadline, if necessary. The Dreamer may also wish to reward themselves after completing little chores to boost their enthusiasm to continue (Geall, 2021)."

3. The Worrier

"The Worrier seeks protection via procrastination and is motivated by fear. This can include dread of failure, judgment, or even fear of success; another characteristic of the worrier is imposter syndrome (Geall, 2021)."

Top tip for breaking the habit: "The Worrier should devote time to fully exploring their fears; they could even start keeping an account in which they ask themselves, 'What's the most catastrophic thing that could happen?'" (Geall, 2021)

4. The Drama Queen

"The Drama Queen believes they perform best under pressure; therefore they delay things till the last minute, resulting in stress and rushing chores. However, they appreciate the adrenaline of working to a deadline when a task might otherwise be tedious" (Geall, 2021).

Top recommendation for breaking the habit: "The Drama Queen should identify healthier obstacles and motivators for the activity, rather than using stress as motivation (Geall, 2021).

"They could also create constraints on their own as a way of using their natural rush of adrenaline to complete tasks earlier."

5. The Rebel

Rebel dislikes being told what to do, even by oneself. They do not appreciate feeling governed. Many duties appear unfair or inefficient use of their time. They seek to have control over conditions and retain their feeling of self (Geall, 2021).

Top recommendation for breaking the habit: "The Rebel should aim to act rather than react. They should consider how they might respond to a task before acting, and they should be aware of when they choose defiance over cooperation.

"They could also ask oneself whether over time regrets are worth short-term gratification or choose one task each week to finish in their own way to fulfil their need for individuality" (Geall, 2021).

6. The Over Doer

The Over-Doer struggles to set priorities and respond no to requests, resulting in an excessive demand on their time. They take on excess responsibility and then postpone because they are overwhelmed by the amount of work" (Geall, 2021).

Top recommendation for eliminating the habit: "The Over-Doer should recognize their limitations and strive not to take on too many responsibilities, learning to say no when required.

"They should also organize their tasks so they're only handling one task at a time and make a list of things to do every day to help them sustain these priorities" (Geall, 2021).

Causes of Procrastination

There are many causes of procrastination like prioritizing immediate feelings (e.g., preferring to feel better now even if it means feeling worse tomorrow), task averseness (the perception that a task is tedious, boring, or unpleasant in another way) (Shatz, n.d.).

Procrastination is caused due to anxiety and fear (for example, due to worries of being reprimanded), feeling intimidated (for example, because there are so many tasks to complete

that you don't know where to begin) and perfectionism (for example, refusing to publish work that contains errors) (Shatz, n.d.).

Disconnect from one's future self (for example, perceiving the repercussions of your procrastination as something that someone else will face), delayed outcomes (for example, because of discounting benefits that will be provided in the far future) and Lack of inspiration (e.g., due to low-value results) also leads to procrastination. Procrastination is also because of estimated exertion (e.g., for difficult activities), the tendency to continue doing what you're already doing and generic objectives (i.e., those that are not explicitly defined) (Shatz, n.d.).

Cognitive predispositions include being overly pessimistic about your chances of achievement, managing time challenges (for example, failure to prioritize tasks), inappropriate qualities (for example, impulsivity), basic behaviors (for example, revolt against an authority person) and basic problems (such as depression) also leads to procrastination in individuals. Insufficient energy (e.g., from a lack of sleep) (Shatz, n.d.).

Theories of Procrastination

TEMPORAL MOTIVATION THEORY

Piers Steel developed Temporal Motivation Theory (TMT), which proposes that procrastination is caused by the interaction of a person's anticipation (belief in their ability to finish a task) and value (perceived importance or usefulness of the task) in completing a task within a particular period. Procrastination happens when the expectation or value is low (Wessel, 2023).

AROUSAL THEORY

According to this idea, people postpone to maintain their optimal level of arousal. Procrastination permits people to put off chores until they feel a sense of urgency, which increases arousal and drive to do them (Tarver, 2020).

SELF DETERMINATION THEORY

Self-Determination Theory (SDT) holds that intrinsic motivation (engaged in activities for intrinsic satisfaction) is required for task completion (Patrick, 2022).

MOOD REPAIR THEORY

According to this hypothesis, procrastination is a coping method for regulating bad feelings.

People may postpone avoiding unpleasant feelings such as anxiety, tension, or fear of failing. However, procrastinating can exacerbate unpleasant emotions and continue the cycle of procrastination (Sirois, 2013).

GOAL MANAGEMENT THEORY

Developed by Carver and Scheier, this theory proposes that procrastination is caused by a mismatch between long-term objectives and immediate desires. Individuals may emphasize immediate satisfaction over long-term objectives, resulting in procrastination. (Statz, n. d).

The general procrastination has explored procrastination have focused on variables like motivating factors, fear of failure, mental health and wellbeing.

Chu and Choi (2005) disputed the concept that all types of procrastination are negative, arguing that "active" procrastination, defined as purposeful delay followed by increased production, may have a positive impact on attitudes and performance.

Ferrari and Díaz (2007) found that procrastination can be influenced by various motivating factors, including past, present, and future time orientations.

Klingsieck (2013) reviewed literature on procrastination from many perspectives, including incidence, corresponds, and treatments. Rozentel et al. (2014) conducted qualitative interviews with procrastinators to study the underlying causes of procrastination, such as fear of failure, task aversiveness, and low self-efficacy.

Friedman et al. (2014) looked at the genetic and environmental implications on procrastination, impulsivity, and goal-setting abilities. Svartdal et al. (2016) investigated the harmful effects of academic procrastination on student mental health and well-being.

PROCRASTINATION AND SOCIAL MEDIA ADDICTION

Brand et al. (2017) studied the fear of missing out (FOMO) in the context of social media use and its relationship to symptoms of Internet-communication disorder, which may include procrastination.

Chamarro et al. (2017) investigated the link between excessive social networking, FOMO, and undesirable outcomes such as procrastination among adolescents.

Błachnio and Przepiorka (2018) found a link between problematic Facebook use, loneliness, and other psychological characteristics, highlighting the possible repercussions of excessive social media use.

Montag et al. (2020) focused on procrastination, while this study examined the potential function of digital interaction, including social media use, in alleviating or increasing emotions of loneliness, which can be linked to procrastination.

PROCRASTINATION AND WELLBEING

Sirois and Pychyl (2013) explored the function of mood regulation in procrastination and its implications for well-being, concluding that procrastinating may have negative consequences since it prioritizes short-term mood enhancement above long-term goal achievement.

Rozental and Andersson (2014) investigated the causes of procrastination and its impact on people's well-being, identifying fear of failure, task aversiveness, and low self-worth as contributors.

AGGRESSION AND PROCRASTINATION

DiBartolo et al. (2001) discovered that procrastination moderated the connection between perfectionism and discomfort. Although distress is not always associated with violence, it can contribute to negative emotional states that may lead to aggression.

Choi and Moran (2009) proposed the concept of "active procrastination," which implies that some types of procrastination may be beneficial. While not directly related to violence, the study emphasizes the nuances of procrastination and its possible consequences.

Klingsieck (2013) explore the numerous implications of procrastination, including its effects on mental health and well-being. While it does not address aggressiveness directly, it accepts that procrastination can have a negative impact on psychological functioning, which may indirectly influence violent tendencies.

EMOTION REGULATION

The word "emotion regulation" refers to an individual's ability to manage and respond to emotional experiences. Emotion control tactics are often used automatically to cope with challenging situations throughout the day. Most of us utilize a range of emotion control tactics (Rolston, n.d.).

“Emotional regulation refers to the process by which individuals influence which emotions they have, when they have them, and how they experience and express their feelings. Emotional regulation can be automatic or controlled, conscious or unconscious, and may have effects at one or more points in the emotion producing process.” - (GROSS, 1998)

Capable of applying them to a variety of scenarios to meet the needs of our environment. Some of these are healthy while others are not. Walking as a stress management strategy is safe and effective. They can help calm down intense emotions and provide insight into the underlying cause.

Self-injury is regarded as an unhealthy behaviour. (Rolston,n.d)

Some Healthy Emotion Regulation Strategies

There are many ways to maintain healthy emotional regulation like talking with buddies, exercising, writing in a journal, one should practice meditation, the individual can also go for therapy, one should start prioritizing self-care during illness, one should start getting enough sleep, an individual should always try to pay attention to negative ideas before or after experiencing intense emotions and one should also recognize and take breaks as necessary (Rolston, n.d.).

Ways for Emotion Regulation

Identifying and labelling our emotions is an important step toward emotional management. Allow oneself some choices and explore your emotions. Try to identify the precise emotions that you are experiencing powerfully within oneself at this very moment and write them down if you like. An individual does not need to act or judge the cause and effect of the emotions at this point; all one need is complete awareness of each feeling that is currently influencing our thoughts. (Chowdhury, 2019)

In addition to increasing thinking awareness, mindfulness allows us to examine and identify all parts of the outside environment, including our own body. Simple attentive activities, such as controlling our breathing or sensory relaxation, can help to calm the turmoil inside us and guide our actions correctly. (Chowdhury, 2019)

Cognitive reappraisal entails changing the way we think. It is a crucial component of psychotherapies like as CBT, DBT, and Anger Management, requiring more acceptance and adaptability. Reappraisal of thinking skills may involve activities such as thought substitution

or situational role reversals, in which we attempt to look at a stressful event from an entirely new point of view. (Chowdhury, 2019)

Emotional dysregulation reduces our ability to adjust to life changes. We become more susceptible to diversions and fail our coping mechanisms, which is why we frequently oppose change. Objective appraisal is an excellent practice for increasing adaptability (Chowdhury, 2019).

For instance, when you are overwhelmed by difficult feelings that you want to stay away from and may end up reacting negatively to them, consider what your best buddy would be going through. Setting aside time for oneself every day is an excellent method to improve our emotional management skills. Notifying ourselves of our abilities and virtues, as well as allowing our minds to settle into a flexible zone, can have a significant impact on how we experience and respond to emotions (Chowdhury, 2019).

Some basic self-compassion hacks include daily positive affirmations of oneself, relaxation and breathing control, compassionate meditation, regular taking care of oneself and appreciation Journaling (Chowdhury, 2019).

Psychologists think that we all have the intrinsic ability to develop a strong emotional repertoire and divert our mental focus away from negative thoughts. We can seek psychological assistance within ourselves by cultivating attentive self-awareness, or we can seek aid from others by engaging in good communication. (Chowdhury, 2019)

EMOTIONAL DYSREGULATION

The term "emotion dysregulation" refers to the failure to consistently apply healthy coping techniques to manage negative emotions. While everyone occasionally experiencing excessive unpleasant emotions daily might lead to undesirable coping techniques such as self-injury. (Rolston, n.d.)

Symptoms of Emotional Dysregulation

Feeling stressed out, excessively emotional, weeping easily and being unhappy without a reason are some common symptoms of emotional dysregulation (Pedersen, 2022).

Frequent mood changes, impulse control and finding it difficult to deal with pressure. Perfectionist tendencies, outbursts of anger symptoms also include severe anxiety and despair (Pedersen, 2022).

High levels of guilt, disordered eating and self-harming behaviors are also experienced by people having emotional dysregulation in them (Pedersen, 2022).

Causes of Emotional Dysregulation

Genetic factors: There is research to imply that genetic factors influence emotional regulation. Individuals with family histories of mood disorders or other mental health issues may be more likely to have emotional dysregulation (Sherrell, 2022).

Initial Childhood Events: Traumatic events or negative experiences during childhood, such as neglect, abuse, or uneven caring, might impede the development of abilities to regulate emotions. These experiences may cause issues in handling feelings later in life (Sherrell, 2022).

Neurological variables: Differences in the way the brain works, particularly in areas involved in controlling emotions (such as the prefrontal cortex, hippocampus, and amygdala), can exacerbate emotional dysregulation. Imbalances in neurotransmitters like serotonin and dopamine could potentially play a role (Sherrell, 2022).

Long-term tension may disable the body's capacity to adequately regulate emotions. Chronic stress can disrupt the hypothalamic-pituitary-adrenal (HPA) axis, changing cortisol levels and influencing emotional reactions (Sherrell, 2022).

Emotional dysregulation is a common feature of many mental health conditions, including mood disorders (e.g., depression, bipolar disorder), anxiety disorders, borderline personality disorder (BPD), attention-deficit/hyperactivity disorder (ADHD), and post-traumatic stress disorder (PTSD) (Bhandari, 2023).

Substance misuse can affect judgment and emotional control. Drugs and alcohol can alter neurotransmitter levels, impairing the brain's capacity to control emotions efficiently (Bhandari, 2023).

Psychological Factors: Negative thought habits, such as ruminating or catastrophizing, can worsen emotional dysregulation. Difficulty precisely identifying and describing emotions might also make it difficult to regulate them (Bhandari, 2023).

Theories of Emotions

James-Lange Theory: This idea, proposed by William James and Carl Lange in the late nineteenth century, holds that emotions are caused by physiological arousal. According to this viewpoint, an external stimulus causes physical responses, which are subsequently processed by the brain and result in emotional experiences. For example, we experience terror when we shiver and sweat in response to an imminent danger (Cherry, 2022).

Cannon bard theory: Walter Cannon and Philip Bard proposed the Cannon-Bard idea as a critique of James-Lange's idea. They claimed that feelings and physiological responses occur concurrently, rather than one causing the other. In other words, emotions and body reactions are two distinct but concurrent responses to a stimulus (Fletcher, 2021).

Schechter and Singer's Two-Factor Theory: This hypothesis, developed in the 1960s by Stanley Schechter and Jerome Singer, proposes that emotions are caused by both physiological and cognitive arousal. According to this viewpoint, we identify our arousal based on the environment in which it occurs, resulting in a variety of emotional responses. For example, if we feel physiological arousal while others appear afraid, we may perceive our arousal as fear (Twiss, 2023).

Cognitive appraisal Theory: This theory, presented by Richard Lazarus and others, emphasizes the importance of cognitive assessment in influencing emotional responses. This viewpoint holds that emotions are evoked when an individual evaluates or appraises a situation regarding their goals, opinions, and values. Different assessments can result in different emotions (Ellsworth, 1991).

Treatment for Emotional Dysregulation

Cognitive Behavioural Therapy (CBT) aims to identify and challenge dysfunctional thought habits and patterns that lead to emotional dysregulation. It helps people build more adaptable coping mechanisms and problem-solving abilities (Cuncic, 2023).

Dialectical Behaviour Therapy (DBT) is a type of therapy that focuses on emotional dysregulation, specifically in illnesses such as borderline personality disorder (BPD). It uses strategies like mindfulness, mood management, distress tolerance, and interpersonal effectiveness (Cuncic, 2023).

Mindfulness-Based Therapies: Practices like mindfulness meditation can help people become more aware of their emotions and accept and tolerate emotional events (Cuncic, 2023).

Antidepressants: Selective serotonin reuptake inhibitors (SSRIs) or other antidepressants may be prescribed to alleviate symptoms of depression or anxiety that contribute to emotional dysregulation (Cuncic, 2023).

Mood Stabilizers: For individuals with mood disorders or bipolar disorder, mood stabilizers such as lithium or anticonvulsants may help stabilize mood and reduce emotional volatility (Donnelly, 2023).

Emotion Regulation Skills: Learning ways to detect, analyze, and regulate emotions efficiently, such as through DBT skills training modules (Donnelly, 2023).

Interpersonal abilities: Learning efficient negotiation, conflict resolution, and methods of assertiveness to improve relationships and lessen interpersonal pressures (Donnelly, 2023).

Managing Stress Techniques: Training relaxation techniques, time-management abilities, and healthy lifestyle habits to help reduce overall stress (Donnelly, 2023).

Adolescents experience a lot of difficulties in their emotion regulation. A lot of research has been done on emotional disorders, negative thinking, psychopathology disorders along with ders.

Gratz and Roemer (2004) created the issues in Emotion Regulation Scale (DERS), which assesses multiple facets of emotion regulation issues. This scale has been widely applied in research and therapeutic settings.

Ehring and Watkins (2008) address the impact of recurrent negative thinking, a frequent component of many emotional disorders, in emotional dysregulation.

Schweizer et al. (2010) investigate the efficacy of emotion management techniques for various types of psychopathologies. Another study by Kring and Sloan (2010) propose a transdiagnostic approach on emotion regulation and its implications for understanding and treating a variety of mental health illnesses.

Beauchaine and Thayer (2015) investigate heart rate variability (HRV) as a potential biomarker for emotional dysregulation in a variety of psychiatric diseases.

Liao et al. (2019) investigated neuroimaging data regarding emotion regulation in mood and anxiety disorders, shedding light on the brain mechanisms that underpin emotional dysregulation in these circumstances.

Bowen et al. (2020) investigated the links between emotion dysregulation, secondary psychopathy, and alexithymia, shedding light on the intricate interplay of personality traits and emotional functioning in borderline personality disorder.

Lloyd et al. (2021) studied the brain mechanisms that underpin the interplay between emotion and pain processing, emphasizing the importance of emotional dysregulation in pain perception and modulation.

Sullivan et al. (2022) explore emotion dysregulation in adolescence, comparing human and rat models to gain a better understanding of the developmental variables that contribute to emotional dysregulation.

Zhang et al. (2022) investigated functional magnetic resonance imaging (fMRI) investigations to elucidate emotion control techniques and associated brain activations in people with obsessive-compulsive disorder, shedding light on emotion dysregulation in this population.

SOCIAL MEDIA ADDICTION AND EMOTIONAL DYSREGULATION

According to a lot of research social media addiction usually leads to increase in difficulties in emotion regulation.

Lin et al. (2016) investigated how emotional reactions to social media posts influence subsequent online behavior, providing insight into the function of social media in determining emotional responses and control.

Halawi et al. (2017) explored the link between social media addiction and emotion regulation difficulties in Lebanese adults, emphasizing the possible influence of excessive social media use on emotional well-being.

Gao et al. (2019) investigated the link between problematic Instagram use, loneliness, and emotional dysregulation in teenagers, implying that emotional dysregulation may act as a mediator between social media use and loneliness.

Vahedi and Saiphoo (2020) investigated the link between problematic internet use, emotional regulation issues, and suicidal ideation tendencies in teenagers, underlining the need of addressing emotional dysregulation in interventions targeting problematic internet use.

SOCIAL MEDIA ADDICTION AND AGGRESSION

Li et al. (2019) used latent profile analysis to find various profiles of anger vulnerability and emotion regulation techniques in individuals, offering light on the diversity of emotional regulation patterns linked with anger.

Sousa et al. (2020) explored the intermediary function of cognitive emotion regulation methods in the link between anger and aggression in male offenders, shedding light on the cognitive processes that underpin emotional dysregulation and aggressive conduct.

Goodman et al. (2021) reviewed the available research on emotion regulation and anger in borderline personality disorder (BPD), emphasizing the intricate relationship between emotion dysregulation, anger expression respectively, and clinical symptoms in this population.

Harris et al. (2021) reviewed empirical studies on emotion control and anger in teenagers, synthesizing results about the development of emotion management abilities and their implications for teenage mental health and well-being.

Smith et al. (2022) investigated the brain mechanisms underpinning emotion dysregulation in severe mood disorders, such as major depressive disorder and bipolar disorder, gaining insight into the neurological foundation of rage and other emotional disturbances in these illnesses.

Wang et al. (2022) explored the mediating effect of emotion regulation challenges in the relationship between childhood maltreatment and anger among adolescents, emphasizing the relevance of addressing emotion dysregulation in therapies aimed at anger-related disorders.

CHAPTER 3

RATIONALE, OBJECTIVES AND HYPOTHESES

RATIONALE OF THE STUDY

The present investigation aims to study the social media addiction among adolescents. Adolescence is a critical period where an individual faces a lot of physical and mental changes in his or her life. It aims to study the relationship between social media addiction with self-esteem, well-being, level of anger, problem frequency behavior, general procrastination, and difficulties in emotion regulation among adolescent boys and adolescent girls.

Singh and Sharma (2019) investigated how personality traits affect the emergence of social media addiction in Indian users, offering important insights into how different people are when it comes to their susceptibility to addictive behaviors.

Agarwal and Choudhary (2019) studied the impacts of addictive behaviors on mental health by examining the association between young adults' psychological well-being and social media addiction in India. The results showed that social media addiction leads to poor psychological wellbeing.

Kapoor and Sharma (2017) explored the relationship between digital habits and self-concept and examines how social media addiction impacts people's self-esteem in India. They found that social media addiction leads to decrease in self-esteem of people.

Gupta and Kumar (n.d.) studied how social media addiction contributes to emotional dysregulation in Indian people, examining the psychological processes that underlie hazardous usage of social media and emotional problems.

Although social media addiction has not been identified as a clinical disorder in DSM-5. But may be comparable to other impulse control problems or behavioral addictions, including internet gaming disorder or gambling disorder. In addition to considerable impairment or distress caused by repetitive activities, these illnesses can cause cravings, withdrawal symptoms, and trouble managing behavior in the affected persons.

Social media addiction like many other significant addiction disorders like alcohol, caffeine, gambling causes impairment in daily functioning of the individual.

According to a recent report by Buffer (2021), currently 62.3 percent of people worldwide use social media. Social media is currently used by 5.04 billion people worldwide, and in the past year, 266 million new people have signed up for accounts.

There are few pathways to reduce social media addiction such as by keeping track of how much time people spend on social media, someone can help them by making them more conscious of their usage habits. Apps for smartphones or built-in screen time monitoring tools can help with this. People who are more self-aware are better able to identify harmful behaviors and take action to change them also can encourage people to set specific guidelines and limitations for their use of social media. This can involve restricting the amount of time spent on screens overall, defining "no-phone zones" locations of the house or office, and designating particular periods of the day for social media checks. Establishing boundaries lowers the likelihood of obsessive monitoring and scrolling while also promoting healthy habits.

Although a lot of research has been done on these variables independently, but all these variables are not studied together to see the effect the social media addiction. The present research also aims to see if the gender differences exist in social media addiction among adolescents as this has also been explored to a very limited extent before.

RESEARCH GAPS

Othman and Abd-El-Fattah (2021) investigated the association between excessive social media use and educational results, as well as the effects of social media addiction on academic achievement among Malaysian university students. The results showed that individuals high on social media addiction will have low academic achievement.

Alhazmi and Alzahrani (2021) investigated how common problematic social media use is and how it relates to mental health problems in Saudi Arabian young adults, such as stress, anxiety, and depression and found that social media addiction often leads to stress, anxiety and depression.

Sarker et al. (2022) study investigated the connection between teenage mental health outcomes in Bangladesh and social media addiction, with a particular emphasis on stress, anxiety, and depression and found social media addiction increases stress and anxiety among people.

A lot of research has been done before on social media addiction but very a smaller number of research has involved such kinds of variables. Problem frequency behaviour, general

procrastination and difficulties in emotion regulation are few variables which makes this study different as they have not been explored that much till today and not in are generally studied in association with social media addiction among adolescents.

The present investigation is required to study the relationship between social media addiction with self-esteem, well-being, level of anger, problem frequency behavior, general procrastination and difficulties in emotion regulation among adolescent boys and adolescent girls. As a smaller number of research is done based on gender differences also all of these variables are not studied together with social media addiction.

RESEARCH QUESTIONS

1. Are there any gender differences on social media addiction, self-esteem, wellbeing, level of anger, problem frequency behaviour and difficulties in emotional dysregulation among adolescents?
2. Is social media addiction related to self-esteem (peers, school, family, sports, body image and global self-esteem), wellbeing (connectedness, perseverance, optimism, happiness and engagement), level of anger, problem frequency behaviour (physical aggression, nonphysical aggression and relational aggression), general procrastination and difficulties in emotion regulation (non-acceptance of emotional responses, difficulty engaging in goal directed behaviour, impulse control difficulties, lack of emotional awareness, limited access to emotion regulation strategies and lack of emotional clarity) in total sample, among boys and girls?

OBJECTIVES

1. To study the gender differences on social media addiction, self-esteem, wellbeing, level of anger, problem frequency behaviour and difficulties in emotion regulation on adolescents.
2. To study the relationship between social media addiction and self-esteem, wellbeing, level of anger, problem frequency behaviour and difficulties in emotion regulation in total sample, in boys and in girls.

HYPOTHESES

1. GENDER DIFFERENCES

- 1a. Gender differences are expected on social media addiction among adolescents.
- 1b. Gender differences are expected on self-esteem among adolescents.
- 1c. Gender differences are expected on wellbeing among adolescents.
- 1d. Gender differences are expected on level of anger among adolescents.
- 1e. Gender differences are expected on problem frequency behaviour among adolescents.
- 1f. Gender differences are expected on general procrastination among adolescents.
- 1g. Gender differences are expected on difficulties in emotion regulation among adolescents.

2. INTERCORRELATIONS

2a. Social media addiction is expected to be positively correlated with level of aggression, problem frequency behaviour (physical, non-physical and relational aggression), general procrastination and difficulties in emotion regulation (non-acceptance of emotional responses, difficulty engaging in goal directed behaviour, impulse control difficulties, lack of emotional awareness, limited access to emotion regulation strategies and lack of emotional clarity) and negatively correlated to self-esteem (peers, school, family, sports, body image and global self-esteem), wellbeing (connectedness, perseverance, optimism, happiness and engagement) in total sample.

2b. Social media addiction is expected to be positively correlated with level of aggression, problem frequency behaviour (physical, non-physical and relational aggression), general procrastination and difficulties in emotion regulation (non-acceptance of emotional responses, difficulty engaging in goal directed behaviour, impulse control difficulties, lack of emotional awareness, limited access to emotion regulation strategies and lack of emotional clarity) and negatively correlated to self-esteem (peers, school, family, sports, body image and global self-esteem), wellbeing (connectedness, perseverance, optimism, happiness and engagement) among boys.

2c. Social media addiction is expected to be positively correlated with level of aggression, problem frequency behaviour (physical, non-physical and relational aggression), general procrastination and difficulties in emotion regulation (non-acceptance of emotional responses, difficulty engaging in goal directed behaviour, impulse control difficulties, lack of emotional

awareness, limited access to emotion regulation strategies and lack of emotional clarity) and negatively correlated to self-esteem (peers, school, family, sports, body image and global self-esteem), wellbeing (connectedness, perseverance, optimism, happiness and engagement) among girls.

CHAPTER 4

METHODOLOGY

The present investigation aims to study the relationship between social media addiction and self-esteem, well-being, level of aggression, problem frequency behavior, general procrastination, and difficulties in emotion regulation among adolescents. Another objective of the study is to bring out gender differences on study variables.

DESIGN

The present investigation aims to study the relationship between social media addiction and self-esteem, well-being, level of aggression, problem frequency behavior, general procrastination and difficulties in emotion regulation among adolescence aged 16-18 years.

In order to obtain the review of literature, past and recent research, and different theories on the variables related to social media addiction, self-esteem, well-being, level of aggression, problem frequency behavior, general procrastination and difficulties in emotion regulation were studied. The survey and interview method were used for data collection.

Hymen (1959) found the survey method is a research technique used to collect data from a sample of individuals through the administration of a structured set of questions or interviews. It aims to gather information on attitudes, opinions, behaviors, or demographic characteristics of a population. This method has been widely employed in various disciplines, including social sciences, market research, and public opinion polling.

The interview method is a research technique in which data is collected through direct interaction between an interviewer and a respondent or interviewee. It involves asking questions and gathering responses in a conversational format, allowing for in-depth exploration of topics and the collection of rich qualitative data. (Guttman,1984)

For this purpose, data of 100 students was collected which includes 50 boys and 50 girls. The data collection was done from Bal Vikas School, Panipat. The subjects who gave consent to participate in the study were administered on Social Networking Addiction Scale (SNAS) by Shahnawaz and Rehman (2020), Self Esteem Questionnaire by Dubois et al. (2013), the EPOCH measure of adolescent Well-being by Kern et al. (2010), Level of Anger (LAS) by DiGiuseppe (2005), Problem Behavior Frequency Scale by Dahlberg et al. (2005), General

Procrastination Scale by Lodha et al. (2016), Difficulties in Emotion Regulation (DERS) by Gratz and Roemer (2004).

SAMPLE

The data of 100 students was collected which included 50 boys and 50 girls of age 16-18 years. The students were taken from classes 10,11 and 12.

INCLUSION CRITERIA

- Students in age range 16-18 years.
- Students of classes 10, 11 and 12.

EXCLUSION CRITERIA

- Students who were having any psychopathological or chronic physical disease were excluded for the present study.

TESTS AND TOOLS USED

1. Social Networking Addiction Scale by Shahnawaz and Rehman (2020)
2. Self Esteem Questionnaire by Dubois et al. (2013)
3. The EPOCH measure of adolescent Well-being by Kern et al. (2010)
4. Level of Anger (LAS) by DiGiuseppe (2005)
5. Problem Behavior Frequency Scale by Dahlberg et al. (2005)
6. General Procrastination Scale by Lodha et al. (2016)
7. Difficulties in Emotion Regulation (DERS) by Gratz and Roemer (2004).

BRIEF DESCRIPTION OF SCALES

1. SOCIAL NETWORKING ADDICTION SCALE (Shahnawaz and Rehman , 2020)

The social networking addiction scale was given by Shahnawaz and Rehman in 2020. The Social Networking Addiction Scale (SNAS) is a test for determining an individual's addiction or excessive use of social networking sites. It is designed to examine the behaviors associated

with excessive or compulsive use of social networking sites. It can be used on the individuals from 16 to 18 years of age.

The scale usually includes items that assess several aspects of the use of social media, such as how much time is spent on social networking sites, feelings of obsession with social media, withdrawal symptoms when unable to utilize social media, and negative repercussions of social media use.

The scale is a 7-point scale in which 1 means strongly disagree, 2 means disagree, 3 means somewhat disagree, 4 means neither agree nor disagree, 5 means somewhat agree, 6 means agree and 7 means strongly agree respectively.

The scale consists of 21 items in total under 6 domains such as salience, mood modification, tolerance, withdrawal, conflict and relapse. Each of the dimensions have been described below:

SALIENCE- The term "salience" relates to how prominent and central social media use grows in a person's life. It indicates how much social media activities control a person's ideas, feelings, and behaviors, frequently leading to the neglect of other activities and duties.

When social media use becomes more prevalent, people may find themselves continuously thinking about it, planning how to use it, and preferring it over other activities like work, face-to-face socializing, or performing duties. They may feel compelled to use social media sites even when it is inappropriate or when they are attempting to limit their use. (Rehman & Shahnawaz, 2021)

MOOD MODIFICATION- "Mood modification" alludes to the psychological impact that using social networking sites has on an individual's mood or emotional state

When people utilize social media, they may experience a variety of mood changes, including

Rewarded behavior: Social media sites frequently offer immediate incentives in the form of comments, shares, and likes, which can increase self-esteem and induce feelings of fulfillment or contentment. (Rehman & Shahnawaz, 2021)

Diversion and escape from capture: Using social media might help people divert themselves from negative feelings or challenges in their lives. Individuals who focus on social media material may momentarily relieve feelings of boredom, isolation, or sadness.

Emotion oversight: People may utilize social media to manage their moods. For example, individuals may search out content that matches their present mood (e.g., hilarious posts when they are sad) or engage in relationships to receive support or approval from others.

TOLERANCE- "Tolerance" alludes to the phenomena in which people gradually demand more social media use to attain the same level of enjoyment or mood enhancement. It is one of the addiction components in the components model, which contrasts behavioral addictions such as social media addiction with chemical addictions (Rehman & Shahnawaz, 2021).

WITHDRAWAL- Withdrawal alludes to the negative mental and physical signs that occur when people lessen or stop using social media platforms (Rehman & Shahnawaz, 2021)

CONFLICT- Conflict refers to social or personal issues that occur because of excessive or inappropriate use of social media sites. Conflict in social media addiction frequently entails identifying the detrimental effects of excessive social media use on numerous elements of life and implementing tactics to manage consumption and rebuild relationships. Setting boundaries for social media use, strengthening contact with family members, getting counseling or therapy to address underlying psychological problems, and building healthy coping mechanisms for stress and negative emotions are all possible options. (Rehman & Shahnawaz, 2021)

RELAPSE- Relapse in the context of social media addiction, refers to the recurrence of problematic or excessive use of social media platforms after a period of abstinence or successful reduction in usage. (Rehman & Shahnawaz, 2021)

The scale follows the component model by Giffiths (2005) which illustrates the value of dimensions in addictions. A total score of the scale can be obtained by adding all the items. The score can range anywhere between 21 to 147. Any score more than 84 shows addiction in the individual.

The validity for all the factors were found be more than .50 suggesting appropriate convergent validity. Composite reliabilities for all the six factors as suggested by (Hair et al., 2014) were also obtained. The compositive reliability was found to be more than .70 for every factor suggesting appropriate reliability. (Shahnawaz & Rhman, 2020)

Saqib and Beig (n.d.) used social networking addiction scale for their study on mobile addiction and found about the reliability and validity of SNAS.

2. SELF ESTEEM QUESTIONNAIRE (Dubois et al., 2013)

Self-esteem questionnaire (SEQ) is a revised version of prior work by Dubois and Felner in 1991. It was given by Dubois et al. in university of Missouri. SEQ consists of 42 items on a 5-point Likert scale from strongly agree, agree, disagree to strongly disagree. The scale is used for the age group of 12 to 18 years of early adolescents and adolescence. The scale has 6 dimensions to be measured in total which are peer relations, family, school, sports/ athletics, body image and global feelings of self-esteem. The number of items for measuring self-esteem in peer relations are 8, family is 8, for school is 8, for sports is 6, for body image is 4 and for global feeling of self-worth is 8 respectively. The scale also has 10 negative worded items for prevent any bias in the scale which are scored in reverse order.

Scale scores showed a range of internal consistency reliability (coefficient alpha): .78 to .87 at Time 1, .81 to .89 at Time 2, .81 to .87 at Time 3, and .83 to .90 at Time 4. The scales measuring backing from the three distinct sources at each time point had moderate correlations (mean rs ranging from .32 to .37). (Felner et al., 1996)

Wong et al. (2014) used self-esteem questionnaire by Dubois et al and found relationship between substance abuse and self-esteem and found higher substance abuse and higher peers' self-esteem than males.

3. THE EPOCH MEASURE OF ADOLESCENT WELL BEING (Kern et al. , 2016)

The EPOCH measure of wellbeing was given by Kern et al. in 2016. Is based on the PERMA model of wellbeing from the field of positive psychology. The age group for the scale is 10 to 18 years. It is a 5-point Likert type scale. The scale consists of 20 items in total under 5 dimensions. The EPOCH stands for:

Engagement: The degree to which teenagers actively engage in and get meaning from their everyday activities, such as their academic endeavors, extracurricular activities, hobbies, and social contacts, is referred to as engagement. Adolescents who are actively involved in their activities exhibit motivation, enthusiasm, and absorption, all of which enhance their sense of fulfillment and purpose.

Perseverance: Perseverance is the capacity to show resiliency and determination in the face of difficulties and disappointments. Teens with strong perseverance are resilient enough to overcome obstacles, disappointments, and misfortune, and they never give up on their objectives despite them.

Optimism: Hopefulness, self-assurance, and fortitude in the face of adversity are traits that define optimism, which is a positive attitude on life and the future. Adolescents that are optimistic typically see difficulties as transient and controllable, and they have confidence in their capacity to get past setbacks and accomplish their objectives.

Connectivity: This refers to the sense of social support, belonging, and meaningful interactions that adolescents have with their classmates, family, and other members of the community. Adolescents who are connected have robust social networks, a sense of belonging and involvement in their social interactions, and a sense of value and acceptance from others.

Happiness: Happy adolescents exhibit good feelings, fulfillment, and happiness with several facets of their existence. Happiness is a measure of their overall subjective well-being and life satisfaction. Adolescents who are happy tend to feel good most of the time, relish good times, and generally feel content with their lives.

Each item in the scale is scored on the scale of 1 to 5 where almost never / not at all like me = 1, sometimes / a little like me = 2, often / somewhat like me = 3, very often / mostly like me = 4 and almost always/ very much like me = 5 respectively.

According to Kern et al. (2016), internal consistency estimates (alpha) range from 0.74 to 0.92. Test-retest reliabilities span from 0.23 to 0.71 (three-week, four-month, and two-year, nine-month intervals) (Kern et al., 2016).

Buerger et al. (2023) has done a study using EPOCH to measure the well being among school students.

Narayan et al. (2019) has studied the relationship between passive smoking and well being in the students of Karnataka using EPOCH.

4. LEVEL OF ANGER (DiGiuseppe, 2005)

An instrument for gauging and evaluating an individual's level of rage is the Level of rage Scale (LAS). The LAS, created by psychologist Dr. Raymond DiGiuseppe, is a valuable tool for diagnosing and treating anger management problems. The fifteen items of the 18-item self-report LAS are scored on a five-point scale ranging from strongly disagree to strongly agree." The items gauge the degree of several forms of anger, including hostility, irritation, and exasperation. The individual's overall level of anger is then ascertained by computing the total score. Research has shown that the LAS is a viable and trustworthy way to measure anger.

The LAS is a helpful instrument for determining an adolescent's level of anger. It may be employed to determine which teenagers are most likely to experience issues with rage. The LAS can also be used to monitor how much anger varies over time and assess how well anger-reduction strategies work.

It is used for the adolescents age group. It is based on the amount of aggression in an individual experienced in the past 3 weeks. There are 2 items which are reversely scored in the scale. The total score of the scale is the level of aggression in individual.

Yalin et al. found the reliability of level of anger scale to be .92 and validity to be 0.94.

Sharma et al. (2016) used level of anger scale to measure anger and coping behaviour in students of Ludhiana.

5. PROBLEM BEHAVIOR FREQUENCY SCALE (Dahlberg et al., 2005)

The problem behaviour frequency scale was given Dahlberg et al. (2005). It was made for measuring the problem behaviour frequency in adolescence. It measures 3 types of aggression in individual i.e. physical aggression, non-physical aggression and relational aggression. It has 18 items in total where physical aggression has 7 items, non-physical aggression has 5 items, and relational aggression has 6 items. The individual must mark the number of times they have experienced the symptoms in last 30 days. It is measured on a 6-point scale i.e. never, 1-2times, 3-5 times, 6-9 times, 10-19 times and 6-20times or more. The individual score for each dimension and the total score for the problem frequency behaviour is calculated to measure the problem frequency behaviour in adolescence.

Farrell et al (2018) has used problem behaviour frequency scale and found that increase in problem behaviour frequency results in increase in victimization and aggression.

Padmanabhanunni found reliability of the scale to be .77 and validity to be .90.

6. GENERAL PROCRASTINATION SCALE (Lodha et al., 2016)

The general procrastination scale was developed by Lodha et al. (2016). It has total of 23 items. It is required to be rated on a 5-point scale ranging from 1 to 5. It measures general procrastination in 4 main domains i.e. academic, workplace, medical and civic responsibilities. Some of the items are also scored reversed. Higher level of score indicates higher level of general procrastination.

The reliability of general procrastination scale by Lodha et al. was found to be 0.71 and validity was 0.76.

Mishra and Shukla (2023) have found that males have higher procrastination than females.

7. DIFFICULTIES IN EMOTION REGULATION SCALE (Gratz and Roemer, 2004)

The difficulties in emotion regulation scale (DERS) were given by Gratz and Roemer in 2004. It is a multidimensional assessment of emotion regulation and dysregulation. It has 6 subscales i.e. non acceptance of emotional responses, difficulty engaging in goal directed behaviour, impulse control difficulties, lack of emotional awareness, limited access to emotion regulation strategies and lack of emotional clarity. It has total of 36 items and measured on 5-point scale where 1=almost never / 0-10%, 2= sometimes / 11-35%, 3=about half the time / 36-65%, 4= most of the time / 66-90% and 5= almost always / 91-100%. The total score is calculated by adding up all the items and some of the items in the scale are reversely scored.

Mehta and Jahan (2021) have found that increase in emotional dysregulation shows decrease in self-esteem.

The reliability of DERS in the 0.75 and 0.90.

PROCEDURE

The data for this investigation was collected from a school named Bal Vikas School, Panipat. The data has been collected from students of classes 10,11 and 12. All the permissions were taken from Principals and teachers before. The data has been collected in offline mode only and each child has been given with the questionnaire. All the instructions were given to students and were informed that the data will be kept confidential. The students were also instructed that the data collected will only be used for research purpose and won't affect your school grades. The data was only collected from students who were comfortable in sharing their information. The tools used for collecting data were Social Networking Addiction Scale (SNAS) by Shahnawaz and Rehman (2020), Self Esteem Questionnaire by Dubois et al. (2013), the EPOCH measure of adolescent Well-being by Kern et al. (2010), Level of Anger (LAS) by DiGiuseppe (2005), Problem Behavior Frequency Scale by Dahlberg et al. (2005), General Procrastination Scale by Lodha et al. (2016), Difficulties in Emotion Regulation (DERS) by Gratz and Roemer (2004). The raw scores were tabulated, and statistical analyses was run on

SPSS. Descriptive statistics, t-ratio and intercorrelations were computed and results were discussed.

CHAPTER 4

RESULTS

Table 1. Showing Descriptive Statistics for Total group, Boys and Girls

S. NO	VARIABLE	TOTAL		BOYS		GIRLS	
		MEAN	S.D.	MEAN	S.D.	MEAN	S.D.
1.	Salience	18.19	6.02	18.28	5.71	18.10	6.38
2.	Mood Modification	13.97	4.62	13.80	4.72	14.14	4.56
3.	Tolerance	12.89	4.52	12.84	4.70	12.94	4.39
4.	Withdrawal	15.03	6.99	15.08	7.05	14.98	7.01
5.	Conflict	10.59	5.15	10.52	5.01	10.66	5.33
6.	Relapse	15.42	7.13	15.66	6.72	15.18	7.58
7.	SNAS	86.08	27.77	85.90	27.94	86.26	27.88
8.	Peers se	22.81	3.61	22.66	3.21	22.96	4.00
9.	School se	20.81	4.06	20.06	3.71	21.56	4.30
10.	Family se	24.12	3.67	24.58	3.14	23.66	4.11
11.	Sports se	14.41	2.65	14.70	2.52	14.12	2.76
12.	Body image	10.57	2.15	10.52	1.88	10.62	2.40
13.	Global se	22.23	3.82	22.04	3.54	22.42	4.10
14.	Total se	114.85	14.17	114.56	11.90	115.14	16.25
15.	Connection	14.35	3.77	14.30	3.72	14.40	3.86
16.	Perseverance	13.02	3.73	13.26	3.65	12.78	3.82
17.	Optimism	13.77	3.71	14.24	3.48	13.30	3.91
18.	Happiness	14.52	3.78	14.94	3.47	14.10	4.06
19.	Engagement	12.30	3.34	12.46	3.50	12.14	3.20
20.	Total Wellbeing	68.03	14.85	69.46	14.07	66.60	15.60
21.	Anger Level	47.00	15.58	49.36	14.88	44.64	16.06
22.	Phy agg	12.96	7.16	14.70	7.67	11.22	6.22
23.	Non Phy agg	9.43	5.03	10.98	5.73	7.88	3.66
24.	Relational agg	9.82	4.91	10.92	4.95	8.72	4.66
25.	Prob freq beh	32.45	15.50	36.78	15.67	28.12	14.20
26.	Procrastination	64.48	8.90	65.02	8.58	63.94	9.26
27.	Non accept	14.10	4.36	13.72	3.57	14.48	5.03
28.	Goals	14.31	4.14	14.34	3.32	14.28	4.86
29.	Impulse	15.95	4.71	14.96	4.41	16.94	4.85
30.	Awareness	17.92	4.24	17.74	4.74	18.10	3.72
31.	Strategies	19.51	5.40	18.56	4.83	20.46	5.82
32.	Clarity	14.25	3.79	12.90	3.09	15.60	3.96
33.	DERS	95.84	17.86	92.12	12.07	99.56	21.70

Table 2. Showing *t*-ratio for Boys and Girls

S. No.	Variable Name	Boys		Girls		t-ratio
		Mean	S.D.	Mean	S.D.	
1.	Salience	18.28	5.72	18.10	6.38	.149
2.	Mood Modification	13.80	4.732	14.14	4.56	.366
3.	Tolerance	12.84	4.70	12.94	4.39	.110
4.	Withdrawal	15.08	7.05	14.98	7.01	.071
5.	Conflict	10.52	5.01	10.66	5.33	.135
6.	Relapse	15.66	6.72	15.18	7.58	.335
7	SNAS total	85.90	27.94	86.26	27.88	.064
8	Peers se	22.66	3.21	22.96	4.00	.413
9	School se	20.06	3.71	21.56	4.30	1.867
10	Family se	24.58	3.14	23.66	4.11	1.255
11	Sports se	14.70	2.52	14.12	2.76	1.095
12	Body image	10.52	1.88	10.62	2.40	.231
13	Global se	22.04	3.54	22.42	4.10	.495
14	Total se	114.56	11.90	115.14	16.25	.204
15	Connection	14.30	3.72	14.40	3.86	.132
16	Perseverance	13.26	3.65	12.78	3.82	.641
17	Optimism	14.24	3.48	13.30	3.91	1.267
18	Happiness	14.94	3.47	14.10	4.06	1.111
19	Engagement	12.46	3.50	12.14	3.20	.477
20	Total Wellbeing	69.46	14.07	66.60	15.60	.962
21	Anger level	49.36	14.88	44.64	16.06	1.524
22	Physical aggression	14.70	7.67	11.22	6.22	2.490*
23	Non-Physical aggression	10.98	5.73	7.88	3.66	3.219**
24	Relational aggression	10.92	4.95	8.72	4.66	2.287**
25	Prob freq behaviour	36.78	15.67	28.12	14.20	2.894**
26	Procrastination	65.02	8.58	63.94	9.26	.605
27	Non accept	13.72	3.57	14.48	5.03	.870
28	Goals	14.34	3.32	14.28	4.86	.072
29	Impulse	14.96	4.41	16.94	4.85	2.135*
30	Awareness	17.74	4.74	18.10	3.72	.422
31	Strategies	18.56	4.83	20.46	5.82	1.775
32	Clarity	12.90	3.09	15.60	3.96	3.794**
33	DERS	92.12	12.07	99.56	21.70	2.118*

*p<0.05, **p<0.01

CHAPTER 5

DISCUSSION

The aim of the present study was to determine the relationship between social media addiction and its correlates viz self-esteem, well-being, level of anger, problem frequency behavior, general procrastination, and Difficulties in emotion regulation (DERS) among adolescents. Adolescence is the critical period where a lot of changes take place in an individual's body starting from physical, social emotional, cognitive, and behavioral changes. Nowadays adolescents spend a lot of their time on social media sites which affect their self-esteem, wellbeing to a great extent. The adolescents who use social media in unlimited amount usually shows high level of aggression in their behavior, a lot of problem behavior in their daily life, the level of general procrastination also increases and a lot of difficulties in emotion regulation. The objective of the present study was to study the gender differences on social media addiction, self-esteem, wellbeing, level of anger, problem frequency behaviour, general procrastination and difficulties in emotion regulation. The study also aimed to examine the relationship between social media addiction and self-esteem, well-being, level of anger, problem frequency behaviour, general procrastination, and difficulties in emotion regulation among adolescents.

For data collection, a total of 100 adolescents including 50 boys and 50 girls of classes 10th, 11th and 12th was assessed. Scales including Social Networking Addiction Scale (SNAS) by Shahnawaz and Rehman (2020), Self Esteem Questionnaire by Dubois et al. (2013), the EPOCH measure of adolescent Well-being by Kern et al. (2010), Level of Anger (LAS) by DiGiuseppe (2005), Problem Behavior Frequency Scale by Dahlberg et al. (2005), General Procrastination Scale by Lodha et al. (2016), Difficulties in Emotion Regulation (DERS) by Gratz and Roemer (2004) were used and administered on the adolescents of 16 to 18 years of age. Survey and convenient sampling method was used for the present study. The data collected was entirely on the voluntary basis of the students. Prior permissions were taken from the school authorities and teachers, and proper instructions were given to the children before providing them the questionnaire. They were informed in advance that they can withdraw anytime in between the questionnaire if they are not comfortable to fill the questionnaire. They were also informed that the data collected was only for the research purpose and their confidentiality will be maintained.

GENDER DIFFERENCES

A perusal of Table 2 reveals gender difference on study variables. Gender Difference found in the present study have been discussed in the light of study hypotheses.

1.a Gender differences are expected on social media addiction (salience, mood modification, tolerance, withdrawal, conflict and relapse) among adolescents.

The results of the present study indicate that there is no gender difference between adolescent boys and adolescent girls on social media addiction (t ratio=0.149). Therefore, the hypothesis (1a) is not substantiated. As it is seen that the social media usage is common among both the boys and girls in the adolescents, they are unable to withdraw from the social media sites and the relapse rate of cutting off with social media is also high among the adolescents. Adolescent being an age of a lot of changes in the physical as well as cognitive aspects of boys and girls, attracts a lot of young adults to social media sites where they explore the new things. A study was done by Zam et al. (2022) on social media addiction and self esteem in relation to gender differences among students in the Zilukha Middle Secondary School, Thimphu, Bhutan. Out of 327 students, data were collected from 180 students (90 males and 90 females) using proportionate random sampling. The results of the study indicated that there are no gender differences on social media addiction and self esteem among students. The results of the present study contradict another research by Mari et al. (2023). They have collected the data of adolescent males and adolescent females through online platform and discovered that females show social media addiction in adolescence than males.

1.b Gender differences are expected on self esteem (peers, school, family, sports, body image and global self esteem) among adolescents.

The results of the present study indicate that there is no gender difference between adolescent boys and girls on self esteem (t ratio=0.204). Therefore, the hypothesis (1b) is not substantiated. Self-esteem is our sense of worth and self-perception. It is dependent on our perceptions of ourselves, which can be challenging to alter. This could also be viewed as self-confidence. The present investigation has measured 6 types of self esteem among adolescents i.e. peers self esteem, school self esteem, family self esteem, sports self esteem, body image self esteem and global self esteem in adolescents. A research done by Washington (2011) also supported the results that there is no discernible difference between men's and women's self-esteem during either of those life phases, according to data published by the American Psychological

Association. Self-esteem improves during adolescence and then slows in young adulthood. A contradictory finding was given by Kearney-Cooke (1999) which showed that girls shows lower self esteem than boys.

1.c Gender differences are expected on wellbeing (connection, perseverance, optimism, happiness and engagement) among adolescents.

The results of the present study indicate that there is no difference between adolescent boys and girls on wellbeing (t ratio=0.962). Therefore, the hypothesis (1c) is not substantiated. Wellbeing means the physical, emotional wellness of the individual, good social relationships, career and life satisfaction and life fulfilment of the individual. Its very heart breaking to see that the wellbeing for youngsters nowadays means only their social life, even their social media lives, their financial conditions. Both adolescent boys and girls have same level of wellbeing as their understanding of wellbeing is also the same. Wellbeing also depends on the societal and environmental factors, the factors in today's world are mostly same for both boys and girls contributing to same level of wellbeing in both genders. In line with this hypothesis Pumpuang et al. (2020) conducted a research to compare gender disparities in a psychological well-being promotion model and look at factors affecting the psychological well-being of male and female Thai students. Sixty-four pupils from three secondary schools in the Thai provinces of Bangkok and Nakhon Pathom participated. Self-administered questionnaires were used to collect data in 2018, and descriptive statistics and structural equation modelling were used to analyse the results. The results showed that both male and female students' psychological well-being was influenced by all of the components from the psychological well-being promotion model. The two factors that most strongly predicted students' psychological well-being, regardless of gender, were resilience and mindfulness. Moreover, no gender disparities were observed in the statistical characteristics and predictors of psychological well-being among Thai secondary school pupils. Healthcare professionals or nurse educators may provide interventions to improve students' wellbeing by boosting social support, self-efficacy, resilience, and mindfulness. Taking into account their preferences, male and female students may receive the same interventions.

Another study was created by Maroof and Khan (2016) to investigate any possible connections between gender and age and psychological well-being. 400 people, representing both genders and ages (17–50) were selected from Khyber Pukhtunkhwa's colleges and institutions. Of these, 185 were males and 215 were women. The middle version of Ryff's (1989) psychological well-

being scale, which has 54 items, was employed as a method to gather pertinent data. The findings showed that gender significantly explained differences in psychological well-being. On four of the six criteria of psychological well-being—namely, ecological mastery, growth in oneself, autonomy, and life purpose—men did better than women. However, no statistically significant gender differences were discovered in the domains of positive interactions with others and self-acceptance, suggesting that men and women are similar in these areas on average. Additionally, a significant correlation was found between age and psychological well-being, indicating that psychological well-being is age-dependent.

1.d Gender differences are expected on level of anger among adolescents.

The results of the present study indicate that there is no difference between adolescent boys and girls on level of anger (t ratio=1.524). Therefore, the hypothesis (1d) is not substantiated. In the present world, both the boys and girls have same genetic and environmental factors affecting their personality therefore the level of anger does not show any major gender differences. Physical changes also exist in both the genders like shrill in the voice of boys, broad shoulders in boys, emergence of mensuration in girls, growth of breasts and broadening of hips in girls all can serve to equal level of anger in both the genders. The only difference exists in showing of aggression, boys usually show anger in physical ways like hitting, kicking whereas girls show anger in non physical ways like shouting, crying, etc. In one study, the University of Pennsylvania School of Medicine husband and wife team Ruben and Raquel Gur discovered that although men and women have similar sized amygdala's, women have significantly larger orbital frontal cortex regions, which are involved in controlling aggressive impulses. They proposed that this might help explain why women appear to be more adept at controlling their explosive outbursts.

Another evidence conducted by Southwest Missouri State University (2019) on 200 men and women, women were just as likely as males to act out of rage. The primary distinction they found was that women appeared to be better equipped to manage their immediate, instinctive reactions to anger, while males felt less effective when forced to control their anger.

1.e Gender differences are expected on problem frequency behaviour (physical aggression, non physical aggression and relational aggression) among adolescents.

The results of the present study indicate that there is significant gender difference on problem frequency behaviour (t ratio = 2.894). Therefore, the hypothesis (1e) is substantiated.

Adolescent boys (Mean=36.78, S.D= 15.67) are significantly high on problem frequency behaviour than adolescent girls (Mean= 28.12, S.D = 14.20). Boys usually show more problem frequency behaviours like substance abuse, gambling, aggression and even in antisocial personality disorders than girls. The more supporting evidence was given by a study by Abdi (2010) who has conducted a study on social skills and problem behaviours on basis of gender differences. The kindergarten-aged children in Tehran served as the study's sample. The 610 kindergarten students (292 girls and 318 boys) and their parents (n = 610) were asked to judge the social behaviours of the children who were between 60 and 78 months old. Teachers and parents both rate boys higher on hyperactivity and externalising behaviour problems.

Another study by Wong et al. (2016) on gender differences in gambling problems and gambling behaviours was done on college students. 430 (57.9%) were female and 313 (42.1%) were male. Of the individuals in this sample, 371 (49.9%) gambled, and 57 (7.7%) experienced difficulties. The age range of the participants was 18 to 20 years old, with a mean age of 18.7 years (SD =.74). Participants were drawn from the University of California, Davis and the University of Illinois at Urbana-Champaign psychology subject pools. Gender-related site differences did not exist. In contrast to the gender distribution of 54% males and 46% women at that university, the Urbana-Champaign sample was composed of 45% men and 55% women. Across the board, there were gender differences in sensory seeking, impulsive coping, and taking risks. Compared to women, men were more sensation-seeking, took more risks, and exhibited less impulsive coping. Increased gambling was correlated with increased sensory seeking, increased risk-taking, and less impulsive coping.

The result also shows significant gender differences on physical aggression (t ratio=2.490), with boys (Mean=14.70, S.D=7.67) being higher than girls (Mean= 11.22, S.D= 6.22).

The result also shows significant gender differences on non physical aggression (t ratio=3.219), with boys (Mean=10.98, S.D=5.73) being higher than girls (Mean= 7.88, S.D= 3.66).

The result also shows significant gender differences on relational aggression (t ratio=2.287), with boys (Mean=10.92, S.D=4.95) being higher than girls (Mean= 8.72, S.D= 4.66).

According to a comprehensive longitudinal research program conducted by Tremblay and associates (e.g., Baillargeon et al., 2007), men exhibit more physical violence than women do. This starts in the second year of life with actions like taking toys from other kids and progresses to beating other kids later. Padgett and Tremblay (2020) shows that males exhibit a higher

frequency and degree of physical aggressiveness due to differences in sexual reproductive tactics between them that have developed during evolutionary history.

1.f Gender differences are expected on general procrastination among adolescents.

The result of the present study indicates that there is no significant gender difference on general procrastination among adolescents (t ratio= 0.605). Therefore, the hypothesis (1f) is not substantiated. In a study by Zhou, (2020) it is seen that there are no gender differences on procrastination among young adults. In evidence with the results another study by Gohil et al. (2014) sought to evaluate the impact of gender on university students' self-esteem and procrastination. A total of 101 volunteers, 50 of whom were male and 51 of whom were female, aged between 21 and 24 years, were gathered from the University of Jammu. The general procrastination measure developed by Lay for the student body additionally tools such as Rosenberg's Self-Esteem scale were employed. The results showed that there was no significant difference in procrastination between men and women, but there was a substantial difference in self-esteem for both sexes. The average ratings showed that compared to male participants, female participants had higher levels of self-esteem.

1.g Gender differences are expected on difficulties in emotion regulation i.e. DERS (non acceptance, goals, impulse, awareness, strategies and clarity) among adolescents.

The results of the present study indicate that there is significant gender difference on difficulties in emotion regulation i.e. DERS (t ratio=2.118). Therefore, the hypothesis (1g) is substantiated. Adolescent girls (Mean=99.56, S.D=21.70) show more difficulties in emotion regulation than adolescent boys (Mean=92.12, S.D=12.07). Girls show more difficulties in emotion regulation early childhood trauma like physical abuse, poor coping strategies, psychological issues like anxiety and depression are also more prominent among girls than boys. Girls also face gender discrimination, body shaming, social norms about career achievement and beauty standards are another prominent reasons for emotion dysregulation. Also the relationship and family bonding responsibilities on girls lead to difficulties in emotion dysregulation. A study was conducted by Kwon et al. (2013) to see the cultural and gender differences in emotion regulation in relation to depression. They have taken a total of 764 undergraduate students, 384 Americans (130 males, 254 females) and 380 Koreans (199 males, 181 females) and they found that the main impact of country was significant, with Koreans reporting significantly greater levels of depression symptoms than Americans. Men and women in the USA did not significantly differ in their levels of depressive symptoms. In Korea, women reported considerably greater

depressive symptoms than males. In actuality, out of the four countries, Korean women reported having the most depressive symptoms.

The results shows no gender differences on non acceptance (t ratio=0.870), goals (t ratio=.072), awareness (0.422) and strategies (1.775).

The results show significant gender differences on impulse (t ratio=2.135) with girls (Mean=16.94, S.D = 4.85) being higher on impulse than boys (Mean=14.96, S.D = 4.41). In a study by Mari et al. (2023) on gender differences in internet addiction, a total of 276 participants were recruited for the study; 46.7% were males, and their ages ranged from 18 to 30 years ($M = 22.25$, $SD = 3.31$). A total of 68.8% of the participants had secondary education, 18.1% had an undergraduate degree, 9.8% had a graduate degree, 2.2% only had a primary education, and 1.1% had a master's or doctoral degree. Of the respondents, 79% were students, 82.2% lived with their families, and 51.1% had a partner. The results show that women were higher in impulse than males. Women showed more negative emotions than males.

The results show significant gender differences on clarity (t ratio=3.794), with girls (Mean=99.56, S.D= 21.70) being higher on impulse than boys (Mean=92.12, S.D = 12.07). This means that girls have more clarity in understanding of their emotions than boys. In a research by Meshkat et al. (2017) it was shown that women are higher in emotional intelligence than males.

INTERCORRELATIONS

A perusal of Table 3 reveals gender differences on study verses gender differences found in the present study have been discussed in the light of study hypotheses.

2a. Social media addiction is expected to be positively correlated with level of aggression, problem frequency behaviour (physical, non physical and relational aggression), general procrastination and difficulties in emotion regulation (non acceptance of emotional responses, difficulty engaging in goal directed behaviour; impulse control difficulties, lack of emotional awareness, limited access to emotion regulation strategies and lack of emotional clarity) and negatively correlated to self esteem (peers, school, family, sports, body image and global self esteem), well being (connectedness, perseverance, optimism, happiness and engagement) in total sample.

The results of the present study show that social media addiction is significantly positively correlated to all of its components i.e. salience ($r=0.803$), mood modification ($r=0.683$), tolerance ($r=0.799$), withdrawal ($r=0.847$), conflict ($r=0.792$) and relapse ($r=0.814$) conforming the reliability and validity of social networking addiction scale (SNAS). In a study by Gokdas and Kuzucu (2019) 310 young adults between the ages of 18 and 43 and 425 high school students between the ages of 14 and 17 participated in the application process for the scale's exploratory factor analysis. A separate cohort was used for the Confirmatory Factor Analysis, and the analysis comprised 322 high school students and 197 young adults. Following the studies, the scale showed a three-factor structure with 10 items in both groups. For teenagers and young adults, the total variance explained was 71.51% and 70.96%, respectively. For teenagers and young adults, the scale's overall Cronbach Alpha reliability coefficient was 0.87 and 0.84, respectively.

Social media addiction is positively and significantly correlated to anger level in total population ($r=0.494$) among adolescents. This basically states that children with high social media addiction will show high level of aggression. As it is generally seen that people using social media sites usually see the destructive and harmful posts all their day which leads to higher aggression level in individuals. This has been evident by a lot of researches. In support of the result a study was done by **Rustamov et al. (2023) on role of aggression on social media addiction and mental wellbeing. The results showed that** social media addiction is positively associated with physical aggression ($r = .379, p < .01$), verbal aggression ($r = .322, p < .01$), anger ($r = .359, p < .01$), and hostility ($r = .221, p < .01$).

Social media addiction is positively and significantly correlated to physical aggression in total population ($r=0.428$) among adolescents. This basically states that children with high social media addiction will show high physical aggression. Martyn and Weinstein (2019) investigate the connection between online violence, trolling behaviour, and social media addiction while taking personality factors into account as a moderating factor. Although it doesn't specifically address physical aggression, its examination of violent behaviours in an online setting may provide light on more general aggressive inclinations.

Social media addiction is positively and significantly correlated to non physical aggression in total population ($r=0.388$) among adolescents. This basically states that children with high social media addiction will show high non physical aggression. Cyberbullying, online thefts and frauds, female trafficking are some of the major issues. Ebert et al. (2020) conducted a study

in order to investigate the connection between cyberbullying—which includes a variety of non-physical forms of aggression in online settings—and social media addiction, this research does a systematic review of systematic studies. It offers a thorough synopsis of the body of studies on the subject, illuminating the intricate relationship that exists between social media use, addiction, and aggressive online conduct.

Social media addiction is positively and significantly correlated to problem frequency behaviour in total population ($r=0.424$) among adolescents. This basically states that children with high social media addiction will show high problem frequency behaviour. Children often found indulge in gambling, substance abuse in order to follow out the latest trends on social media sites. Zhang et al. (2019) also investigate the connection between adolescent problem behaviour and social media addiction. It looks into a range of harmful behaviours, such as the frequency, severity, and effects of using social media. Though not centred on "frequency behaviour," it probably deals with behavioural patterns related to overuse of social media.

Social media addiction is positively and significantly correlated to general procrastination in total population ($r=0.294$) among adolescents. This basically states that children with high social media addiction will show high general procrastination. According to research conducted by Darcin et al. (2016) people who are more addicted to social media also have a tendency to put things off more often. Similar to this, a different study by Beyens et al. (2016) showed a negative effect of excessive social media use on task management and productivity by finding a positive association between adolescent procrastination and social media addiction. These results highlight the necessity for treatments targeted at lowering excessive social media use in order to lessen procrastination behaviour, and they also highlight the significance of addressing social media addiction as a potential contributing factor to general procrastination tendencies.

Social media addiction is partially and substantially positively correlated to relation aggression in total population ($r=0.244$) among adolescents. This basically states that children with high social media addiction may show slightly high relational aggression. In support of the results a study conducted by Jandrić et al. (2017) investigated the relationship between teenage relational violence and social media addiction, and the results showed that the two variables were positively correlated. Wright (2018) conducted a study that examined the influence of addiction to social media on relational aggression among college students. The study revealed that social media platforms may have a role in inciting aggressive encounters and conflicts

among peers. These results highlight the need of treating social media addiction as a possible risk factor for relational aggression and the necessity of programs that encourage safe online conduct and cultivate wholesome interpersonal bonds.

Social media addiction is partially and substantially positively correlated to goals i.e. difficulty in goal directed behaviour in total population ($r=0.228$) among adolescents. This basically states that children with high social media addiction may show slightly high difficulty in goal directed behaviour. The relationship between social media addiction and challenges with goal-directed behaviour was investigated by Elhai et al. (2017), and they found a strong positive link between the social media addiction and challenges with goal directed behaviour. They found that high social media addiction leads to more challenges in goal directed behaviour. Wegmann et al. (2017) conducted a study that examined the impact of social media addiction on goal-setting and achievement. The study highlighted the negative consequences of excessive social media use on an individual's capacity to stay focused and follow through on their objectives. These results highlight the necessity of interventions targeted at fostering self-regulation and goal-directed behaviour in the digital era, and also highlight the significance of tackling social media addiction as a possible impediment to successful goal pursuit.

Social media addiction is partially and substantially positively correlated to impulse i.e. impulse control difficulties ($r=0.210$) among adolescents. This basically states that children with high social media addiction may show slightly high impulse control difficulties. The relationship between impulse control issues and social media addiction was examined by Billieux et al. (2015) and they found a positive correlation between the social media addiction and impulse control issues. Tang et al. (2017) conducted a study that investigated the impact of social media addiction on impulse control in adolescents. The study highlighted the negative consequences of excessive social media use on people's ability to resist impulsive behaviours and instant satisfaction. These results highlight the need of treating social media addiction as a possible risk factor for impulse control issues and the necessity of therapies that support healthy digital habits and self-control.

Social media addiction is partially and substantially positively correlated to strategies i.e. limited access to emotion regulation strategies ($r=0.253$) among adolescents. This basically states that children with high social media addiction may show slightly high access to limited emotion regulation strategies. In the investigation on how social media addiction affects emotional regulation abilities, Marino et al. (2018) emphasized the negative impacts of

excessive social media use on people's ability to adopt adaptive emotion regulation techniques. These results highlight the need of treating social media addiction as a possible impediment to efficient emotion regulation and the necessity of therapies meant to support positive coping strategies and emotional wellness in the digital age.

Social media addiction is partially and substantially positively correlated to clarity i.e. lack of emotional clarity ($r=0.228$) among adolescents. This basically states that children with high social media addiction may show slightly increase in lack of emotional clarity. Elhai et al. (2017) found a favourable correlation between the two dimensions after looking at the relationship between social media addiction and emotional illiteracy. Similar to the previous study, Yang et al. (2019) looked at how social media addiction affected teenagers' emotional lucidity. This study showed how excessive social media use negatively affected people's ability to recognize and comprehend their feelings. These results highlight the need for interventions that promote emotional awareness and control abilities in the digital era, and also highlight the need of treating social media addiction as a potential contributor to emotional issues.

Social media addiction is partially and substantially positively correlated to DERS i.e. difficulties in emotion regulation ($r=0.254$) among adolescents. This basically states that children with high social media addiction may show slightly high difficulties in emotion regulation. Wegmann et al. (2017) investigated how social media addiction affected emotion regulation techniques, emphasizing the negative impacts of excessive social media use on people's ability to adaptively control their emotions. These results highlight the need of treating social media addiction as a possible impediment to efficient emotion regulation and the necessity of therapies meant to support positive coping strategies and emotional wellness in the digital age.

Social media addiction is negatively and significantly correlated to family self esteem in total population ($r= -0.305$) among adolescents. This basically states that children with high social media addiction will show low family self esteem. Karadağ et al. (2005) examined the relationship between teenage social media addiction and family self-esteem, finding that there was a negative correlation. It implies that a rise in social media addiction will cause family self-esteem to decline. In a similar vein, Li et al. (2018) investigated the impact of social media addiction on young adults' self-esteem and family cohesion, emphasizing the negative consequences of excessive social media use on people's feelings of worth and belonging in their families. These results highlight the need for interventions targeted at building healthy

family relations and fostering good self-perceptions within the family environment, and also highlight the need of addressing social media addiction as a possible risk factor for family self-esteem.

Social media addiction is negatively and significantly correlated to optimism in total population ($r = -0.276$) among adolescents. This basically states that children with high social media addiction will show low optimism. Darcin et al. (2016) examined the impact of social media addiction on young adults' levels of optimism, emphasizing the negative consequences of excessive social media use on people's capacity to retain an optimistic and hopeful outlook. These results highlight the need of treating social media addiction as a possible impediment to optimism and the necessity of treatments that encourage good psychological wellbeing and promote healthy digital behaviours.

Social media addiction is negatively and partially correlated to overall wellbeing in total population ($r = -0.228$) among adolescents. This basically states that children with high social media addiction will show low overall wellbeing. Lin et al. (2016) investigated that excessive social media use has a negative impact on people's overall feeling of well-being. The study examined the impact of social media addiction on a number of wellbeing variables, including life satisfaction and subjective happiness. These results highlight the necessity for treatments targeted at encouraging healthy digital behaviours and improving general quality of life, and they highlight the significance of addressing social media addiction as a potential risk factor for reduced wellbeing.

Therefore, the hypothesis (2a) is partially substantiated.

2b. Social media addiction is expected to be positively correlated with level of aggression, problem frequency behaviour (physical, non-physical and relational aggression), general procrastination and difficulties in emotion regulation (non-acceptance of emotional responses, difficulty engaging in goal directed behaviour; impulse control difficulties, lack of emotional awareness, limited access to emotion regulation strategies and lack of emotional clarity) and negatively correlated to self esteem (peers, school, family, sports, body image and global self esteem), well being (connectedness, perseverance, optimism, happiness and engagement) among boys.

Social media addiction is positively and significantly correlated to level of anger in boys ($r = 0.589$) among adolescents. This basically states that children with high social media

addiction will show high level of anger. Social media shows a lot of aggressive content, disturbing and disoriented behaviour which abruptly affects the finds of youngsters and results in increase in level of aggression. Boys are more prone to high aggression more frustration, impulsivity than girls. In line with the results a study by Slater and Tiggemann (2017) focused on body comparison and appearance satisfaction as potential mediators between social media use and body image problems in teenage guys. It was shown that males' usage of social media was linked to higher levels of body dissatisfaction, which may fuel aggressive behaviour as a coping mechanism for perceived shortcomings. Another study by Tao et al. (2018) investigated the relationship between teenage guys' use of social media and aggressiveness was the particular focus of this investigation. It was discovered that there was a positive correlation between boys' violent behaviours and excessive social media use, underscoring the significance of taking gender variations in social media's behavioural consequences into account.

Social media addiction is positively and significantly correlated to physical aggression in boys ($r=0.575$) among adolescents. This basically states that children with high social media addiction will show high physical aggression. It is generally seen that boys using more social media are often involved in more physical fights, bullies and currently even the issue of sexual abuse has also raised. They get influenced by the things they see on social media and try to imply them in real life which results in lot of destruction and results in harmful behaviours like murder, physical violence and many more. Jackson et al. (2018) examines the potential moderating effects of self-esteem and self-control on the association between juvenile social media use and aggressive behaviour. It doesn't single out boys in particular, but it does shed light on how certain personality traits and social media use can interact to affect violence, particularly physical aggression.

Social media addiction is positively and significantly correlated to non physical aggression in boys ($r=0.488$) among adolescents. This basically states that children with high social media addiction will show high non physical aggression. Social media addiction not only leads to increase in physical aggression but also leads to increase in non physical aggression like yelling, screaming, name calling, bullying in boys. Anderson and Barlett (2019) examines how teenagers' ideas and attitudes about violence are affected by exposure to harmful online information, taking into account individual variations in cognitive processing and inherent aggression. It doesn't particularly address social media addiction, but it does show how exposure to harmful content on the internet can lead to non-physical aggressiveness among teenagers, even boys. Coyne and Barlett (2020) investigated the relationship between teenage

social media use and aggressive behaviour, they focused on trait anger and aggression-related rumination as possible mediators. Although it doesn't target boys explicitly, it clarifies the ways in which social media use may affect non-physical violence.

Social media addiction is positively and significantly correlated problem frequency behaviour in boys ($r=0.573$) among adolescents. This basically states that children with high social media addiction will show high problem frequency behaviour. Boys show more problem frequency behaviours like gambling, aggression and substance abuse. Rask et al. (2019) looked into the relationships between teenage use of social media and internalizing as well as externalizing issues. It offers insights on the possible connections between social media use and a variety of problematic behaviours, such as violence, substance misuse, and rule-breaking behaviours, even if it does not directly target boys. Khoo et al. (2020) investigated the connection between teenage cyberbullying, personality factors, problematic use, and social media addiction. It offers insights into how social media addiction may exacerbate problematic behaviours like cyberbullying, which can be classified as a problem frequency behaviour, even if it is not explicitly directed towards boys.

Social media addiction is partially and substantially positively correlated to goals i.e. difficulty engaging in goal directed behaviour ($r=0.290$) among adolescents. This basically states that children with high social media addiction may show slightly high difficulty engaging in goal directed behaviour. Stodt et al. (2019) looked at the connection between teenagers' usage of social media, impulsivity, and capacity for task switching. It offers insights into how social media use may be linked to issues with self-control and cognitive flexibility, which are critical for goal-directed behaviour, even though it does not only focus on boys. Renshaw et al. (2016) explored into the connections between teenagers' problematic internet use, time management skills, and impulse control. It highlights how problems with self-regulation and goal-directed behaviour may be connected to excessive internet use, including social media, even though it is not specifically focused on social media addiction or boys.

Therefore, the hypothesis (2b) is partially substantiated.

2c. Social media addiction is expected to be positively correlated with level of aggression, problem frequency behaviour (physical, nonphysical and relational aggression), general procrastination and difficulties in emotion regulation (non-acceptance of emotional responses, difficulty engaging in goal directed behaviour, impulse control difficulties, lack of emotional awareness, limited access to emotion regulation strategies and lack of emotional clarity) and

negatively correlated to self esteem (peers, school, family, sports, body image and global self esteem), well being (connectedness, perseverance, optimism, happiness and engagement) among girls.

Social media addiction is negatively and significantly correlated to family self esteem in girls ($r = -0.366$) among adolescents. This basically states that children with high social media addiction will show low family self esteem. It is seen that girls using more social media have low family self esteem, they feel themselves to be a burden on family, are usually not able to involve themselves in family functions and gathering as they like to spend more time online than being with their families. Miller et al. (2017) examined the relationship between social media use and perceived social isolation. It was shown that more social media use was linked to lower family connection and more feelings of social isolation, both of which may have an effect on one's self-esteem. Kircaburun and Griffiths (2018) investigated how teenagers' self-esteem was affected by social networking sites (SNS). It was discovered that excessive SNS use, including shared photo and status updates, was linked to decreased self-esteem. Another study by Huang (2020) investigated the connection between kids' and teens' use of social media and self-esteem. It offers insights into how social media use may affect young people's self-esteem levels, which may have an indirect impact on family dynamics and self-esteem perceptions, even though it does not directly address gender disparities or family self-esteem.

Social media addiction is partially and substantially negatively correlated to connection in girls ($r = -0.341$) among adolescents. This basically states that children with high social media addiction will show low connection. Leung (2020) explored the connection between young adults' use of social media and loneliness in the US. It was discovered that using social media predicted feeling more alone, especially for people who thought their online social contacts were less fulfilling or significant. Sidani et al. (2016) assessed the association between the usage of social networking sites (SNS) and mental health outcomes, such as feelings of social isolation and loneliness, without explicitly focusing on social media addiction. It was discovered that more SNS use was connected to a higher risk of anxiety and depression, which can be connected to sentiments of disconnection.

Social media addiction is partially and substantially negatively correlated to perseverance in girls ($r = -0.346$) among adolescents. This basically states that children with high social media addiction will show low perseverance. Chamberlain et al. (2015) looked into the relationship between adults' hazardous use of the internet and mental health issues, especially issues with

impulse control. It offers insights into the relationship between challenges with self-regulation and perseverance and excessive internet use, even though it does not particularly address social media addiction. In line with the results Marino et al. (2016) evaluated the connection between teenage anxiety and depression symptoms, coping mechanisms, and problematic internet use. It draws attention to how problematic internet use may be linked to issues with coping and emotional control, which may have an impact on perseverance.

Social media addiction is negatively and significantly correlated to happiness in girls ($r = -0.408$) among adolescents. This basically states that children with high social media addiction will show low happiness. Children who use social media in unlimited amounts are also seen high on mental health disorders such as depression, anxiety and mood disorders. Sidani et al. (2017) addressed the connection between young adults' happiness and their usage of social media, particularly Snapchat. It was discovered that using Snapchat more frequently was linked to decreased happiness levels, underscoring the possible detrimental effects of social media addiction on subjective well-being. Trinh et al. (2019) investigated the relationship between social media use, loneliness, and depression among adolescents. It discovered that greater social media use was linked to increased loneliness and despair over time, suggesting a potential negative impact on happiness, even though it did not expressly focus on social media addiction.

Social media addiction is negatively and significantly correlated to overall wellbeing in girls ($r = -0.418$) among adolescents. This basically states that children with high social media addiction will show low overall wellbeing. Shakya and Christakis (2019) study on the relationship between social media use and psychological well-being. It additionally provides information about the wider effects of social media addiction on wellbeing. Increased social media use was associated with lower psychological well-being, including higher levels of anxiety and despair. Orben and Przybylski (2019) have combined results of several studies to investigate the connection between social media use and psychological health, particularly in females. It was shown that increased social media use was linked to decreased psychological well-being, which includes mental health, life satisfaction, and happiness.

Social media addiction is positively and significantly correlated to level of anger in girls ($r = 0.419$) among adolescents. This basically states that children with high social media addiction will show high level of anger. Kothgassner et al. (2018) studied the connection between aggressive and angry behaviour and problematic internet use, especially addiction to

social media. It shed light on the possibility that excessive internet use is linked to higher levels of hostility and rage. Dalbudak et al (2018) investigated Turkish teenagers' levels of anger, aggression, and hostility were compared to their levels of internet dependence, including social media addiction. The study offers perspectives on how problematic internet use may be connected to elevated levels of rage and violence.

Social media addiction is partially and substantially positively correlated physical aggression in girls ($r=0.289$) among adolescents. This basically states that children with high social media addiction may show slightly high physical aggression. Fiore and Masse (2020) investigates how girls with externalizing behaviour disorders—such as oppositional defiant disorder and conduct disorder—experience social media use. It does offer a few perspectives into how social media may affect girls' behavioural issues. Navarro et al. (2020) investigate how exposure to hate speech online affects teenagers' mental and physical health, especially physical violence. It does offer some insights into how adolescent aggression may be influenced by unpleasant online encounters.

Social media addiction is partially and substantially positively correlated non physical aggression in girls ($r=0.313$) among adolescents. This basically states that children with high social media addiction may show slightly high non physical aggression. Girls are often more involved in non physical aggression such as yelling, screaming, backbiting others, spreading false rumours about someone they don't like. Mitchell and Ybarra (2007) looked into how common it is for middle school children to be both victims and perpetrators of cyberbullying. They looked at how experiences of cyberbullying—which can happen through social media platforms—may lead to non-physical forms of aggressiveness.

Social media addiction is positively and significantly correlated to general procrastination in girls ($r=0.521$) among adolescents. This basically states that children with high social media addiction will show high procrastination. Girls are usually seen being more involved in social media and delaying out other things of more importance. They are usually more influenced by the reels, the current fashion trends, more likes and comments on their own posts, number of followers. Teen girls are often seen mimicking the celebrities and their outfits to gain more followers on their social media accounts. Kross et al. (2016) focused into how using social networking sites affects the psychological adjustment of young individuals. They looked into how social media use may affect several facets of psychological well-being, which may include procrastinating tendencies. Another study by Schoenmakers et al. (2018) explored at the

connections between middle school kids' problematic internet use, scheduling, and impulse control. Although they not only concentrate on girls or social media addiction, it offers insights into how procrastinating behaviours associated with internet use may be influenced by issues with impulse control and time management.

Social media addiction is partially and substantially positively correlated to impulse i.e. impulse control difficulties in girls ($r=0.286$) among adolescents. This basically states that children with high social media addiction may show slightly high difficulty in impulse control. Fiore and Masse (2020) discovered the experiences of girls with externalizing behaviour disorders concerning their use of social media. They offered insights into how social media may affect behavioural issues in females, including issues with impulse control. Dong et al. (2020) investigates the connection between Chinese university students' use of social media and impulsivity. They looked into the possible link between impulsivity and social media use and how it can affect girls' conduct as well. Another study by Aldemir et al. (2012) looked into the connection between behavioural addictions in young adolescents, impulse control issues, and impulsivity. They also provides insights into how impulse control issues may contribute to harmful behaviours, particularly addictive behaviours associated with the internet and social media, even though it does not particularly address social media addiction or girls.

Social media addiction is partially and substantially positively correlated to clarity i.e. lack of emotional clarity in girls ($r=0.285$) among adolescents. This basically states that children with high social media addiction may show slightly high difficulty in clarity of emotions. Girls show more difficulty in understanding their own emotions and therefore are generally high on mental health disorders and panic attack conditions. Yang and Brown (2020) looked at the moderating effect of both online and offline social support in the relationship between children's emotional loneliness and social media use. They examined how social media use may affect feelings of emotional connectivity and loneliness without concentrating on females or emotional clarity in particular. Wood and Forest (2015) looked into the connection between Facebook users' well-being and emotion regulation techniques, such as emotional clarity. The study looked at how frequent Facebook use may be linked to issues with emotional control and positive outcomes related to wellbeing.

Social media addiction is partially and substantially positively correlated to DERS i.e. difficulties in emotion regulation in girls ($r=0.287$) among adolescents. This basically states that children with high social media addiction may show slightly high difficulty in emotion

regulation. Campos (2021) focused into the connection between teenage well-being, emotion control, and social media use. He offers perspectives on how social media use may be connected to issues with emotion regulation and subsequent well-being results. The results showed that high social media use results in poor well-being and poor emotion control. Gao et al. (2020) investigated the association between problematic social media use and emotional regulation. They shed light on the potential connection between issues with emotion control and excessive social media use. The results found that social media use leads to poor emotional regulation.

Therefore, the hypothesis (2c) is partially substantiated.

The study concludes that there is significant difference in adolescent boys and girls on physical aggression, non-physical aggression, relational aggression, problem frequency behavior, impulse, clarity and difficulties in emotion regulation. The study also shows that there is significant positive correlation in optimism, anger level, physical aggression, nonphysical aggression, problem frequency behavior and general procrastination with social media addiction among total sample and significant negative correlation in family self esteem and total wellbeing in total sample. The boys show significant and positive correlation to anger level, physical aggression, non-physical aggression, and problem frequency behavior. The girls show significant positive correlation of procrastination with social media addiction and significant negative correlation with family self-esteem, happiness, and total well-being.

LIMITATIONS

- The findings of the study could not be generalised to a large population or all over country as the data was collected from only one school.
- The younger children are also high on social media addiction. The results could not generalised on younger children.
- The study should have been conducted in all the schools all over India.
- Social media addiction should also be seen in younger students.
- Parental involvement should also be done in study to see the perception of parents.

IMPLICATIONS AND SUGGESTIONS

- According to the results, there is high social media addiction among adolescents. The Department of Education should be contacted and it should be made compulsory for all the schools to provide education to students about to wise usage of social media.
- The articles in newspaper should be written on how to manage time on social media.
- Small skill based training on Emotion Regulation should be given to students, as the study shows high prevalence of difficulty in emotion regulation among adolescents.
- Families should try to spend more time with their children as the study reported low level of family self-esteem among students.
- There is requirement of setting up Social Media Addiction Rehabilitation Centres in India as the problem of social media addiction is on rise in children.

SUMMARY

This study investigates the social media addiction and its correlates such as self-esteem, wellbeing, level of anger, problem frequency behavior, general procrastination, and difficulties in emotion regulation (DERS) among adolescents. The data of 100 students was collected which include 50 boys and 50 girls. The data of 16 to 18 years of children i.e. classes 10,11 and 12 was collected through survey and interview method. The tools used in the study were Social Networking Addiction Scale by Shahnawaz and Rehman, Self Esteem Questionnaire by Dubois et al, EPOCH measure of adolescent Well Being by Kern et al, Level of Anger Scale (LAS) by DiGiuseppe, Problem Behaviour Frequency Scale by Dahlberg et al., General Procrastination Scale by Lodha et al and Difficulties in Emotion Regulation (DERS) by Gratz and Roemer. The data for this investigation was collected from a school named Bal Vikas School, Panipat. The data was collected from students of classes 10, 11 and 12. All the permissions were taken from Principals and teachers before. The data was collected in offline mode only and each child has been given with the questionnaire. All the instructions were given to students and were informed that the data will be kept confidential. The raw scores were tabulated, and statistical analyses was run on SPSS. Descriptive statistics, t-ratio and intercorrelations were computed and results were discussed. The study concludes that there is significant difference in adolescent boys and girls on physical aggression, non-physical aggression, relational

aggression, problem frequency behavior, impulse, clarity and difficulties in emotion regulation. The study also shows that there is significant positive correlation in optimism, anger level, physical aggression, nonphysical aggression, problem frequency behavior and general procrastination with social media addiction among total sample and significant negative correlation in family self esteem and total wellbeing in total sample. The boys show significant and positive correlation to anger level, physical aggression, non-physical aggression, and problem frequency behavior. The girls show significant positive correlation of procrastination with social media addiction and significant negative correlation with family self-esteem, happiness, and total well-being.

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