

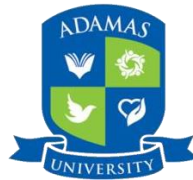
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A Comparative analysis of Attention Deficient and Hyperactive Tendencies, Social Networking, and Internet Usage on Academic Performance among Young Adults



Dissertation submitted for the Partial Fulfillment of Requirements for Degree of

Bachelor's of Science in Psychology

Submitted by:

Smriti Rekha Boruah

Supervisor:

Ms. Annu Biswas

DEPARTMENT OF PSYCHOLOGY

Adamas University

Session: 2020- 2023

CERTIFICATE

This is to certify that the dissertation entitled, **“A Comparative analysis of Attention Deficient and Hyperactive Tendencies, Social Networking, and Internet Usage on Academic Performance among Young Adults”**, submitted to Department of Psychology, Adamas University, in partial fulfillment of the requirements for the award of the Degree of Bachelor’s of Science in Psychology is a record of original research work done by Ms. Smriti Rekha Boruah, during the period of study (2020- 2023) in the Department of Psychology, Adamas University, under my guidance and supervision. The dissertation has not formed the basis for the award of any degree/diploma/associate ship/fellowship or similar title to any candidate of any university.

DECLARATION

I declare that this thesis has been composed solely by me and that it has not been submitted, in whole or in part, in any previous application for a degree. Except where stated otherwise by references or acknowledgement, the work presented is entirely my own.

Smriti Rekha Boruah

BSc (Hons) Psychology, Semester VI

Roll Number: UG/04/BSPSY/2020/007

Registration Number: AU/2020/0004824

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Sincerely,
Smriti Rekha Boruah

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ABSTRACT

Internet addiction and social media use have become pervasive in contemporary society, with far-reaching consequences for individuals of all ages. As technology advances, an increasing number of people rely on social media platforms and devote considerable time online. However, this increased reliance on social media and the internet has raised concerns about potential addiction and its impact on the health of individuals. The aim of the current research was to study the relationship between social media use, internet addiction with academic performance, attention deficit and hyperactive tendencies among young Indian adults. A total sample of 120 young adults (60 Males and 60 Females) in the age 18-25 were taken. Standardized scales were used to measure above stated variables. Findings are supportive that ADHD is associated with lower academic performance, higher internet addiction tendencies and increased engagement in social networking activities. Moreover, internet addiction and social networking have been found to be negatively correlated with academic performance. Also, no gender differences were found. These results highlight the importance of understanding the impact of ADHD, internet addiction and social networking use on academic outcomes and the potential need for interventions.

Keywords: Social Media Use, Internet Addiction, Academic Performance, Attention Deficit

Hyperactivity Disorder, Young adults

CHAPTER 1

INTRODUCTION

In recent years, youthful Indian adults' use of social media has increased. The ubiquitous availability of smartphones and internet connectivity has increased the number of young Indians who utilize social media platforms. Numerous young adults in India have integrated social media into their daily lives, which has had a significant impact on their social lives, relationships, and mental health. These technologies and platforms have become an important part of the daily routines and culture of young adults, providing a platform for self-expression and identity formation (Bettmann et al., 2021).

Facebook is among the most prominent social media platforms among young Indian adults. According to a Statista report from 2021, India has the most Facebook users in the globe, with over 350 million users. Facebook has become an indispensable resource for young Indians to communicate with friends and family, share information and news, and engage in online communities. Instagram is another social media platform that is prevalent among young Indian adults.

It is a visual platform that allows users to share photos and videos, and it has become an

indispensable medium for young Indians to express their creativity. Instagram has become a means for young Indians to connect with others who share similar interests, hobbies, and lifestyles. In

In addition to these, Twitter is a prominent social media platform among young Indian adults. It is a micro-blogging platform that enables users to communicate brief updates or messages with their followers. Twitter has become an indispensable resource for young Indians seeking to remain abreast of current events, news, fashion trends. Numerous young Indians use Twitter to communicate their views and participate in discussions on a variety of topics.

The impact of social media on the social lives of young Indian adults is substantial. Many young Indians now use it as their primary means of communication and connection. Social media platforms have made it easier for young Indians to keep in contact with friends and family, even when they are geographically separated. It has also made it easier for young Indians to establish online communities based on shared interests and meet new people. Internet addiction among young Indian adults is a developing concern. Young Indians are spending more time online than ever before due to the ubiquitous availability of smartphones and high-speed internet connectivity. Young adults' physical and mental health can be adversely affected by Internet addiction, and it is crucial to comprehend the causes and effects of this problem.

Social media is one of the leading causes of internet addiction among young Indian adults. For young Indians to connect with friends and family, share information and news, and partake in online communities, Facebook, Instagram, and Twitter have become indispensable social media platforms. Users can spend hours scrolling through their feeds and reviewing their notifications on social media.

Another prevalent cause of internet addiction among young Indian adults is online gaming. Numerous prominent online games, such as PUBG, Fortnite, and Call of Duty, necessitate hours of gameplay to advance and attain higher levels. This can result in excessive and compulsive gaming, which can have negative effects on the physical and mental health of young adults. The physical health of young Indian adults may be adversely affected by Internet dependency. Hours spent seated in front of a computer or smartphone can cause back pain, eye strain, and poor posture.

Lack of physical activity can increase the risk of obesity, diabetes, and other health issues. The mental health of young Indian adults can also be adversely affected by Internet dependency. It has

been associated with increased anxiety, melancholy, and stress levels. Internet-dependent adolescents and young adults may experience feelings of loneliness and social isolation because they spend more time online than engaged in other activities. In addition to its negative effects on physical and mental health, internet addiction can negatively impact the academic and professional lives of young Indian adults. Young adults may devote less time to researching and completing assignments when they spend an excessive amount of time online. It can also result in a lack of concentration and motivation, which can negatively affect their careers.

Academic performance is an essential aspect of the lives of Indian adolescents and young adults. Good academic performance can assist students in obtaining better employment opportunities, pursuing higher education, and achieving their life objectives. However, academic performance can be affected by factors such as socioeconomic status, family support, motivation, and educational opportunities. The socioeconomic context of young Indian adults is one of the primary factors influencing their academic performance. Students from low-income families may have limited access to educational resources and opportunities due to financial constraints.

In addition, they may need to labor to support their families, which can interfere with their ability to concentrate on their studies. Consequently, students from low-income families may encounter obstacles in achieving academic success. The impact of family support on academic performance among young Indian adults is also significant. Students who receive family support and encouragement are more likely to achieve academic success. They may have access to educational resources, such as books and tutors, and receive emotional support that aids in maintaining motivation and concentration.

In contrast, students who lack family support may find it difficult to achieve good academic performance, as they may lack access to these resources and feel unsupported in their academic endeavors. Young Indian adults' academic performance is also affected by motivation. Motivated students who obtain good grades are more likely to perform well academically. They may set objectives for themselves and work diligently to attain them, despite obstacles and setbacks. In

contrast, students who lack motivation may struggle academically because they may not see the value of their studies or feel overburdened by the demands of their coursework.

ADHD is a prevalent neurodevelopmental disorder affecting both toddlers and adults. An estimated 7.2% of adolescents and 2.5% of adults in India suffer from ADHD (Bhushan et al. 2018). ADHD can have a significant impact on the lives of young Indian adults, affecting their academic and professional performance, social relationships, and well-being as a whole. Symptoms of ADHD include inattention, hyperactivity, and impulsivity.

Young Indian adults with ADHD may have trouble focusing for long periods of time, be easily distracted, and have trouble organizing their thoughts and actions. They may also be overly active and agitated, and have difficulty controlling their impulses, resulting in impulsive decisions and actions. ADHD is believed to be the result of a combination of genetic, environmental, and neurological factors, but its exact origins remain unknown. Children with a family history of ADHD and those exposed to environmental factors such as prenatal tobacco or alcohol exposure, low birth weight, or premature birth are more likely to develop the disorder. Differences in brain structure and function may also play a role in the development of ADHD.

Significant effects of ADHD on young Indian adults are possible.

ADHD can impact a student's academic performance, resulting in low grades and difficulty completing assignments. They may have difficulty concentrating in lectures or while studying, resulting in a lack of comprehension and retention of information. In addition, ADHD can affect a person's professional performance, causing them to have difficulty completing tasks on time and to perform poorly on the job. This may significantly affect their career prospects and job satisfaction. ADHD can also affect young Indian adults' social relationships.

They may struggle to pay attention during conversations, resulting in miscommunications and misunderstandings. They may also struggle with impulse control, resulting in outbursts of wrath or inappropriate behavior that can negatively impact their relationships with friends, family, and coworkers. This can result in feelings of isolation, loneliness, and low self-esteem, which can have a negative effect on their well-being as a whole.

Young Indian adults with ADHD are typically treated with a combination of medication, behavioral therapy, and lifestyle modifications. Medication, such as stimulants or non-stimulants, can help improve concentration and reduce impulsivity, whereas behavioral therapy can help patients develop strategies to manage their symptoms and improve their organizational and time management skills. Changes in lifestyle, such as regular exercise, a healthy diet, and better sleeping patterns, can also aid in the management of ADHD symptoms.

Inter-relation of Social Media Use with Academic Performance

Research suggests that excessive use of social media can have negative effects on academic performance. Social media have become an integral part of the daily lives of many young adults. Distraction is one of the primary ways that social media affects academic performance. With notifications, favorites, and comments designed to keep users engaged for as long as possible, social media platforms are intended to be highly engaging. Students may find it difficult to concentrate on their studies when so many distractions are available, resulting in a shortened attention span and diminished academic focus. In addition, social media use can affect sleep patterns, which in turn can have a negative effect on academic performance. Many social media platforms are accessible 24 hours a day, seven days a week, and users may feel compelled to remain online even when they should be resting. This can result in sleep deprivation and diminished cognitive function, which can have additional negative effects on academic performance. It is essential to note, however, that not all social media use negatively impacts academic performance. Social media use in moderation can result in positive outcomes, such as increased social connections and access to educational resources. In fact, some research suggests that social media can be used to improve academic performance by facilitating collaborative learning and information sharing.

Overall, the relationship between the use of social media and academic performance among young Indian adults is complex and requires further study. Moderate use of social media can have positive effects on academic performance, whereas excessive use can have negative effects. It is crucial for

young adults to exercise caution when using social media and to seek professional assistance if their academic performance suffers as a result.

Inter-relation of Social Media Use with Internet Addiction

With notifications, favorites, and comments designed to keep users engaged for as long as possible, social media platforms are intended to be highly engaging. This can result in excessive social media use, which can contribute to internet addiction. Internet addiction is a behavioral addiction characterized by excessive internet use to the point where it interferes with daily life. Using social media excessively can contribute to internet addiction by generating a cycle of reinforcement and reward.

When social media users receive likes or positive feedback on their postings, they may experience a sense of reward or pleasure, leading them to engage in social media more frequently. This cycle can lead to a dependence on social media, which increases the likelihood of internet addiction. According to research, internet addiction can contribute to poor academic performance, fewer social connections, and an increased risk of mental health problems such as anxiety and depression.

It is essential to observe, however, that not all social media use results in internet addiction. Social media use in moderation can result in positive outcomes, such as increased social connections and access to educational resources. In addition, social media can be a useful instrument for communication and maintaining relationships with family and friends. Overall, the relationship between social media usage and internet addiction among young Indian adults is complex and requires additional study. While excessive use of social media can contribute to internet addiction, moderate use can be beneficial. It is essential for young adults to be mindful of their social media use and seek professional assistance if excessive internet use has negative effects on their daily life activities.

Inter-relation of Social Media Use with ADHD

Social media platforms are designed to be extremely engaging, with notifications, likes, and

comments meant to maintain users' attention for as long as possible. This constant stimulation can be overwhelming for those with ADHD, resulting in increased distractibility and a shorter attention

span. In addition, social media use can lead to an increase in screen time and a decrease in physical activity, which can exacerbate hyperactivity symptoms. It is essential to observe, however, that not all social media use has negative effects on individuals with ADHD.

Social media use in moderation can result in positive outcomes, such as increased social connections and access to educational resources. In addition, social media can be a useful instrument for communication and maintaining relationships with family and friends. There is a need for additional research to better comprehend the relationship between the use of social media and attention deficit hyperactivity disorder (ADHD) in young Indian adults. While excessive use of social media can have negative effects on attention span and concentration, moderate use can have positive results.

CHAPTER 2

REVIEW OF LITERATURE

Currently available literature is suggestive of mixed results and opinions regarding the variable under this study. For instance, Active social media usage refers to online behaviors that facilitate “direct exchanges” among users. Such behaviors include liking, commenting, sending messages, and otherwise engaging with other users (Verduyn et al., 2017). Social media usage refers to “the multiplicity of activities individuals may participate in online” (Smith & Gallicano, 2015). Social media has become an integral part of the daily lives of young adults. With the proliferation of smartphones and other mobile devices, social media use among this age group has become more prevalent in recent years. This literature review aims to explore the various aspects of social media use among young adults, including its benefits and drawbacks, as well as the potential impact on their behavior and well-being.

In 2016, social media use was reported to be higher among young adults compared to other age groups (Villanti et al., 2017). Social media technologies provide an exciting new means for engaging and communicating with adolescents and young adults, enabling them to connect with

peers, family, and friends (Yonker et al., 2015). Social media sites offer today's youth a portal for entertainment and communication, with a range of options that includes text messaging, photo

sharing, and video calls (O’Keeffe et al., 2011). As the technological era progresses, social media use in young adults is becoming ubiquitous, with more and more people relying on these platforms to stay connected with others. However, greater daily social media use has been linked to more alcohol consumption, more problematic alcohol use, and more frequent drug use (Ohannessian et al., 2017). On the other hand, social media sites can identify high-risk drinkers through online display patterns, allowing for targeted intervention and prevention efforts (Moreno et al., 2014). Social media are also used by young people as a tool or resource to navigate their everyday lives in changing social contexts, with many young adults relying on these platforms to stay informed about news and events, access resources and services, and participate in online communities (Fu & Cook, 2021).

In addition, social media use is rising among adolescents, with many young people starting to use these platforms at an earlier age (Allen et al., 2014). While blogging among adults has remained steady in recent years, the use of social media by young adults continues to grow, with platforms such as Instagram, TikTok, and Snapchat becoming particularly popular among this age group (Lenhart et al., 2010). Social media has become an integral part of the lives of young adults, offering a range of benefits and potential drawbacks. While social media use can provide a platform for self-expression and identity formation, as well as a means of staying connected with others and accessing resources and services, it can also be linked to negative outcomes such as problematic alcohol and drug use. Further research is needed to fully understand the impact of social media use on the behavior and well-being of young adults, as well as to develop effective prevention and intervention strategies that can promote positive outcomes for this age group.

Internet addiction (IA) is typically defined as “a condition where an individual has lost control of their internet use and proceeds to use the internet excessively to the point where he/she experiences problematic consequences which ultimately have a negative effect on his/her life” (Kardefelt-Winther, 2014). According to Mural and George (2007) internet addiction (IA) which is used to describe “excessive and problematic internet use displaying features such as preoccupation and an inability to cut back on their usage of the Internet”. Young (1999) who categorized (IA) into the following five categories; cyber sexual addiction, cyber relationship addiction, computer addiction

(which includes activities such as game-playing), information overload (including uncontrollable database searching) and finally net compulsion (which includes tasks such as gambling or

shopping on the internet). Blake et al. (1999) described it as compulsive computer use that had contributed to personal distress, or social occupational, financial, or legal consequences.

Internet addiction disorder (IAD) can otherwise be referred to as problematic internet use or pathological internet use. It generally defined as problematic, compulsive use of the internet that result in significant impairment in an individual's function in various aspects of life over a prolonged period of time that young people are at particular risk of developing internet addiction disorder (Tomczyk&Solecki, 2019). Research has seen that symptoms of ADHD and time perspective play a role in adolescent social media addiction. ADHD symptoms positively predict addiction to social media and negatively predict future orientation. These ADHD symptoms increase the tendency of problematic usage of social media, and this leads to a worsening of an individual's perceptions of their future and past experiences (Settani et al., 2018).

Psychopathology has been linked to increased rates of internet addiction. ADHD in particular is seen to be highly correlated with increased tendency to overuse of social media and the severity of ADHD in particular is distinctively correlated with the amount of overuse. Children showing ADHD symptoms are more susceptible to video game addiction which in turn lead to an indirect increase in their ADHD symptoms (Weiss et al., 2011) Facebook is a highly used social networking site that has users all over the world. ADHD symptoms have been known to lead to increased social networking sites usage. Research has found that adolescents diagnosed with ADHD tend to have used Facebook for a longer period of time and have a larger number of fake accounts as compared to their typically developing counterparts. These contribute as risk factors for Facebook overuse. Externalizing symptoms including greater attentional impulsivity, conduct disorders and higher ADHD symptoms serve as risk factors for Facebook addictions (Gul et al., 2017)

Research has revealed strong correlations between symptoms of addictive use of social media and symptoms of comorbid psychiatric illnesses, especially ADHD and OCD. There is a significant negative relationship between age and use of technology. Gender differences also predict internet

addiction; males are more susceptible to video games addiction while females tend to get addicted to social media (Andreassen et al., 2017) Increased internet addiction was witnessed by the general

population during the COVID-19 pandemic. However, children diagnosed with ADHD who already had problematic social media usage, had higher negative emotions, deficits in executive functioning, reduced learning motivation and hostile family environments (Shuai et al., 2021). According to Saxbe and Barkley (2014), ADHD is "a neurologically based behavioral disorder characterized by problems with attention, hyperactivity, and impulsivity."

Willcutt (2012) defines ADHD as "a developmental disorder characterized by a persistent pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning or development and is not solely accounted for by another mental disorder or medical condition." ADHD is considered a chronic and debilitating disorder and is known to impact the individual in many aspects of their life including academic and professional achievements, interpersonal relationships, and daily functioning (Harpin, 2005). According to DSM-5 (2013) ADHD is defined as a persistent pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning or development. The ICD-11 (2019) characterizes ADHD as a persistent pattern (at least 6 months) of inattention and/or hyperactivity-impulsivity that has a direct negative impact on academic, occupational or social functioning.

Attention-deficit/hyperactivity disorder (ADHD) is a neurodevelopmental disorder that affects many individuals, including young adults. ADHD is characterized by symptoms of inattention, hyperactivity, and impulsivity, which can impact various aspects of an individual's life. This literature review aims to explore the various outcomes and diagnostic tools associated with ADHD in young adults, as well as effective treatments for this population. ADHD in emerging adults is associated with a variety of negative outcomes, including academic and occupational difficulties, social and relationship problems, and substance use disorders (Abecassis et al., 2017). Core childhood symptoms of hyperactivity, inattention, and impulsivity shift with development, meaning that symptoms may present differently in young adults than they do in children. (Wasserstein, 2005)

Parent reports have been found to be more diagnostically sensitive than self-report, suggesting that

multiple sources of information should be used to accurately diagnose ADHD. (Sibley et al., 2012)
Clinical interviews and ADHD behavior rating scales have been found to have adequate sensitivity

but poor specificity in diagnosing ADHD. (Marshall et al., 2019). Research has also shown that individuals with ADHD self-reported significantly more traffic citations, particularly for speeding, vehicular crashes, and license suspensions than control groups. (Barkley et al., 2002) Displays of ADHD elicit similar levels of rejection to those elicited by displays of depression, indicating that ADHD can impact social functioning in young adults. (Paulson et al., 2005) ADHD is associated with early-appearing and enduring subcortical dysfunction, suggesting that the disorder has a neurological basis. (Halperin et al., 2008) Young adults diagnosed with ADHD in childhood may continue to demonstrate symptoms of inattention and hyperactivity. (Psychiatry & 2016, 2016) ADHD confers significant risks for impairment in adulthood, suggesting that early diagnosis and treatment may be crucial for improving outcomes in this population (Biederman et al., 2012). Stimulants have been found to be the most effective therapy for all age groups with ADHD. (Dopheide & Pliszka, 2009)

ADHD in young adults is associated with a variety of negative outcomes, and accurate diagnosis is crucial for effective treatment. While diagnostic tools such as clinical interviews and rating scales have their limitations, multiple sources of information can be used to make an accurate diagnosis. Early diagnosis and treatment of ADHD may be crucial for improving outcomes and reducing risks for impairment in adulthood. Stimulant medication has been found to be the most effective therapy for all age groups with ADHD. Further research is needed to better understand the mechanisms that underlie ADHD in young adults and to develop effective interventions that can promote positive outcomes for this population. According to Narad and Abdullah (2016) academic performance is the “knowledge gained which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period of time”. The researchers added that these goals are measured by using continuous assessment or examination results.

Arhad et al. (2015) indicated that academic performance measures education outcome. The authors stressed upon that it shows and measures the extent to which an educational institution, teachers and students have achieved their educational goals. Yusuf et al. (2016) opined that academic performance is a “measurable and observable behavior of a student within a specific period”. He

added that it consists of scores obtained by a student in an assessment such as class exercise, class test, mid-semester, mock examination, and end of semester examination. Martha (2009)

emphasized that academic performance of students is defined by a “student’s performance in an examination, tests, and in a course work”. Students' academic achievement is a 'net result' of their cognitive and non-cognitive attributes (Lee & Shute, 2010; Lee & Stankov, 2016) as well as the sociocultural context in which the learning process takes place (Liem&McInerney, 2018; Liem& Tan, 2019).

Academic performance is an important indicator of success in higher education and beyond. Young adults between the ages of 19 and 26 face unique challenges that can impact their academic performance, including sociodemographic factors, achievement goals, and self-efficacy. This literature review aims to explore the various factors that contribute to academic performance in young adults, including individual difference factors, the presence of a professional support system, and cognitive engagement. Studies have shown that academic performance is very low between 19 and 26 years old. (Openings & 2020, 2020) Sociodemographic factors, such as gender, ethnicity, and socioeconomic status, have been associated with self-reported academic performance, suggesting that these factors may play a role in academic success. (Peltzer et al., 2014) However, achievement goals and self-efficacy have been found to have no direct effects on performance. (Fenollar et al., 2007)

High-achieving adolescents have been found to perform better in comprehension, task orientation, and recording, suggesting that academic success may be linked to certain cognitive and behavioral traits. (Kaur &Pathania, 2015) Additionally, academic performance may be predicted by a wide range of multiple factors in high school students, including motivation, study habits, and time management skills. (Dubuc et al., 2022) Individual difference factors have been found to account for around 10% of the variance in college examination success, indicating that these factors may play a role in academic performance at the post-secondary level as well. (Research & 2012, 2012). Research has also shown that academically successful ADHD college students are better able to cope with their symptoms than their academically lower achieving peers. (Kaminski et al., 2006) Academic achievement of adolescents has also been linked to academic class and paternal occupation, suggesting that socioeconomic factors may play a role in academic success. (Furnham, 2012)

The presence of a professional support system, including academic advisors, mentors, and tutors, has been found to enhance learning and coping mechanisms in academic institutions. (Gulzar et al., 2010) Cognitive engagement, or the degree to which students actively participate in academic tasks and seek to understand course material, has also been found to predict academic performance. (Dogan, 2015). Academic performance in young adults is influenced by a variety of factors, including sociodemographic factors, cognitive and behavioral traits, individual difference factors, and the presence of a professional support system. While academic success can be predicted by certain factors, it is also influenced by a complex interplay of individual and environmental factors. Further research is needed to fully understand the mechanisms that contribute to academic performance in young adults, as well as to develop effective interventions that can promote positive outcomes for this age group.

Research has revealed that ADHD has an impact on the academic performance of students. Individuals whose ADHD is left untreated tend to perform worse on test outcomes and academics. A higher improvement is seen in students who are treated for their ADHD symptoms; specifically with regards to their test scores as compared to academic performance. Multimodal treatment has the highest impact on test score improvement in comparison to pharmacological or non-pharmacological treatment alone (Arnold et al., 2020) A longitudinal study of five years aimed at understanding the effects of on-campus support systems including coaching, tutoring and advising, in improving the overall academic performance of students with ADHD. Results revealed that the highest improvement in overall GPA was obtained by students with an ADHD diagnosis, although this support system was seen to benefit all students (DuPaul et al., 2017).

Methylphenidate has been used as a pharmacological treatment for ADHD. A placebo-controlled study in which participants were given a double-blind trial of three doses of methylphenidate was conducted to assess the efficacy of methylphenidate on academic performance. Students were observed on their ability to take notes, their performance on quizzes and worksheets, completion of homework, overall productivity and their behavior. The results showed that methylphenidate had a positive effect on the academic performance of the students; however, the highest effect was

seen during the change from a placebo to 10 mg of methylphenidate. Although higher doses

displayed certain positive effects, most students showed deterioration with these higher doses (Evans et al., 2016)

Social media use and ADHD

Due to an increase in ADHD diagnoses over the years, researchers have studied the link between ADHD and social media use in adolescents and young adults. Using the Differential Susceptibility to Media effects Model, a small significant relationship exists between ADHD and social media usage. Apart from that, individual differences, including gender, have a tendency to affect this relationship (Beyens et al., 2017) Social media use has been linked to ADHD symptoms however, research has found that social media use problems tend to increase ADHD symptoms over a longitudinal period of time as compared to social media use intensity. This reveals that problematic use in comparison to intensity of use has a greater negative effect on ADHD symptoms (Boer et al., 2019). Adolescents diagnosed with ADHD tend to show higher problematic social media use as compared to typically developing peers. This is due to neurobiological mechanisms including an imbalance in hormones, brain development and past experiences from friends and family. Intensity of social media usage is also linked with negative behaviors and reactions (Dekkers& Hoorn, 2022).

Social media use and Academic Performance

Social media has helped individuals communicate with each other socially regardless of the distance. Research has shown that collaborative learning helps in improving the students' academic performance and social media has the potential to aid in this. Interactive collaborative learning through social media is seen to positively impact a student's academic learning and overall performance (Al-Rahmi& Othman, 2013). Heavy social media usage has been seen to play a direct role in reducing a student's GPA. This strong linear relationship between the two variables shows that the greater a student's social media usage, the lower their GPA will be. Another

interesting finding shows that although students are aware that this social media usage is the cause of their reduced grades, they tend to continue indulging in it (Menayes, 2014).

Along with social media use, social media multitasking is also prevalent among adolescents. Studies have shown that social media usage and multitasking for non-academic reasons, including playing video games, has a significant negative relationship with academic performance. However, social media usage for academic purposes does not prove to be significant predictor of improved academic performance (Lau, 2017). With reference to the above literature, it can be stated that the pervasive use of social media and the internet has had a significant impact on the academic performance and mental health of young adults. Understanding the relationship between social media use, internet addiction, academic performance, and attention deficit hyperactivity disorder (ADHD) among young Indian adults is crucial as digital technologies become increasingly integrated into daily life.

Academic performance is a crucial aspect of a student's existence and a primary indicator of educational achievement. Numerous studies indicate that excessive use of social media and the internet may divert students' attention away from their academic responsibilities, resulting in a decline in academic performance. Understanding the relationship between social media use, internet addiction, and academic performance among young Indian adults is essential for identifying factors that may contribute to underperformance and developing effective improvement strategies. Social media platforms have become an integral part of the lives of young adults, providing advantages such as improved communication, information sharing, and social connections. However, excessive, and unrestrained use of social media can result in negative outcomes such as decreased academic productivity, a shorter attention span, and impaired cognitive functions. Examining the correlation between social media use and academic performance will help determine the potential impact of these platforms on the educational outcomes of young Indian adults. Addiction to the Internet is a developing concern worldwide, including in India. Young adults are especially susceptible to developing problematic Internet use patterns, which can have a negative impact on their academic performance and well-being.

ADHD is a neurodevelopmental disorder characterized by difficulties with attention, impulse

control, and hyperactivity. According to studies, those with ADHD may be more susceptible to excessive internet use and social media addiction. This investigation aims to examine the

relationship between ADHD symptoms, social media use, internet addiction, and academic performance among young Indian adults. By comprehending these associations, appropriate interventions can be designed to assist individuals with ADHD in managing their digital media consumption and optimizing their academic performance. Understanding the interrelationships between social media use, internet addiction, academic performance, and ADHD requires a unique cultural context, which is provided by focusing on young Indian adults specifically. India has one of the world's largest populations of young adults, and cultural factors may influence internet usage, social media participation, and academic expectations. Examining these interrelationships within the context of India will contribute to the existing corpus of knowledge and aid in tailoring interventions and policies to this population.

The need to investigate the interrelationships between social media use, internet addiction, academic performance, and ADHD among young Indian adults is the motivation for this study. Understanding these interrelationships will shed light on the potential effects of excessive digital media use on academic outcomes and mental health in this population. This study's findings can inform the development of evidence-based interventions and policies to promote healthier digital behaviors, improve academic perform.

RATIONALE OF THE STUDY

All the above literature is inconclusive regarding the relationship between attention deficit and hyperactive tendencies and its interplay on social media usage and academic performance.

This study seeks to shed light on the potential consequences and implications for this demographic group by examining these interrelationships. This study seeks to determine, by examining the relationship between internet addiction and academic performance, whether excessive internet use contributes to a decline in academic achievement among young Indian adults with respect to attention deficit and hyperactive tendencies. This understanding will permit the development of targeted interventions to combat internet addiction and promote healthier digital behaviors.

CHAPTER 3

RESEARCH METHODOLOGY

Aim: The aim of the present study was to identify the correlates of social media use, internet addiction with academic performance, attention deficit hyperactivity disorder among young Indian adults.

Sample: For this purpose, a total of 120 young adults (60 Males and 60 females) were selected in the age 18-25 years.

Procedure: Literature review was collected, and the various researchers were studied. The tools for data collection for all the variables were gathered. Next, the hypothesis was formulated, and the expected results were identified. The purpose of the present study was explained in brief to all participants and their doubts related to questionnaires were cleared. Upon giving the instructions to the participants, data was collected. Prior to completing the questionnaire, participants were informed of their option to participate or not as participation is voluntary. Informed consent was obtained from the study participants of the data collection process. Participants who declined the informed consent were thanked for their interest. The data was collected via-google forms. Participants were required to read and give their consent before they move forward to answer the survey questionnaires. The informed consent described the study, including the purpose of the study, voluntary nature of the participation, confidentiality and anonymity and the right of participants to opt-out of the study. Once the desired responses were gathered, participants were thanked for their valuable responses and time.

Tools: The elements formed part of data collection process included a) Informed consent b) Demographic information c) Academic Performance Scale, Social Networking Usage Scale, Adult

ADHD Self-Report Scale-V1.1 (ASRS-V1.1) Symptoms Checklist, internet Addiction Scale

Objectives

- The aim of the study is to explore the relation between Social Media Use and Internet Addiction.
- The aim of the study is to assess the relation between Social Media Use and Academic Performance.
- The aim of the study is to assess the relation between Social Media Use and Attention Deficit Hyperactivity Disorder.
- The aim of the study is to identify the gender difference among social media use, internet addiction, academic performance, and ADHD.

Hypothesis-

AH¹- There will be significant relation between Social Media Use and Internet Addiction.
NH¹- There will be no significant relation between Social Media Use and Internet Addiction.

AH²- There will be significant relation between Social Media Use and Academic Performance.

NH²- There will be no significant relation between Social Media Use and Academic Performance.

AH³- There will be a significant relation between Social Media Use and Attention Deficit Hyperactivity Disorder.

NH³-There will be a significant relation between Social Media Use and Attention Deficit Hyperactivity Disorder.

AH⁴- There will be gender difference among social media use, internet addiction, academic performance, and ADHD.

NH⁴- There will be no gender difference among social media use, internet addiction, academic performance, and ADHD.

Inclusion Criteria

- Respondents who belonged to urban areas were considered.
- Participants who gave their information consent were included.
- The respondents whose age lies between 18 to 25 were included.

Exclusion Criteria

- Those suffering from any psychopathology or undergoing treatment for psychological problems were excluded from the sample.
- Those suffering from any other chronic illness were excluded.
- Those exhibiting any physical deformity were excluded.
- Illiterate or those having studied less than 10th Standard were not included in the sample.
- The respondents who refused to give consent were excluded.

Ethical Consideration

- Confidentiality of the responses and identity was assured.
- Participants were briefed about the purpose of the study.
- Informed consent was obtained.
- The dignity and well-being of the respondents was protected all the time.

Tests and Tools Used

- **Academic Performance Scale** (Birchmeier, Grattan, Hornbacher, &McGregory, 2015)
- **Social Networking Usage Scale** (Gupta and Bashir, 2018)
- **Adult ADHD Self-Report Scale-V1.1 (ASRS-V1.1) Symptoms Checklist** (World Health Organization and Adler, Kessler, & Spencer, members of Workgroup on Adult ADHD, 2003).
- **Internet Addiction Scale** (Young, 1998)

All the tests used were standardized and had established reliability and validity. The scales administered were available in English. A semi structured interview schedule was also

administered to the participants to seek detailed information about their critical social and demographic aspects such as age, gender, city and Educational qualification.

Brief Description Of Tests And Tools Used

➤ Academic Performance Scale

The Academic Performance Scale was developed by Birchmeier, Grattan, Hornbacher, &McGregory (2015) to assess the academic performance of students. The scale consists of 8 items that are rated on a 5-point Likert scale ranging from 1 (Strongly disagree) to 5 (Strongly agree). It contains questions such as “I want to get good grades in every subject.”, “Solving problems is a useful hobby for me.” The total score is obtained by summing up the respondent’s rating on each item, which can range from 8 to 40, indicating failing performance to excellent performance, respectively. This tool depicted an adequate concurrent validity and an internal consistency and 2-week test-retest reliability of .89 and .85 respectively.

The following instructions were given to the participants,

“Please answer each question using the 5-point scale to answer each question so that it accurately reflects what you do or have done as a student. Be as honest as possible because the information can be utilized to discover areas of strength.”

➤ Social Networking Usage Scale

The Social Networking Usage Scale was developed by Gupta and Bashir (2018) to evaluate the utilization of social networking sites among Indian students. It comprises of 19 items, such as “I use social networking sites to seek help from my teachers.”, “I use social networking sites for sharing pictures.”, that are categorized into 4 sub-dimensions of social networking usage, namely, Academic, Socialization, Entertainment, and Informativeness. It employs a 5-point Likert Scale dimensioned from 1 (Never) to 5 (Always). The coefficient of Cronbach Alpha came out to be .83 that implies a satisfactory internal reliability. The scale has a good convergent reliability with correlation coefficients among the dimensions and total scores ranging from .593 to .894.

The following instructions were given to the participants while administering the questionnaire,
“This is a questionnaire that attempts to measure the social networking usage of an individual.

The items of the scale are given in statement form. You are requested to read each statement carefully and give your response by marking only that option which you find that is most appropriate and true in your case. There is no right /wrong answer.”

➤ **Adult ADHD Self-Report Scale-V1.1 (ASRS-V1.1) Symptoms Checklist**

The Adult ADHD Self-Report Scale-V1.1 (ASRS-V1.1) Symptoms Checklist was developed by World Health Organisation and Adler, Kessler, & Spencer, members of Workgroup on Adult ADHD in 2003 for the purpose of screening adults for ADHD. It consists of 18 items, 6 of which comprise Part A and the rest 12 items comprise Part B. Part A contains a list of symptoms predictive of ADHD, wherein, 4 or more marks in the darkened boxes by the respondent indicate the presence of symptoms consistent with ADHD. Part B provides additional insight into the features of the disorder experienced by the respondent. It contains questions such as, “How often do you have problems remembering appointments or obligations?”, “How often do you have difficulty concentrating on what people say to you, even when they are speaking to you directly?”. It has a Cronbach Alpha value ranging from .63 to .72 and test-retest reliability between .58 to .77.

The respondents were given the following instructions,

“Please answer the questions below, rating yourself on each of the criteria shown using the scale on the right side of the page. As you answer each question, select the box that best describes how you have felt and conducted yourself over the past 6 months.”

➤ **Internet Addiction Test**

The Internet Addiction Test was developed by Young (1998) to assess excessive internet usage. It includes 20 items, like “How often do you form new relationships with fellow online users?”, “How often do you try to hide how long you've been online?”. The questionnaire uses a 5-point Likert scale, ranging from 0 (not applicable) to 5 (always). The total score is obtained by summing the examinee's ratings on the 20 items; therefore, the total score can range from 0 to 100. Higher the score, more severe is the problem. The Cronbach Alpha, on administration of the test on Indian sample, came out to be .92, indicating a high internal consistency. The correlation coefficient for concurrent validity was found to .30.

The following instructions were given to the participant before administering the questionnaire, *“This questionnaire consists of 20 statements. After reading each statement carefully, based upon the 5-point Likert scale, please select the response (0, 1, 2, 3, 4 or 5) which best describes you. If two choices seem to apply equally well, circle the choice that best represents how you are most of the time during the past month. Be sure to read all the statements carefully before making your choice. The statements refer to offline situations or actions unless otherwise specified.*

Scoring and Statistical Analysis

The scores were compiled in the excel sheets for each variable and each participant. Once the results were tabulated, scoring for all the given tests was done as per the scoring instructions given in the manuals. The Mean, Standard Deviation, Pearson r and t- test were computed using the Statistical Product and Service Solution (SPSS) package. Keeping in view the objectives of the study, statistical analysis in terms of requisite Mean, Standard Deviation, Correlation Analysis and student's t was conducted. Correlation analysis was carried out to test the relationship between the variables, and t-test to analyze differences of group means.

CHAPTER 4

RESULTS

Table 1

N, Mean and Standard deviation of ADHD, Academic Performance, Internet Addiction and Social Networking Use

	Gender	ADHD	Academic Performance	Internet Addiction	Academic Use	Entertainment Use	Information Use	Social Networking Use Total
N	Male	60	60	60	60	60	60	60
	Female	60	60	60	60	60	60	60
Mean	Male	49.0	29.2	33.6	22.5	13.7	9.95	60.7
	Female	47.8	28.7	36.1	22.5	13.8	9.58	59.9
Standard deviation	Male	9.11	5.27	13.8	6.22	3.71	2.68	13.3
	Female	9.29	4.42	16.3	6.27	4.09	3.17	14.6

Table 2

Correlation of ADHD, Academic Performance, Internet Addiction and Social Networking Use

	ADHD	Academic Performance	Internet Addiction	Academic Use	Entertainment Use	Information Use	Social Networking Use Total
ADHD	—						
	A	Academic Performance					

- 0.370

*** —

	ADHD	Academic Performance	Internet Addiction	Academic Use	Entertainment Use	Information Use	Social Networking Use Total
Internet Addiction	0.572 ***	-0.342 ***	—				
Academic Use	0.364 ***	0.010	0.352 ***	—			
Entertainment Use	0.396 ***	-0.144	0.388 ***	0.529 ***	—		
Information Use	0.347 ***	-0.061	0.292 **	0.627 ***	0.625 ***	—	
Social Networking Use Total	0.421 ***	-0.035	0.408 ***	0.881 ***	0.789 ***	0.819 ***	—

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

Table 3

Correlation of ADHD, Academic Performance, Internet Addiction and Social Networking Use among Males

	ADHD	Academic Performance	Internet Addiction	Academic Use	Entertainment Use	Information Use	Social Networking Use Total
ADHD	—						
Academic Performance	-0.617 ***	—					
Internet Addiction	0.503 ***	-0.442 ***	—				
Academic Use	0.414 **	-0.261 *	0.367 **	—			
Entertainment Use	0.408 **	-0.239	0.241	0.460 ***	—		
Information	0.429 ***	-0.306 *	0.227	0.593 ***	0.574 ***	—	

Use

Table 3

Correlation of ADHD, Academic Performance, Internet Addiction and Social Networking Use among Males

	ADHD	Academic Performance	Internet Addiction	Academic Use	Entertainment Use	Information Use	Social Networking Use Total
Social Networking Use Total	0.487 ***	-0.281 *	0.342 **	0.877 ***	0.744 ***	0.796 ***	—

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

Table 4

Correlation of ADHD, Academic Performance, Internet Addiction and Social Networking Use among Females

	ADHD	Academic Performance	Internet Addiction	Academic Use	Entertainment Use	Information Use	Social Networking Use Total
ADHD	—						
Academic Performance	0.094	—					
Internet Addiction	0.647 ***	-0.245	—				
Academic Use	0.317 *	0.330 *	0.343 **	—			

	ADHD	Academic Performance	Internet Addiction	Academic Use	Entertainment Use	Information Use	Social Networking Use Total
Entertainment Use	0.388 **	-0.042	0.502 ***	0.593 ***	—		
Information Use	0.276 *	0.176	0.351 **	0.662 ***	0.668 ***	—	
Social Networking Use Total	0.359 **	0.229	0.467 ***	0.888 ***	0.827 ***	0.837 ***	—

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

Table 5

T-Statistics of gender

	Group	N	Mean	Statistics	Df
ADHD	Male	60	48.95	0.6947	118
	Female	60	47.78		
Academic Performance	Male	60	29.20	0.6002	118
	Female	60	28.67		
Internet Addiction	Male	60	33.62	0.8955	118
	Female	60	36.08		
Academic Use	Male	60	22.52		

0.0000 118

	Group	N	Mean	Statistics	Df
Entertainment Use	Female	60	22.52	0.0702	118
	Male	60	13.70		
	Female	60	13.75		
Information Use	Male	60	9.95	0.6839	118
	Female	60	9.58		
Social Networking Use Total	Male	60	60.73	0.3391	118
	Female	60	59.87		

CHAPTER 5

DISCUSSION

Table 1 shows the descriptive of the sample (N=120) including mean and standard deviation. For the variable ADHD, males and females obtained means of 49.0 and 47.8 and standard deviations of 9.11 and 9.29 respectively. In the Academic Performance variable, means of 29.2 and 28.7 and standard deviations of 5.27 and 4.42 for males and females respectively. Males received mean of 33.6 and standard deviation of 13.8 for the variable internet addiction while females received mean and standard deviation scores of 36.1 and 16.3 respectively.

In the Academic use variable males and females received scores of 22.5 and 6.22 and 22.5 and 6.27 as mean and standard deviation respectively. In the Entertainment use variable males received scores of 13.7 and 3.71 and females obtained scores of 13.8 and 4.09 as mean and standard deviation respectively. Males obtained mean and standard deviation scores of 9.95 and 2.68 for

the variable information use while females obtained scores of 9.58 and 3.17 for the same. A total mean score of social networking use was received by males and females of 60.7 and 59.9

respectively while the total standard deviation of social networking use obtained by males and females was 13.3 and 14.6 respectively.

Table 2 shows the correlation between ADHD, Academic Performance, Internet Addiction and Social Networking Use. The results found out that there is a significant negative correlation between Academic Performance and ADHD ($r=-0.370$, $p < .001$). The results further found that Internet Addiction is significantly positively correlated to ADHD ($r=0.572$, $p < .001$). However, there was a significant negative correlation between Internet Addiction and Academic Performance ($r=-0.342$, $p < .001$).

Social Networking's subdimensions were also found to have significant relations. Academic Use was found to be significantly positively correlated with ADHD ($r=0.364$, $p < .001$), and internet addiction ($r=0.352$, $p < .001$). Entertainment use was found to be significantly positively correlated with ADHD ($r=0.396$, $p < .001$), with internet addiction ($r=0.388$, $p < .001$) and academic use ($r=0.529$, $p < .001$). Information use was significantly positively correlated to ADHD ($r=0.347$, $p < .001$), with internet addiction ($r=0.292$, $p < .01$), academic use ($r=0.627$, $p < .001$) with entertainment use ($r=0.625$, $p < .001$). Social networking use found to be significantly positively correlated with ADHD ($r=0.421$, $p < .001$), with Internet Addiction ($r=0.408$, $p < .001$), with academic use ($r=0.881$, $p < .001$), with entertainment use ($r=0.819$, $p < .001$).

The results suggest several significant correlations between academic performance, ADHD, internet addiction and social networking use. First, the results found a significant negative correlation between Academic performance and ADHD. This implies that ADHD symptoms increase, as academic performance tends to decrease. The negative correlation indicates that students with higher levels of ADHD symptoms are more likely to experience difficulties in their academic performance.

Second, the results found internet addiction is significantly positively correlated to ADHD. This implies that individuals with higher levels of ADHD symptoms are more prone to developing problematic internet usage patterns. It implies a link between ADHD and an increase likelihood of

developing addictive behaviors related to internet use patterns. It suggests that a link between ADHD and an increase likelihood of developing addictive behaviors related to internet use.

Third, there is a significant negative correlation between internet addiction and academic performance. This finding indicates that as internet addiction increases, academic performance tends to decrease. It suggests that excessive or problematic internet use may have detrimental effects on students' academic achievements. Fourth, social networking use shows a significant positive correlation with ADHD. This implies that individuals with higher levels of ADHD symptoms are more likely to engage in increased social networking activities. It suggests that ADHD may contribute to a greater attraction to the social aspects of online platforms.

Fifth, social networking use is significantly positively correlated with internet addiction. This finding indicates that individuals who engage in more social networking activities are also more likely to develop problematic internet usage problems. It suggests that excessive use of social networking activities is more likely to develop problematic internet usage patterns. It suggests that excessive use of social networking platforms may contribute to the development of internet addiction.

Lastly, social networking use shows a significant negative correlation with academic performance. This implies that as social networking use increases, academic performance tends to decrease. It suggests that spending excessive time on social networking platforms may have negative implications for students' academic achievement.

Table 3 examined the correlation among ADHD, academic performance, internet addiction and social networking use among males. The results found out that there is a significant negative correlation between Academic performance and ADHD ($r=-0.617$, $p < .001$). Internet addiction was found to be significantly positively correlated with ADHD ($r=0.503$, $p < .001$) and a significant negative correlation with Academic Performance ($r=-.0442$, $p < .001$).

Academic Use was found to be significantly positively correlated with ADHD ($r=0.414$, $p < .01$) and with Internet addiction ($r=0.367$, $p < .01$) but a significant negative correlation with Academic performance ($r=-0.261$, $p < .05$). Information use was found to be significantly correlated with ADHD ($r=0.429$, $p < .001$), with academic use ($r=0.593$, $p < .001$), with entertainment use ($r=0.574$, $p < .001$). However, information use was found to be significantly negatively correlated with

Academic performance ($r=-0.306$, $p < .05$).

Social Networking use was found to be significantly positively correlated with ADHD ($r=0.487$, $p<.001$), with internet addiction ($r=0.342$, $p<.01$), with academic use ($r=0.877$, $p<.001$) and with entertainment use ($r=0.744$, $p<.001$) and with information use ($r=0.796$, $p<.001$). Social networking use was found to be significantly negatively correlated with Academic performance ($r=-0.281$, $p<.05$)

Table 4 examined the correlation among ADHD, academic performance, internet addiction and social networking use among females. The results found no significant correlation between academic performance and ADHD. Internet addiction was found to be significantly positively correlated to ADHD ($r=0.647$, $p<.001$). Academic use was found to be significantly positively correlated to ADHD ($r=0.317$, $p<.05$), with academic performance ($r=0.330$, $p<.05$), with internet addiction ($r=0.343$, $p<.01$).

Entertainment use was found to be significantly positively correlated to ADHD ($r=0.276$, $p<.05$), with internet addiction ($r=0.351$, $p<.01$), with academic use ($r=0.662$, $p<.001$), with entertainment use ($r=0.668$, $p<.001$). Social networking use was found to be significantly positively correlated with ADHD ($r=0.359$, $p<.01$), with internet addiction ($r=0.467$, $p<.001$). Also, with its own sub dimensions; academic use ($r=0.888$, $p<.001$) and with entertainment use ($r=0.827$, $p<.001$)

The results signify correlations for Males, that academic performance showed a significant negative correlation with ADHD. Internet addiction exhibited a significant positive correlation with ADHD and significant negative correlation with academic performance. Academic use was significantly positively correlated with ADHD and internet addiction but significantly negatively correlated with academic performance. Information use showed significant positive correlation with ADHD, academic use, and entertainment use but a significant negative correlation with academic performance.

Social networking use demonstrated significant positive correlations with ADHD, internet addiction, academic use, entertainment use, and information use but a significant negative

correlation with academic performance. In contrast, table 5 signified the correlations for Females. No significant correlations was found between academic performance and ADHD. Internet

addiction exhibits a significant positive correlation with ADHD. Academic use showed significant positive correlations with ADHD, academic performance and internet addiction. Entertainment use demonstrated significant positive correlations with ADHD, internet addiction, academic use and entertainment use. Social networking use exhibited significant positive correlations with ADHD, internet addiction, academic use and entertainment use.

In summary, among males, there were significant negative correlations among academic performance and ADHD and a significant positive correlations between internet addiction and ADHD and as well as between internet addiction and academic use. Among females, no significant correlations was found between academic use. Among females, no significant correlations was found between academic performance and ADHD, while internet addiction was significantly positively correlated with ADHD. Both genders showed positive correlations between social networking use and various factors, including ADHD, internet addiction, academic use and entertainment use. These findings provide insights into the relationships between these variables within the studied population.

Table 5 shows the T-statistics to study the gender differences. The results also found no gender differences among ADHD, Academic Performance, Internet Addiction and Social Networking Use. The lack of gender differences in ADHD implies that both males and females in the sample have similar levels of ADHD. This suggests that ADHD symptoms may affect academic performance similarly for both genders.

The absence of gender differences in academic performance suggests that both males and females in the sample exhibit comparable levels of achievement in their academic pursuits. The lack of gender differences in internet addiction implies that both males and females in the sample engage in similar patterns of excessive and problematic internet use. Finally, the absence of gender differences in social networking use indicates that both males and females in the sample spend a similar amount of time and engage in similar activities on social networking platforms.

In summary, these findings indicate that ADHD is associated with lower academic performance, higher internet addiction tendencies and increased engagement in social networking activities.

Moreover, internet addiction and social networking use are negatively correlated with academic

performance. These results highlight the importance of understanding the impact of ADHD, internet addiction and social networking use on academic outcomes and the potential need for interventions.

CHAPTER 6

CONCLUSION

The aim of the current research was to study the relationship between social media use internet addiction with academic performance, attention deficit hyperactivity disorder among young Indian adults. A total sample of 120 young adults (60 Males and 60 Females) in the age 18-25 were taken. Standardized scales were used to measure above stated variables. ADHD is associated with lower academic performance, higher internet addiction tendencies and increased engagement in social networking activities. Also, gender differences were found. Moreover, internet addiction and social networking use are negatively correlated with academic performance. The results suggest that having more ADHD symptoms is linked to lower academic performance.

Individuals with more ADHD symptoms are more likely to develop addictive behaviors related to internet use. Spending too much time on the internet can negatively impact academic performance. People with more ADHD symptoms tend to use social networking sites more often. Excessive use of social networking sites is associated with a higher risk of internet addiction and lastly, using social networking sites for academic purposes and entertainment can have a positive impact on

academic performance.

In summary, among males, there were significant negative correlations among academic performance and ADHD and a significant positive correlations between internet addiction and ADHD and as well as between internet addiction and academic use. Among females, no significant correlations was found between academic use. Among females, no significant correlations was found between academic performance and ADHD, while internet addiction was significantly positively correlated with ADHD. Both genders showed positive correlations between social networking use and various factors, including ADHD, internet addiction, academic use and entertainment use. These findings provide insights into the relationships between these variables withing the studied population.

CHAPTER 7

LIMITATION AND SUGGESTION

Limitations

Among young Indian adults, research on social media use, internet addiction, academic performance, and ADHD may encounter several limitations. One such limitation is sample representativeness, as it can be difficult to obtain a diverse and representative sample when socioeconomic background and geographic location are considered. In addition, the use of self-report measures may result in self-report bias, which may contribute to measurement errors.

Establishing causality is difficult due to confounding variables, such as personal characteristics and family environment, and excluding them can be difficult. The findings may have limited applicability outside of the specific cultural and pedagogical context of young Indian adults. Longitudinal studies can be resource-intensive and susceptible to participant loss. Ethical considerations must be addressed, including privacy concerns and informed consent. Lastly, technological advancements and evolving social media platforms may impact external validity. To ensure the validity and dependability of research findings in this area, it is vital to recognize and

address these limitations.

Suggestions

To combat internet addiction among young Indian adults, it is essential to encourage wholesome online behavior. This may involve limiting internet use, taking frequent pauses, and engaging in other activities, such as exercise and socializing with friends and family. It is also essential to educate young adults about the potential negative effects of internet addiction and to provide resources and support to those who may be struggling with this issue. Following are some suggestions to reduce its effects-

- Conduct educational campaigns and seminars in schools and colleges to raise awareness of the detrimental effects of excessive social media use and internet addiction on academic performance and attention deficit hyperactivity disorder (ADHD). Educate students on the significance of moderation and healthful technological practices.
- Teach young adults effective time management skills, emphasizing the importance of prioritizing academic duties and allocating dedicated study hours. Encourage the use of time-tracking applications or techniques to assist them in monitoring and limiting their social media and internet usage.
- Engage parents in comprehending the effects of excessive social media and internet use on academic performance and ADHD symptoms. Encourage them to establish norms and limits on screen time, encourage outdoor activities, and establish technology-free zones or times at home.
- Mindfulness and Stress Reduction Techniques: Introduce mindfulness and stress reduction techniques in schools and colleges to assist young adults in managing their focus and attention more effectively. Meditation, deep breathing exercises, and yoga

can assist in reducing distractions and enhancing academic performance.

- Professional Intervention: Educators and counsellors should be trained to recognize internet addiction and ADHD in students. Involve psychologists or mental health professionals specializing in treating internet addiction and ADHD in referral systems for professional intervention when necessary.

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APPENDICES

Academic Performance Scale

Name: _____

Date: _____

Instructions: Please answer each question using the 5-point scale to answer each question so that it accurately reflects what you do or have done as a student. Be as honest as possible because the information can be utilized to discover areas of strength.

Scale:

SA - STRONGLY AGREE **A** - AGREE **N** - NEUTRAL **D** - DISAGREE **SD** - STRONGLY DISAGREE

Questions	SA	A	N	D	SD
1. I made myself ready in all my subjects.					
2. I pay attention and listen during every discussion.					
3. I want to get good grades in every subject.					
4. I actively participate in every discussion.					
5. I start papers and projects as soon as they are assigned.					
6. I enjoy homework and activities because they help me improve my skills in every subject.					
7. I exert more effort when I do difficult assignments.					
8. Solving problems is a useful hobby for me.					

Scoring Instruction: To score the scale, "Strongly Agree" is scored {5}; "Agree" is scored {4}; "Neutral" is scored {3}; "Disagree" is scored {2}; and "Strongly Disagree" is scored {1}.

Score	Parameter
33 - 40	Excellent Performance
25 - 32	Good Performance
17 - 24	Moderate Performance
9 - 16	Poor Performance
0 - 8	Failing Performance

Authors:

- Carson Birchmeier (Saginaw Valley State University)
- Emily Grattan (Saginaw Valley State University)
- Sarah Hornbacher (Saginaw Valley State University)
- Christopher McGregory (Saginaw Valley State University)

Adult ADHD Self-Report Scale (ASRS-v1.1) Symptom Checklist Instructions

The questions on the back page are designed to stimulate dialogue between you and your patients and to help confirm if they may be suffering from the symptoms of attention-deficit/hyperactivity disorder (ADHD).

Description: The Symptom Checklist is an instrument consisting of the eighteen DSM-IV-TR criteria. Six of the eighteen questions were found to be the most predictive of symptoms consistent with ADHD. These six questions are the basis for the ASRS v1.1 Screener and are also Part A of the Symptom Checklist. Part B of the Symptom Checklist contains the remaining twelve questions.

Instructions:

Symptoms

1. Ask the patient to complete both Part A and Part B of the Symptom Checklist by marking an X in the box that most closely represents the frequency of occurrence of each of the symptoms.
2. Score Part A. If four or more marks appear in the darkly shaded boxes within Part A then the patient has symptoms highly consistent with ADHD in adults and further investigation is warranted.
3. The frequency scores on Part B provide additional cues and can serve as further probes into the patient's symptoms. Pay particular attention to marks appearing in the dark shaded boxes. The frequency-based response is more sensitive with certain questions. No total score or diagnostic likelihood is utilized for the twelve questions. It has been found that the six questions in Part A are the most predictive of the disorder and are best for use as a screening instrument.

Impairments

1. Review the entire Symptom Checklist with your patients and evaluate the level of impairment associated with the symptom.
2. Consider work/school, social and family settings.
3. Symptom frequency is often associated with symptom severity, therefore the Symptom Checklist may also aid in the assessment of impairments. If your patients have frequent symptoms, you may want to ask them to describe how these problems have affected the ability to work, take care of things at home, or get along with other people such as their spouse/significant other.

History

1. Assess the presence of these symptoms or similar symptoms in childhood. Adults who have ADHD need not have been formally diagnosed in childhood. In evaluating a patient's history, look for evidence of early-appearing and long-standing problems with attention or self-control. Some significant symptoms should have been present in childhood, but full symptomology is not necessary.

Adult ADHD Self-Report Scale (ASRS-v1.1) Symptom Checklist

Patient Name	Today's Date				
Please answer the questions below, rating yourself on each of the criteria shown using the scale on the right side of the page. As you answer each question, place an X in the box that best describes how you have felt and conducted yourself over the past 6 months. Please give this completed checklist to your healthcare professional to discuss during today's appointment.					
	Never	Rarely	Sometimes	Often	Very Often
1. How often do you have trouble wrapping up the final details of a project, once the challenging parts have been done?					
2. How often do you have difficulty getting things in order when you have to do a task that requires organization?					
3. How often do you have problems remembering appointments or obligations?					
4. When you have a task that requires a lot of thought, how often do you avoid or delay getting started?					
5. How often do you fidget or squirm with your hands or feet when you have to sit down for a long time?					
6. How often do you feel overly active and compelled to do things, like you were driven by a motor?					
Part A					
7. How often do you make careless mistakes when you have to work on a boring or difficult project?					
8. How often do you have difficulty keeping your attention when you are doing boring or repetitive work?					
9. How often do you have difficulty concentrating on what people say to you, even when they are speaking to you directly?					
10. How often do you misplace or have difficulty finding things at home or at work?					
11. How often are you distracted by activity or noise around you?					
12. How often do you leave your seat in meetings or other situations in which you are expected to remain seated?					
13. How often do you feel restless or fidgety?					
14. How often do you have difficulty unwinding and relaxing when you have time to yourself?					
15. How often do you find yourself talking too much when you are in social situations?					
16. When you're in a conversation, how often do you find yourself finishing the sentences of the people you are talking to, before they can finish them themselves?					
17. How often do you have difficulty waiting your turn in situations when turn taking is required?					
18. How often do you interrupt others when they are busy?					
Part B					

The Value of Screening for Adults With ADHD

Research suggests that the symptoms of ADHD can persist into adulthood, having a significant impact on the relationships, careers, and even the personal safety of your patients who may suffer from it.¹⁻⁴ Because this disorder is often misunderstood, many people who have it do not receive appropriate treatment and, as a result, may never reach their full potential. Part of the problem is that it can be difficult to diagnose, particularly in adults.

The Adult ADHD Self-Report Scale (ASRS-v1.1) Symptom Checklist was developed in conjunction with the World Health Organization (WHO), and the Workgroup on Adult ADHD that included the following team of psychiatrists and researchers:

- **Lenard Adler, MD**
Associate Professor of Psychiatry and Neurology
New York University Medical School
- **Ronald C. Kessler, PhD**
Professor, Department of Health Care Policy
Harvard Medical School
- **Thomas Spencer, MD**
Associate Professor of Psychiatry
Harvard Medical School

As a healthcare professional, you can use the ASRS v1.1 as a tool to help screen for ADHD in adult patients. Insights gained through this screening may suggest the need for a more in-depth clinician interview. The questions in the ASRS v1.1 are consistent with DSM-IV criteria and address the manifestations of ADHD symptoms in adults. Content of the questionnaire also reflects the importance that DSM-IV places on symptoms, impairments, and history for a correct diagnosis.⁴

The checklist takes about 5 minutes to complete and can provide information that is critical to supplement the diagnostic process.

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SOCIAL NETWORKING USAGE QUESTIONNAIRE

Please fill up the following information:

Name _____ Class _____

Age _____ Gender _____

Urban/Rural _____ Stream: Arts/Science/Commerce _____

Name of College/University _____

Previous Exam Marks _____ Previous Exam Percentages _____

INSTRUCTIONS

This is a questionnaire that attempt to measure the social networking usage of an individual. The items of the scale are given in statement form. You are requested to read each statement carefully and give your response by putting a tick (✓) mark only that option which you find that is most appropriate and true in your case. There is no right /wrong answer.

Example:

Always Often Sometimes Rarely Never

I use social networking sites for sharing pictures.

☐☐☐☐☐

In the above statement, if you feel the correct response could be Always, then put tick (✓) in that column. Please do not leave any statement unattempt. There is no time limit. Your responses will be used for research purpose only and the responses will be always kept confidential.

Sr	Statements	Always	Often	Sometimes	Rarely	Never
01	I use social networking sites to become more sociable.					
02	I use social networking sites to keep in touch with my relatives.					
03	I use social networking sites to seek help from my teachers.					
04	I use social networking sites for getting jobs related information.					
05	I use social networking sites to share new ideas.					
06	I use social networking sites to create my social identity.					
07	I prefer using social networking sites to attending social gathering.					
08	I use social networking sites to get information regarding current social events.					
09	I use social networking sites for online academic group discussion.					
10	I use social networking sites for reading news.					
11	I use social networking sites for sharing pictures.					
12	I use social networking sites to do research work.					
13	I use social networking sites to learn about my curricular aspect.					
14	I communicate with my friends via social networking sites for preparation of exam.					
15	I use social networking sites to get relief from academic stress.					
16	I use social networking sites for watching movies.					
17	I use social networking sites for collaborative learning.					
18	I use social networking sites to solve my academic problem.					
19	I use social networking sites to look at funny sharing.					

Internet Addiction Test (IAT) by Dr. Kimberly Young:-

To begin with, answer the following questions by using this scale:-

0	Does not apply
1	Rarely
2	Occasionally
3	Frequently
4	Often
5	Always

Answer these-

	Questions	Responses
1.	How often do you find that you stay on-line longer than you intended?	
2.	How often do you neglect household chores to spend more time on-line?	
3.	How often do you prefer the excitement of the Internet to intimacy with your partner?	
4.	How often do you form new relationships with fellow on-line users?	
5.	How often do others in your life complain to you about the amount of time you spend on-line?	
6.	How often do your grades or school work suffers because of the amount of time you spend on-line?	
7.	How often do you check your email before something else that you need to do?	
8.	How often does your job performance or productivity suffer because of the Internet?	
9.	How often do you become defensive or secretive when anyone asks you what you do on-line?	
10.	How often do you block out disturbing thoughts about your life with soothing thoughts of the Internet?	
11.	How often do you find yourself anticipating when you will go on-line again?	

12 .	How often do you fear that life without the Internet would be boring, empty, and joyless?	
---------	---	--

13 .	How often do you snap, yell, or act annoyed if someone bothers you while you are on-line?	
14 .	How often do you lose sleep due to late-night log-ins?	
15 .	How often do you feel preoccupied with the Internet when off-line, or fantasize about being on-line?	
16 .	How often do you find yourself saying “just a few more minutes” when on-line?	
17 .	How often do you try to cut down the amount of time you spend on-line and fail?	
18 .	How often do you try to hide how long you’ve been on-line?	
19 .	How often do you choose to spend more time on-line over going out with others?	
20 .	How often do you feel depressed, moody or nervous when you are off-line, which goes away once you are back on-line?	
