

EFFECTS OF PSYCHO-SOCIAL, MEDIA AND RELIGIOUS PRESSURES/ DEMANDS ON TODAY'S YOUTHS

INTRODUCTION:

In the current society, especially for the young generation, social media has become a part of everyday life. People have access to all types of information across the globe in the palm of hands using social media. Social medias, such as facebook, twitter, yahoo, telegram, imo, skype, messenger, whatsapp, viber, you tube, etc., has taken the technology world to a new level. The dramatic evolution of technology, especially new social media, has greatly influenced every facet of human society; the way people use time and space, and the perception of media (Chen, 2012). People are now logging on social media on mobile devices everywhere, at any time making it a common everyday activity and this can be confirmed which estimates that about 1.925 billion users of smart phones make use of their devices for social media in the world (Star, 2011). More and more scholars have started recently to examine the influence of social media on human life (Piotrowski, 2012). Over the past decade, social media usage have increased substantially in popularity and become part of social practices (Boyd & Ellison, 2007). Social media positively contribute to increased people's capacity for making and sustaining friendships as well as facilitating regular communication (Marshall, Bejanyan, Di Castro, & Lee, 2012). Because of growth in social media usage, on the other hand, adverse effects in different developmental aspects or even in addictive behaviors were observed (Cao, Sun, Wan, Hao & Tao, 2011)). Kuss and Griffiths (2011) found that adolescents are at vulnerable period to various social media influences such as, cognitive, emotional, and physical. Currently excessive use of social media resulted in negative impact on maintaining daily routines, school performance, social and psychological wellbeing (Choi, 2007; Sirgy, 2006 & Rickert, 2001). Furthermore, Kalpidou, Costin and Morris, (2011); Niemz (2005) suggested that frequently using social media was related to lower self-esteem, and were more socially disinherited than non-users. From the perspective of academic performance, a study conducted in Ghana by Johnson (2004) identified the negative impact of whatsapp on the academic performance of adolescent students. Technology, like two sides of a coin, brings both negative and positive effects. Social media has transformed the way information is received and sent and has greatly bridged the geographical gap that exist between people. The world has been changed rapidly by the

evolution of technology; this has resulted the use of technology as the best medium to explore the wide area of knowledge. The evolution of internet technology has led its use as the best medium for communication. In the present world, social media usage is becoming a critical issue especially for its effect on the psychosocial adjustment of adolescents (Kalpidou, Costin, & Morris, 2011.) For instance, people who use social media excessively showed significantly more symptoms of depression, anxiety, low self-esteem and loneliness than those who are not users (Morrison & Gore, 2010). Similarly, Andreassen (2015) investigated that those individuals who are highly concerned about social media, strongly motivated to use social media and who devoted excessive amount of time to use social media negatively affected in their psychological well-being, health well-being, social and academic activities.

THE EFFECTS ON THE YOUTHS

Social media has become a global phenomenon and a very important means of communication among peers, families and all manner of persons in the world. Social media sites such as Face book, Twitter, Instagram, LinkedIn and Instant Messaging Services (IMS) such as Whatsapp, Viber and IMO and video calling services like Skype have become a popular means of communication in the past few years. Boyd and Ellison (2007) defined social media as "a public web-based service that permits users to create a personal profile, identify other users with whom they can relate to or have a connection with, read and react to posts made by other users on the site, and send and receive messages either privately or publicly". Kuss and Griffiths (2011) also defined social media as "virtual communities where users can create individual public profiles, interact with real-life friends, and meet other people based on shared interests". Any website that enables social interaction by users is considered a social media site. Such sites are an online technology with the ability to allow users to interact and share information online Bastani and Zarandi, (2009).Forms of Social Media. 1. Facebook Mark Zuckerberg, Eduardo Saverin, Dustin Moskovitz and Chris Hughes (2004) were the founders of facebook. This media site is a popular online social media and is the most visited website in the United States (Orelind, 2009). Since many people join this online social networking site, it is said that "if facebook were a country, it would be the fifth most populated in the world, ahead of Japan and Russia" (Zuckerberg, 2009). 2.WhatsappWhatsapp is a mobile messaging application which allows the users to exchange messages without having to pay for SMS. Whatsapp started in the

year 2009, by J. Koum to make communication and the distribution of multimedia messaging more easily and faster. 3.ViberViber as a social media was founded in 2010 by Talmonmarco and igormagazinnik in Tel Aviv, Israel. According to these founders, with the help of viber application, an individual can chat with family, friends beyond the limit of seas and keep contact to everybody at one time.Social Media Usage and Social Connections of Adolescents According to Madge (2009); McKenna and Bargh, (2000), adolescence is a stage that is associated with a strong need for friendships and peer-group affiliations along with the need for person-to-person communication. Consistently the study of Madge, (2009) stated that the changing dynamics of communication within the adolescent population especially those in their teenage years, have important implications on their social relationships and communication in real life. Subrahmanyam, and Greenfield (2008) identified that the presence of higher positivity and lower negativity in a peer interaction in early adolescence period predict a greater number of friends on their facebook and telegram use. This in turn keeps them logged into their social networking site to chat with the increasing number of friends they have online, impacting in one way or another on their interpersonal relationships both offline and online. Similarly the study conducted by Greenfield (2008) found that the long hours adolescents spend logged in their social media (whatsapp, facebook, telegram and messenger) has an effect with peer-based connectedness and their interactions with others enhance their sense of belonging and help them understand their individual self.Social Media Usage and Academic performance Over the years, many studies have been conducted and social media has depicted both positive as well as negative effect on the academic performance of students. According to Pasek, et al. (2009) the use of online social media has a positive relationship with academic performance. Similarly, the study of Selfhout, Brantje, Delsing, Bogt, and Meeus (2009) and Baran (2010) investigated those social networking sites such as: Google, YouTube, whatsapp, facebook and imo are quite appropriate for the harmony of teachers and students. Such tool can allow them to share knowledge in formal education context. On the contrary, other studies suggested that excessive usage of online social media can become an addiction especially among students and it can cause academic problems (Akhtar, 2013); Uses of social media particularly facebook and viber for a prolonged time significantly contribute to poor academic performance (Karpinski, & Duberstein, 2009); social media is negatively associated with academic performance of students and is a lot more momentous than its advantages (Englander, Terregrossa, & Wang, 2010); and social media

addicted users prefer using internet setting back their personal and professional responsibilities, which ultimately leads to poor academic performance (Nalwac & Anand, 2003) Consistently the study of vein, Karpinski (2009) indicated that social media users devoted lesser time to their studies in comparison to nonusers did and subsequently had lower GPAs. Social Media Use and Adolescent's Self-esteem According to Heine, Takemoto, Moskalenko Lasaleta, and Heinrich (2008), the use of social medias enhances adolescents self-esteem by offering organized way of social interaction with the rest of the society. Use of online social media in general might have a beneficial effect on children and adolescents self-esteem by enhancing communication, social connection, and even technical skills. For example, Ito, Horst, and Bittani (2008), stated that social media sites offer multiple daily opportunities to connect with friends and share common interests and recently, facebook and Whatsapp messenger was shown to stimulate online socialization, thus supporting self-esteem and various forms of social capital. Furthermore, Valkenburg et al. (2006) found that online social media enhances social self-esteem, measured as a perception of one's body image, close relationships, and romantic appeal, especially when users receive positive feedback from online social media friends. These authors also reported that individuals with low self-esteem can improve their condition through the social opportunities provided by online social media. In contrast, to the positive values of social medias in developing positive self-esteem other studies identified that adolescents who are high in social media usage are generally low in various aspects of psychosocial development particularly self-esteem (Selfhout et al., 2009); students with lower self-esteem show a stronger preference for email or online communication than those with higher self-esteem (Johnson, 2004); young people with lower self-esteem showed higher levels of instant online messaging use than those with higher self-esteem (Ehrenberg et al. 2008, cited in Sturm, 2010); and there is significant negative prediction of self-esteem from the time spent on facebook per session (Mehdizadeh, 2010). Social media use and Depression Pantic, (2012), disclosed that that the time spent on online social media by high school students were positively correlated with depression. Similarly, Rosen Whaling, Rab, Carrier, and Cheever (2013), stated that participants who spent more time online and those who performed more facebook, whatsapp messenger, telegram, you tube and viber evidenced a more clinical symptoms of major depression. On other studies, Davila et al., (2009) and Selfhout et al., (2009) proposed a new type of depression, termed "social media depression" which develops when preteens and teens spend long periods on social media sites and then begin to experience symptoms of

depression. Thus, acceptance by and contact with peers are important elements of adolescent life and social networks are commonly used for social dialogue among peers. Therefore, references of dejection or despondent behaviors are common with social media usage; for example, being unable to gain social approval and wrong judgments (bullying) of their peers on the site (Selfhout et al., 2009). Social Media usage and Social Anxiety Several studies link social media to social anxiety and compulsive behavior. A recent research study Anxiety UK, (2012) found that 45% of British adults indicated they feel worried or uncomfortable when they cannot access their email or social network sites. Social anxiety also has been linked to a preference for online versus face-to-face communication. In addition, Caplan (2007); Valkenburg and Peter (2007) stated that socially The Effects of Social Media on The Psychosocial Adjustment of Secondary and Preparatory Private. DOI: 10.9790/0837-2405027379 www.iosrjournals.org 76 |Page anxious adolescents who receive positive online communication from friends tend to increase closeness within their friendships offline. This indicates that making such connections helps socially anxious adolescents to improve their feelings of social interaction. In the study of Ando and Sakamoto (2008) it was found that for adolescents who perceive themselves as less physically attractive, having a large online friend network use viber, imo and telegram predicted decreases in feelings of social anxiety and loneliness. This finding suggests that difficulties related to physical cues might be ameliorated online and that on-line connection allows youth to expand their social connections in this domain. Gender Difference in Social Media usage Bonds-Raacke and Raacke, (2008). Identified as there is gender discrepancy in the use of social medias. Hence, according to these authors, teenage girls and boys who communicate using social media networks are not equally affected in their Psychological well-being; boys seem to benefit more from social media use and communication technology than girls do, and this was because boys tend to have more difficulty expressing their thoughts and emotions face-to-face with others than girls do (Peter &Valkenburg, 2009), boys have been online more than girls have in previous decades because of earlier forms of technology such as video or computer games (Lin &Subrahmanyam, 2007), Girls have reported that they use social media for things like chatting and downloading music. Because of this, one may hypothesize that girls will be more likely to be attracted to social media networks and other online social groups their affect academic and psychologically aspect (Giles & Price, 2008).

Based on the major findings of the study, the following conclusions were drawn. There is a negative relationship between facebook usage and adolescents academic performance; between whatsapp usage and adolescents academic performance; and between viber usage and adolescents academic performance. On the other hand, there is a positive relationship between facebook usage and social connectedness; between whatsapp usage and social connectedness; between viber usage and social connectedness. There is a negative relationship between facebook usage and adolescent self-esteem; between whatsapp usage and adolescents' self-esteem, and between viber usage and adolescent self-esteem. On the contrary, there is a positive relationship between facebook usage and depression; between whatsapp usage and depression; between facebook usage and social anxiety; between whatsapp usage and social anxiety and high positive relationship between viber usage and social anxiety. Facebook usage is the most significant predictor of adolescent's self-esteem and social connectedness; viber and facebook usages are the most significant predictors of adolescent academic performance; viber and whatsapp usages are contribute for adolescent's social anxiety. There is a gender difference of psychosocial adjustment with social media among adolescents.

RECOMMENDATIONS AS TOUCHING PSYCHO SOCIAL/MEDIA PRESSURES:

School principals, families, teachers and other concerned bodies need to encourage and teach adolescents to use the appropriate social media sites for educational purpose. The government has to design a mechanism for creating social awareness on how to reduce the negative effect of social media. School counselor should create awareness, provide time management skill and life skill training students to decrease the negative effect of social media.

RELIGIOUS PRESSURES/DEMANDS ON YOUTHS

The present study consists of random samples from two public schools in the inner-city of a large metropolitan area on the East coast, involving 360 adolescents, and random samples from three rural public high schools. The purpose of the study is to test generalizations found in the literature about whether: (a) church attendance is an adequate measure of the effects of religion on delinquency, (b) religion is related to more serious offenses like crimes against property and persons, (c) church attendance or religiosity are

related to crime among adolescents when the effects of major predictors are controlled, and, (d) the effects of religiosity are moderated by region of residence. The findings show that religiosity rather than church attendance is significantly related to crime, and the former remains a significant predictor even it is analyzed simultaneously with the strongest predictor observed in the literature. Finally, the effects of religiosity are not moderated by region of residence (i.e., the effects of religiosity have a significant inverse relationship to crime on the East coast as well as in the South). The implications of these findings are discussed.

Reports on a survey of a prospective, uncontrolled sample of adolescent psychiatric inpatients on the importance of spiritual issues to them. Results indicated that the vast majority of adolescents in this sample indicated that spiritual beliefs are considered important. Notes that a majority reported that mental health professionals rarely asked them about their beliefs in the spiritual areas. Observes that nearly all the patients reported having a chaplain-led spiritual group that they perceived as a helpful part of the therapeutic milieu

The present study was a preliminary examination of the relations among the Organizational, Non-organizational, and Intrinsic dimensions of religiosity and academic dishonesty. 244 college students completed the Duke Religion Index and nine questions assessing academic dishonesty. Analysis indicated that (1) regardless of sex, High Non-organizational and Intrinsic religiosity was associated with lower reported rates of academic dishonesty, and (2) there was an interaction between Organizational religiosity and sex, with High Organizational women;men reporting similar rates of academic dishonest. Furthermore, the Frequency of academic dishonesty reported by High Organizational women was higher than the rates reported by Moderate and Minimal Organizational women.

To replicate previous findings among adults of an inverse association between religiosity and substance use among a nationally representative sample of adolescents. Method: Subjects were 676 (328 female and 348 male) adolescents in the National Comorbidity Survey who were assessed for substance use and abuse with the Composite International Diagnostic Interview. Religiosity was assessed through affiliation with religious denomination and through response to 7 questions concerning belief and

practice. Results: Confirmatory factor analyses replicated in adolescents the 2 religiosity factors of personal devotion and personal conservatism previously identified by Kendler among adults, although the 2 factors were more highly correlated in adolescents than in adults. Personal devotion (a personal relationship with the Divine) and affiliation with more fundamentalist religious denominations were inversely associated with substance use and substance dependence or abuse across a range of substances (alcohol, marijuana, cocaine, or any contraband drug). Personal conservatism (a personal commitment to teaching and living according to creed) was inversely associated with use of alcohol only. **Conclusively**, low levels of religiosity may be associated with adolescent onset of substance use and abuse

Despite the fact that it is theologically, psychologically, and sociologically sound to assume that religious commitment should make a difference in the day-to-day life of the individual, research on the behavioral consequences of religious commitment has been somewhat inconsistent. This inconsistency has made questions about, for example, the honesty of Christians versus non-Christians very difficult to answer. This study examined data from 130 college students of varying degrees of religious commitment who were presented with an opportunity to be dishonest. Students who report that they attend church and other religious activities, believe in life after death, and consider themselves born again Christians were more likely to be honest. The implications of the findings, especially in light of the generally inconsistent research on the consequential dimension of religion, are discussed.

This analyzes religious socialization as it relates to schooling success. I propose and test a multilevel model of involvement in church activities as providing integration and motivation toward schooling success among public high school sophomores. Results indicate that respondents' participation in church activities is related to heightened educational expectations, and that these more intensely religious students score higher on standardized math/reading tests, even while controlling for variables that often show religious effects to be spurious. The hypothesis that church involvement's effect varies by ecological context - it being a better predictor for students in poorer neighborhoods than average or wealthy neighborhoods - was not supported.