

**IMPACT OF SOCIAL MEDIA AND CHANGE IN
LIFESTYLE AFTER PANDEMIC
AMONG COLLEGE GOING GIRLS**

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ST TERESA'S COLLEGE, (AUTONOMOUS) ERNAKULAM



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Degree of MASTER OF SCIENCE

IN

RESOURCE MANAGEMENT AND INTERIOR DESIGNING

By

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CERTIFICATE

This is to certify that the thesis *Impact of Social Media and Change in Lifestyle After Pandemic Among College Going Girls* is an authentic record of the original research work carried out by Ms. Rasna Krishnan P under the guidance of Dr. Leena Leon, Assistant professor, Department of Home Science, St. Teresa's College (Autonomous), Ernakulam.

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ABSTRACT

The present study entitled “**Impact of social media and change in lifestyle after pandemic among college going girls**” was conducted with ,The aim of the study was to analyse the Impact of social media and lifestyle changes after pandemic.and the present study entitled *Impact of Social Media and Change in Lifestyle after pandemic among College Going Girls.* was conducted with the following objectives: To analyse the influence of social media among college going girls, To understand the popular social media platforms among college going girls,To assess the pros and cons of social media usage,To develop a social media etiquette booklet and an awareness programme using the booklet and evaluate the awareness programme.Survey method is used to conduct the study .Questionnaire was used as a tool of the study.Respondents were in google form. Collected data was analysed and interpreted by percentage analyses. College going girls most favourite platform is Instagram. And most girls find social networking sites are user-friendly, some of them used by value the variety of activities available on social networking and others social networking sites easy to access. Before pandemic college going girls made purchases primarily through physical shops. After pandemic There was a shift in purchasing habits in girls they choose online delivery. Before pandemic fast food consumption is slightly decreased compared to after pandemic.so that pandemic shows a bigger change in social media usage and lifestyle.

Key Words -Impact, Social media,Lifestyle,Pandemic,College Going Girls

CHAPTER-1

INTRODUCTION

Social media is a platform that allows people to interact & share or exchange information and ideas in virtual communities and networks. It is an ever changing part of our daily life. Adolescent and teenagers cannot imagine a world without social media. During the pandemic period there was an increase in the use of social media. Addiction to social media and exposure to Cyberbullying make the topic pertinent for research on how social media affects young people.

The COVID 19 pandemic, which began in December 2019, has spread to over 200 countries causing social isolation and limited contact with friends and family. Social media has become a major place of interaction between people. Excessive use of social media will have an impact on students' life style and behaviours. Students in developed and developing nations are becoming increasingly dependent on social media. This results in changes in social and personal life style, both academic and non academic. This study aims to assess the impact of social media. Technology has dramatically advanced in the last year. Social media is an integral part of our day to day life. Social media simply refers to Online tools designed to facilitate community interactions and content sharing. Web based technologies such as You-tube (social video sharing service), text messaging, blogs, microblogs such as twitter and social networking services are examples of social media. (eg: Facebook, whatsapp, Instagram). Many studies have been conducted on students' use of social media, as well as the impact on these social behaviour, education and academic performance, as well as the positive and negative effects. Social media provides a channel for students to connect, communicate, discuss and interact during a pandemic, increased use of social media and decreased physical activity will have a negative impact on students' lifestyle, as well as their mental and physical health. Overnight use of mobile phones particularly on social media platforms, reduces sleep duration. Adolescent girls may be more vulnerable to COVID 19

pandemic. Such an negative effects on sleep problems, including insomnia and mental health issues.

The increased use of online learning tools is the new normal in education. The COVID-19 pandemic has prompted new methods of learning. Educational institutions all over the world are turning to online learning platforms to help them continue the process of educating students. The new normal now is a transformed concept of education, with online learning at its heart. Today, digital learning has emerged as an essential resource for students and schools worldwide. Many educational institutions have had to adopt an entirely new method of instruction. Online learning is now used not only to learn academics, but also to learn extracurricular activities for students. The demand for online learning has increased significantly in recent months and will continue to do so in the future. Online learning, like most teaching methods, has advantages and disadvantages. Decoding and comprehending these positives and negatives will assist institutes in developing strategies for more efficiently delivering lessons, ensuring students have an uninterrupted learning journey.

The pandemic has disrupted the lives of people worldwide, forcing them to adapt to new norms and lifestyle changes. The college-going girls, in particular, have had to adjust to online learning, lack of social interaction, and managing their mental and physical health. The social media platforms have played a significant role in helping them cope with these changes. It has allowed them to stay connected with their friends and family, access educational resources, and seek emotional support during these challenging times. However, the excessive use of social media has also raised concerns about its impact on mental and physical health, academic performance, and overall lifestyle. Studies have shown that excessive use of social media can lead to addiction, depression, anxiety, and poor academic performance (Andreassen et al., 2017). Additionally, the pandemic has resulted in increased social media usage, which has been associated with increased screen time, sedentary lifestyle, and disrupted sleep patterns, leading to adverse health outcomes (Chen et al., 2021). Therefore, it is essential to investigate the impact of social media on the lifestyle of college-going girls during the pandemic. The findings of this study will provide insights into how social media can be used to support the mental and physical health of college-going girls during and after the pandemic. . Social media platforms such as Facebook, Instagram,

and Twitter provide businesses with an opportunity to reach a broader audience. Social media has become a breeding ground for cyberbullying, where individuals use technology to harass, intimidate, or threaten others. Cyberbullying can have a detrimental impact on mental health, self-esteem, and social relationships (Kowalski, Limber, and Agatston, 2012). Social media addiction is a growing concern among individuals who spend an excessive amount of time on social media platforms. The constant need to check notifications, likes, and comments can have a negative impact on mental health, sleep patterns, and productivity (Andreassen, Pallesen, and Griffiths, 2017). In addition to mental health, social media use can also affect various aspects of college-going girls' lifestyles, including their academic performance and social relationships. For instance, a study by Kirschner and Karpinski (2010) found that college students who use Facebook while studying had lower GPAs than those who did not use Facebook. Similarly, another study by Manca and Ranieri (2016) found that social media use is associated with decreased face-to-face communication and social support among young adults. The COVID-19 pandemic has had a significant impact on our daily lives, including our use of social media. With people around the world being forced to stay home and practice social distancing, social media has become an even more important tool for staying connected with friends and family, accessing information, and staying entertained. However, the pandemic has also brought about significant changes in our lifestyles, which may be influenced by our increased use of social media. Social media has played an important role in shaping the way people have adapted to the pandemic. Social media platforms have been used to disseminate information about the virus, share tips for staying safe, and provide updates on local restrictions and guidelines. Additionally, social media has allowed people to stay connected with friends and family while social distancing, with platforms such as Zoom and FaceTime becoming essential tools for socializing during the pandemic. However, the increased use of social media during the pandemic has also raised concerns about its impact on mental health and well-being. Furthermore, the pandemic has brought about significant changes in our lifestyles, which may be influenced by our use of social media. Similarly, the pandemic has led to an increase in online shopping, with many people turning to social media to discover new products and services. However, it is important to note that social media can also have positive effects on our lifestyles during the pandemic. Social media can provide a sense of

community and support during a time of social isolation, and can also be used as a tool for learning and self-improvement.

Social media has also played a significant role in shaping people's lifestyle changes during the pandemic. With many people working from home and spending more time indoors, social media has provided a means for people to access information and resources related to health, fitness, and wellness. Similarly, social media has also played a role in shaping people's leisure activities during the pandemic. With many traditional forms of entertainment such as movie theaters and live events shut down, social media has provided a means for people to access entertainment and connect with others. social media has played a significant role in shaping people's consumption of information during the pandemic. With traditional news sources struggling to keep up with the rapidly changing situation, social media has become a primary source of information for many people. However, this has also led to an increase in the spread of misinformation and conspiracy theories related to the pandemic. Overall, social media has had a significant impact on people's lives during the COVID-19 pandemic. While it has provided a means for people to stay connected with one another and access important information and resources, it has also been linked to negative outcomes such as anxiety, stress, and misinformation. The impact of social media on people's lives during the pandemic is complex and multifaceted, with both positive and negative effects. The COVID-19 pandemic has affected people's lives in unprecedented ways, forcing individuals to adapt to new lifestyles and adopt new technologies to stay connected with the world. One of the most significant changes brought about by the pandemic has been the increased use of social media. Social media platforms such as Facebook, Twitter, Instagram, and others have become a vital tool for communication, information-sharing, and entertainment during the pandemic.

The COVID-19 pandemic has brought unprecedented changes in our lives, affecting almost every aspect of our daily routines. With the implementation of lockdowns and social distancing measures, people have turned to social media platforms to stay connected with their friends and family. The use of social media has increased significantly during the pandemic, and it has become an essential tool for communication, entertainment, and

information sharing. College-going girls, in particular, have experienced significant changes in their lifestyle due to the pandemic and the subsequent shift to online learning. They have had to adapt to new ways of learning, socializing, and maintaining their mental and physical health. With the increased use of social media, it is crucial to investigate its impact on their lifestyle, including their mental and physical health, social connections, and academic performance. This thesis aims to explore the impact of social media on the lifestyle of college-going girls during the pandemic. Specifically, it will focus on the changes in their social media usage patterns and their overall lifestyle. The study will examine the role of social media in maintaining social connections, managing mental and physical health, and its impact on academic performance. To achieve this, the research will adopt a qualitative research methodology, using in-depth interviews to gather data from college-going girls who have experienced changes in their lifestyle due to the pandemic. The sample will be selected using purposive sampling, and data analysis will be conducted using thematic analysis. The study will contribute to the existing literature on the impact of social media on lifestyle, focusing on the context of the pandemic and the experiences of college-going girls. The findings of the study will have practical implications for educators, mental health professionals, and policy-makers, providing insights on how social media can be used to support the mental and physical health of college-going girls during and after the pandemic.

Relevance of the study

The COVID-19 pandemic has accelerated the reliance on social media platforms and brought about significant changes in the lives of college-going girls. This study's relevance lies in its comprehensive examination of the impact of social media and changes in lifestyle on various aspects of their lives, including education, mental health, sociocultural dynamics, academic performance, and career development. And also COVID-19 pandemic has forced individuals to adapt to a new way of living, where physical interactions and traditional forms of communication have been restricted. As a result, people, including college-going girls, have increasingly turned to social media platforms as a means of staying connected, seeking information, and maintaining social relationships.

Aim :

The Impact of social media and change in life style after pandemic

Objectives :

- To analyse the influence of social media among college going girls.
- To understand the popular social media platforms among college going girls.
- To assess the pros and cons of social media usage.
- To compare social media impact before and after pandemic.
- To develop a social media etiquette booklet and an awareness programme using the booklet and evaluate the awareness programme.

CHAPTER-2

REVIEW OF LITERATURE

A literature review is a summary of the previously published works on a topic. A literature review is a piece of academic writing that shows knowledge of and comprehension of the academic literature on a particular subject in relation to other sources.

The literature related to the study “ **Impact Of Social Media And Change In Life Style After Pandemic Among College Going Girls** ” is given under the following headings.

2.1 Impact of Social Media and depression during pandemic

2.2 Introduction to social media and the pandemic

2.3 Social Media and College Going Girls : An overview

2.4 The relationship between Social Media and Academic performance of College Going Girls during pandemic.

2.5 The role of social media in reducing social isolation of College Going Girls.

2.1 Impact of social media and depression during pandemic

The study conducted by (Aris Widiyanto et.al 2020) aimed to forecast how exposure to social media would affect depression and anxiety disorders among health students among the light of covid 19 pandemic. In May 2020, a sample of Indonesian college students majoring in health will participate in this cross-sectional study. Data were gathered using an online survey using a questionnaire. Multivariate logistic regression was used with Stata 13 to analyse the data. According to the study's findings, using social media while dealing with the COVID-19 pandemic had a statistically significant impact on depression and anxiety disorders. College students' exposure to social media during this epidemic may raise their

likelihood of developing anxiety and depressive disorders. Therefore, it is predicted that students will also need to be aware of how to safeguard themselves against extreme stress and anxiety during the Covid-19 outbreak.

The study conducted by (Nata Pratama Hardjo Lugito et.al 2021) aimed to look into how exposure to social media during the coronavirus disease 2019 (COVID-19) pandemic affects stress, anxiety, and depression. Between April and May 2020, during Indonesia's widespread social restrictions, a cross-sectional survey was carried out using an internet questionnaire. Over 18 Indonesian citizens were encouraged to participate by responding to an online survey through Google Forms . Data were collected on demographics, duration of social media use, and social media platforms used during the COVID-19 pandemic. Depression, anxiety, and stress were measured using the Depression Anxiety Stress Scale-21. ANOVA and Pearson Chi-square were used to evaluate the data. Multinomial logistic regression was used to analyse risk factors and statistically significant variables. Result of the study is the median age was 24 (interquartile range: 17–56), and there were 121 , female samples. Instagram, WhatsApp, and YouTube were the three social media networks that participants used the most. When compared to men, women had higher odds of experiencing mild to moderate depression and severe to extremely severe anxiety. Social media use was linked to a lower risk of experiencing mild to moderately severe anxiety, mild to moderate stress, and severe to extremely severe depression. Social media use was linked to lower levels of stress, anxiety, and depression during the COVID-19 pandemic. Social media could be used by government and medical personnel to provide information about COVID-19 and have a positive psychological impact.

The study conducted by (Mohammad Ahmed Hammad et.al 2021) aimed to determine the prevalence of social isolation, depression, and anxiety among people during the COVID-19 pandemic in the current study. We also looked at the connections between anxiety, despair, and social isolation and exposure to false news on social media. Data from 371 Saudi participants (aged 16 to 60) were gathered using a cross-sectional design using the Generalised Anxiety Disorder-7, the Centre for Epidemiological Studies Depression Scale,

and the de Jong Gierveld Loneliness Scale. The prevalence of anxiety, sadness, and social isolation was found to be 47.82%, 47.57%, and 46.42%, respectively, according to the results. Additionally, more than 83% of the interviewees said they frequently used social media throughout the pandemic. We discovered a strong positive correlation between social media disinformation exposure and anxiety, despair, and loneliness. However, because this study is cross-sectional, it is impossible to say whether social media affects mental health negatively, whether people who are more depressed, anxious, or socially isolated use social media more than others, or whether a third factor could explain both of these possibilities. We provide the Saudi Arabian authorities with precise recommendations for the COVID-19 pandemic based on our research. With the help of the World Health Organisation (WHO), minor and filtering out false material can encourage the dissemination of accurate news in Saudi Arabia.

The study conducted by (Xue Yang et.al 2021) aimed to study, the moderating effects of age on the mediation models as well as the impacts of social isolation and post-traumatic stress disorder (PTSD) symptoms on the link between social media use and depressed symptoms and suicidal ideation were examined. In May and June of 2020, when Hong Kong was actively implementing infection control measures, we conducted a population-based random telephone poll. The study was completed by 1070 persons in total, 658 of whom used social media and 412 of whom did not. For the purpose of examining the impacts of mediation and moderation, structural equation modelling (SEM) and multigroup SEM were used. 11.6% of people reported a weighted prevalence of probable depression, and 1.6% reported having suicidal thoughts in the previous two weeks. Both moderated mediation models of depressed symptoms ($\chi^2=335.3$; $P<.05$; comparative fit index [CFI]=0.94; nonnormed fit index [NNFI]=0.92; root mean square error of approximation [RMSEA]=0.06) and suicidal ideation ($\chi^2=50.8$; $P<.05$; CFI=0.99; NNFI=0.99; RMSEA=0.02) demonstrated adequate model fit. While younger persons ($\beta=.04$; $P=.55$) did not experience a significant negative direct effect of social media use on depression symptoms, older adults did ($\beta=-.07$; $P=.04$). Both younger ($\beta=.09$; $P=.02$) and older ($\beta=.10$; $P=.01$) individuals significantly benefited from the indirect effect via PTSD symptoms.

Older individuals ($\beta = -.01$; $P = .04$) were significantly affected by the indirect social loneliness effect, but younger individuals ($\beta = .01$; $P = .31$) were not. There was no statistically significant difference between the two age groups in the direct relationship between social media use and suicidal ideation ($P > .05$). Both younger people ($\beta = .02$; $P = .04$) and older people ($\beta = .03$; $P = .01$) experienced statistically significant indirect effects via PTSD symptoms. Social isolation did not significantly mediate the relationship between suicidal thoughts and use of social media in either age group ($P > .05$). With different effects on different age groups, social media may be a “double-edged sword” for psychosocial well-being during the COVID-19 epidemic. In order to avoid serious mental health issues during and after the COVID-19 pandemic, the mediators revealed in this study can be addressed by psychological therapies.

The study conducted by (Yang Li et.al 2022). The goal of the study was to determine how factors like as physical health, the Big Five personality traits, media consumption, and various forms of perceived social support affected the levels of depression among senior people during the COVID-19 pandemic. 1147 older persons participated in a cross-sectional survey in more than 120 Chinese cities, and hierarchical regression was used to look at the determinants of depression severity. According to the findings, during the COVID-19 epidemic, nearly half of the elderly (48%) experienced mild to extremely severe depression. The degree of depression was inversely related to physical health, extraversion, conscientiousness, agreeableness, and familial support, and inversely related to media consumption and neuroticism. The study focused on the relationship between physical health, the Big Five personality traits, media consumption, and perceived social support from family as predictors of depression levels, offering further strategies to assist the elderly in responding to a public health emergency.

2.2 Introduction to Social Media and the Pandemic

The current study attempts to emphasise Indonesian society’s current scenario, where the outbreak position is extremely high. Users of social media between March and April 2020 provided data for the study. Additionally, secondary sources such as reviews, academic papers, and scientific articles from credible journals were used to generate the data. Through the use of random sampling, a total of 348 responses were gathered from respondents. The

majority of these replies reflect favourable opinions towards the use of social media as a source of medical information. The findings show that the respondents have utilised social media to ask their offline friends, family, and coworkers for social support as well as their online networks. The study also looks at how everyone perceives using social media platforms to share, post, and respond to any medical information related to the epidemic. Since people continue to work from home, maintaining the social distance, the majority of users have seen that family and friends have offered support and attempted to raise awareness by sharing and circulating a range of material inside their closed-social network.

2.3 Social Media and College Going Girls : An overview

V. Kalyani(2021) ,The purpose of this study is to look into how social networking sites (SNS) affect adolescent schoolgirls in India's Shivaganga State in terms of their self-esteem. Part of the methodology covers Among the female students in the state's urban areas, a multi-stage probability sampling is conducted. The necessary data is gathered using common questionnaires, including the Rosenberg Self-esteem Scale. The findings of this study are used to explain the considerable positive link between the individuals' use of Facebook and their sense of self-worth. According to the results of the linear regression study, teenage girls' use of Facebook greatly boosts their self-esteem.

Shoaib Hasan (2018)The current study's objectives were to examine the effects of social media usage (high and low) and gender as well as education (post-graduate to graduate), gender, and social media usage (male versus female), on young people's sense of self-worth. 160 young people in total took part in the study; 80 were undergraduate students (40 males and 40 girls) and 80 were postgraduate students (40 boys and 40 girls) studying in various departments at DDU Gorakhpur University in Gorakhpur. Cooper and Smith's Self-Esteem Inventory (1882) was used to measure self-esteem and an open-ended structured interview technique was employed to learn more about social media usage. Results showed that self-esteem varied significantly by gender and was highest among female users. Additionally, there were substantial differences in social media usage in terms of self-esteem, suggesting that low social media users had greater levels of self-esteem.

Shannon M Gallagher (2017) The goal of this study was to determine whether there is a connection between social media and self-esteem, particularly among teenagers. 130 students from two high schools completed two surveys, the first of which gauged their usage of social media, and the second of which examined their sense of self-worth. Correlational tests were conducted utilising each social media variable and the participant's self-esteem level; two variables were determined to be statistically significant when using all 130 individuals. The participants who did not use social media were excluded from the second data set, and four variables were found to be significant in relation to self-esteem scores, including whether participants were bothered if they did not receive as many likes as they anticipated on their posts, how many people liked their most recent selfie, how many people liked selfies on average, and how long participants waited before checking social media after they posted. The conclusion of the current study is that a relationship exists between social media and self-esteem.

The study conducted by (Jyothi S Talawar et.al 2020) to investigate the connection between social media and how it affects young people's behaviour. Youth develop critically during adolescence and young adulthood, when they start to define their own identities and forge lasting relationships. However, social media use can have an impact on these stages of development, thus this paper assesses how it affects young people's self-esteem. On both primary and secondary data, the current study is built. To choose the study's samples, simple random sampling is used. Data analysis is carried out utilising MS-Excel and basic statistics.

The study conducted by (Kaveri Subrahmanyam et.al 2008) find out what emerging adults do online, with whom they communicate, and how these online interactions relate to their offline relationships was the goal of the study. The offline and online surveys were both conducted in two steps. Prior to providing their email address, participants had to finish the paper-and-pencil survey in the lab. After that, they received an email with a link to the

survey, which they were instructed to complete while perusing their social networking profile and instant messaging contact list. According to the findings, our participants' use of social networking sites was likely interwoven with their offline relationships as well as their problems. By building and maintaining ties with the individuals in their lives, emerging adults must complete the developmental job of creating intimate relationships. Reports of their normal social networking site activities appeared to represent how the emerging adults in our sample were utilising social networking sites.

2.4 The relationship between Social Media and academic performance of college going girls during pandemic

The study conducted by (Parth Singh Meena et.al 2012) to determine whether teens, especially those who live in cities, spend too much time on social networking sites. A 20-item Young's internet addiction test that had been updated for social networking sites was administered to 200 subjects, 200 of which were boys and girls. Chi-square analysis and Fisher's exact analysis were used to analyse the replies. Due to their excessive use of social networking sites, 24.74% of the students reported occasional or "frequency" problems, while 2.02% reported serious issues. Teenagers are spending a lot of time socialising online and are prone to become "addicted" to this type of online social engagement as a result of social media's ever-growing popularity.

The study conducted by (Farez El Abiddine et.al 2022) The purpose of the current study was to examine the relationship between problematic social media use, subjective wellbeing, and a putative mediator of sleeplessness. From a university in Algeria, a proportionate random sample was taken between March and April 2020. 101 men, or 35.1%, of the participants (n = 288; mean [SD] age = 20.83 [2.13]) were males. 74.3 percent of the participants (n=214; close to three-fourths) spent more than three hours per day on social media. Their mean (SD) scores on the Bergen Social Media Addiction Scale were 15.64 (4.80), the Arabic Scale of Insomnia was 16.19 (9.15), and their total subjective well-being score was 28.13 (7.90). The usage of social media in a problematic way and users' general subjective well-being were found to be indirectly correlated, according to structural equation

modelling (SEM). The total subjective well-being sub domains also showed indirect but not direct impacts. Additionally, all SEM models provide a good fit for the data. Based on the findings, it can be said that insomnia seems to be a significant mediator of the link between subjective well-being and problematic social media use. This implies the significance of addressing the concerns of social media use that might be problematic for university students as well as insomnia. It also has significant ramifications for how to address social media abuse, particularly during the COVID-19 pandemic.

This study conducted by (Neha Bhati et.al 2022) examines the impacts of COVID-19, a virus that causes human infection, in order to gain a more comprehensive understanding of teenage mental health. People can become infected with COVID-19. “Social media fatigue” is the word used to describe a controlled and personal sense of exhaustion brought on by using these platforms. This study looks into how the COVID-19 coronavirus outbreak has affected teenage mental health, particularly psychological distress and sadness. The mental health of a person is negatively impacted by COVID-19 in numerous ways. Students are more familiar with digital gadgets even though they frequently take classes online. As a result, there is a higher probability of being drawn to social media sites. According to Dhir et al. in *Int J Inf Manage* 48:193-202, 2019, social media use intensity and frequency were the best indicators of social media fatigue. Significant predictors of social media tiredness included self-disclosure and online social comparison. The findings also suggest that excessive social media use may contribute to subpar academic achievement (Malik et al. in *Inf Technol People*, 2020). The study looks at how social media use affects academic performance differently for men and women.

The study was conducted by (Tapesh Kiran et.al 2022) its main objective was to evaluate the influence of social media on university students' academic achievement. A survey comprising 12 questions was given to 150 students for this study, 75 of whom were from Daystar University and 75 from the University of Kurukshetra. According to our research, the majority of students at Daystar and University of Kurukshetra choose to use Facebook, Instagram, and WhatsApp, respectively. The most popular device for accessing social media

networks, according to the report, is a mobile phone. The amount of pupils using social media increases as class hours increase. Based on the results, it is clear that more students spend more than three hours each day using social media than do those who use it for less than 30 minutes. The academic performance is also greatly impacted by social media. The following were among the responses from respondents: “Social media makes learning more interactive; social media decreases academic activities and concentration in class; social media helps in the completion of class work easily; social media assists in gaining skills not taught in class; social media decreases academic activities and concentration; and social media helps in the access of academic materials.” Positive replies stand out among these responses, making social media a platform that has an impact on academic success.

The study was conducted by (Wai Ping Lim et.al 2021) determine whether there is a connection between students’ use of social media and their academic performance, with particular attention to the issues of gender differences, time spent on social media, and utilisation of social media for academic purposes. Through social media channels, a survey was distributed using Google Form. One-way and two-way ANOVA together with Cohen’s f effect size are utilised in PSPP to assess the acquired data. According to the results, there is a strong correlation between using Social media for academic reasons and students’ academic achievement ($F=1.94$, $Sig=0.19$, $f=0.5$). With a medium impact size ($F= 3.91$, $Sig=0.01$, $f= 0.28$), time spent on social media is also strongly correlated with students’ academic achievement. However, there is no association between students’ academic achievement and gender’s use of social media ($F=1.66$, $Sig=0.59$).

D. Vezhaventhan (et.al 2022),the study makes an effort to look into how social media affects students in higher education’s academic performance. A survey of high school pupils in Chennai, Tamil Nadu, India’s private schools served as the basis for this quantitative study. For assessing the hypothesis and its meaningful relationship with the variables, the study combined inferential statistics and Analysis of Variance (ANOVA). The study found that social media use has a dual effect, affecting communication between peers and teachers negatively (addiction) and favourably (knowledge sharing behaviour), which promotes academic success. Since the chalk and talk approach is all but extinct, both teachers and

students have had to adapt to newer teaching techniques. The study recommends implementing current pedagogy or developing a new type of learning that incorporates information and communication technology (ICT) and conventional instructional strategies.

D.Bharat Dhiman (2022),this study examines how students at Kurukshetra University in Kurukshetra, Haryana, India, utilise social media and how it affects their academic achievement.The data collection method employed was the questionnaire. 120 of the 150 questionnaires that were issued had been collected, which constituted an 80% response rate. According to the research study, the majority of the respondents had mobile phones with Internet access and were familiar with a variety of social media platforms and mobile applications. The study also revealed that most respondents spent between 30 and 3 hours each day using their mobile phones to access social media sites.The study also showed a link between the use of social media sites and mobile applications and students' academic achievement, as well as a detrimental impact on that performance. The study suggests that rather than engaging in the customary socialising with friends and family, instructors should urge students who have mobile phones to use them to enhance their research in the library. Additionally, it's important to encourage students to read more books and novels instead of spending most of their time on social media. Social media use has had a negative impact on pupils' academic achievement. Consequently, there is an immediate need to introduce children to the educational resources that are available in the library.

4.5 The role of social media in reducing social isolation of college going girls during pandemic

Magdalena Mosanya (2021),the purpose of the current study was to determine if these dimensions might serve as protective factors against the academic stress brought on by social isolation brought on by COVID-19 restrictions, as well as the loneliness and sense of controllessness it causes in international students (n = 170).The results of a hierarchical multiple regression model showed that perceived loss of control ($\beta = .53$, $p .001$) and growth mindset ($\beta = .22$, $p .001$) were significant direct predictors of academic stress, which together

accounted for 36% of the variance in academic stress. The harmful impact of loneliness on academic stress was reduced, according to a moderation study that explained 17% of the variance. Simple slopes analysis showed a significant influence for both high and moderate amounts of grit ($\beta = .16, p = .001$). According to our research, kids could be taught growth mindset and grit as dynamic factors to help them build resilience and reduce academic stress during the COVID-19 pandemic. Finally, our findings revealed that students most frequently cited their parents (37%) and friends (32%) as allies during the COVID-19 pandemic, whereas universities received the least amount of reported assistance (2.5%).

Shweta Singh et.al 2020, In order to better understand how the COVID-19 pandemic has affected children and adolescents, this paper will provide a narrative overview of several relevant papers. It will also discuss the use of local or national lockdowns to stop the spread of the disease. In order to better understand how children and adolescents were affected by the COVID-19 epidemic, we conducted a review and gathered papers and warnings. We chose a number of articles and arranged them thematically. We listed their main conclusions under the headings "Impact on Young Children," "Impact on School and College Students," "Impact on Children and Adolescents with Mental Health Challenges," "Impact on Economically Underprivileged Children," "Impact due to Quarantine and Separation from Parents," and "Impact due to International Organisation Advisories." We have also offered suggestions in relation to the foregoing. Planning longitudinal and developmental studies and putting into practice an evidence-based, detailed action plan are urgently needed to meet the psychosocial and mental health needs of the most vulnerable children and adolescents both during and after the pandemic. It is necessary to improve children's and teenagers' access to mental health services designed to offer solutions for creating good coping mechanisms during the current crisis. A direct and digital collaborative network of psychiatrists, psychologists, paediatricians, and community volunteers is thought vital for these novel child and adolescent mental health initiatives.

Sifan Kang et.al 2021, the purpose of the study was to investigate the association between emotional states and sedentary time and physical activity (PA) among Chinese adolescents

during the pandemic. In all, 4898 teenagers (aged 16.3–1.3) from 49 middle schools in 13 urban and rural districts of Yan'an, China, volunteered to take part in the study and responded to online questionnaires. Participants in our study accumulated a total of 363.6148.4 minutes of SED and 23.452.5 minutes of moderate-to-vigorous PA each day. Boys had more positive mood states than girls ($p < 0.01$). The third-grade kids at Senior High School experienced the most severe levels of mood disturbance. In this cohort, higher levels of PA were correlated with lower levels of overall mood disturbance (High PA group according to IPAQ: $B = 3.22$, $SE = 0.40$, $p < 0.001$; Moderate: $B = 1.47$, $SE = 0.37$, $p < 0.001$, compared to Low PA group). Throughout the COVID-19 pandemic, Chinese youth led a sedentary lifestyle. The level of mood disturbance was higher in girls and students in Grade 3 Senior High School. Adolescents in the epidemic who consumed more PA reported having better moods. In order to take focused action in the event of future catastrophes, policymakers and healthcare experts may find it helpful to understand the PA and emotional states of Chinese teenagers during the epidemic from the results of the current study.

CHAPTER-3

METHODOLOGY

The methodology adopted for the study entitled “ **Impact of social media and change in lifestyle after pandemic among college going girls**” is discussed under the following headings.

3.1 Selection of Area

3.2 Selection of Sample

3.3 Selection of method

3.4 Selection of tool

3.5 Collection of data

3.6 Analysis and Interpretation of Data

3.7 Development of booklet

3.1 Selection of Area

Selection of Area is an inevitable part of the study. The area selected for the study was Ernakulam district in Kerala. Ernakulam district is commercial capital of Kerala as it is the major business hub of Kerala State and the highest revenue yielding district in the state. Total area of about 3000 Sq.km .The sample fraction collected from students of 2 different Colleges, St.Teresa’s (autonomous) college and St.Albert’s (autonomous) college in Ernakulam district. The study focused only for College Going Girls.

3.2 Selection of Sample

The sample selected for the study was 100 college going girls between the age group of 18–23 years. 50 girls from St.Teresa’s (autonomous) and 50 girls from St Albert’s (autonomous) college were constituted the study sample . They belongs to the age group of (18-23) who all

are doing their UG and PG degree programmes and whose studies were affected by COVID 19 pandemic. Purposive sampling technique was used to collect data.

Purposive sampling

Purposive sampling is the deliberate selection of sample units that met specific predetermined criteria is known as purposeful sampling. Another name for this is judgement sampling. also known as non probability sampling.

3.3 Selection of Method

The survey method was used to collect the information regarding the study. A google form was generated including all aspects of the research topic. A WhatsApp group was generated to connect with subjects.

3.4 Selection of Tool

The data was collected by using questionnaire method. A questionnaire is a research tool consist of sequence of questions for the purpose of gathering information from the respondents. The investigator included the questions in order to gather the information needed for the study. sections included; general informations, social media practices and preferences, challenges and benefits of social media and a comparison of social media impact before and after pandemic. All these details were included in the google sheet and sent to the subjects. WhatsApp reminders were given to all subjects included in the study.

3.5 Collection of Data

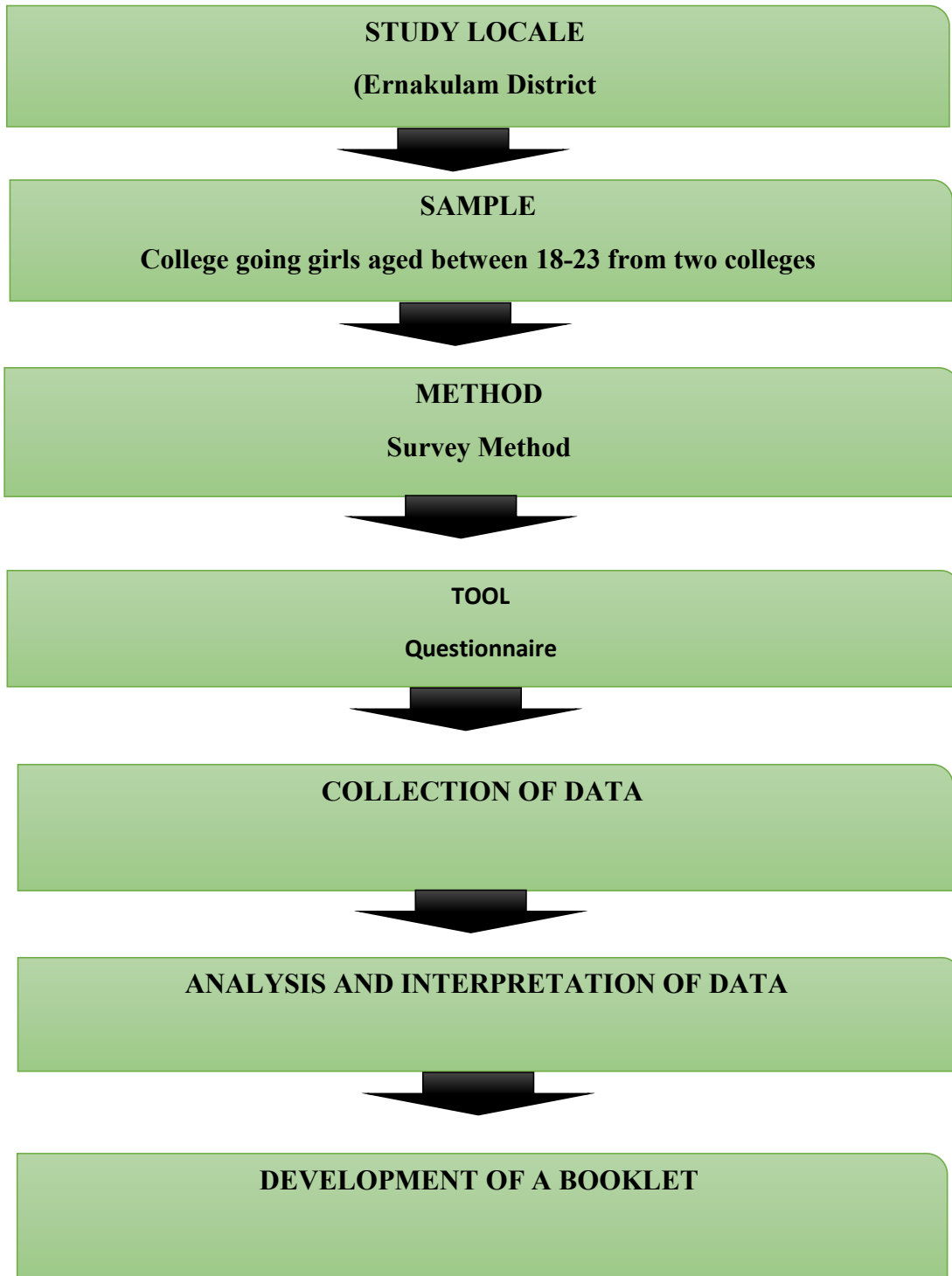
The google forms were given to the subjects and briefed the purpose to the study to the subjects. The subjects were given 2 weeks time to fill up the data. The filled forms were collected and processed.

3.6 Analyses and Interpretation of Data

The collected data was tabulated, analysed and presented using proper statistical methods. The data analysis used for the interpretation of the study was percentage analysis.

3.7 Development of a Booklet

The booklet was named “ Minding our footprints: A comprehensive handbook for social etiquette”. It is an etiquette booklet aims to equip college going girls with the knowledge and skills necessary to handle the digital landscape responsibly and ethically. The college going girls can use it as a guide line to practice good social media discipline .



An overview of Research Design

CHAPTER -4

RESULTS AND DISCUSSION

The results of the study entitled “ **Impact of social media and change in lifestyle after pandemic among college going girls**” are presented under the following headings.

4.1 General information of the respondents.

4.2 Specific information of the respondents about social media usage

4.2.1 Social Media practices and preferences during pandemic

4.2.2 Favourite networking sites preferred by respondents

4.2.3 Reasons for preferring Social networking sites

4.2.4 Person who introducing social networking sites

4.2.5 Source of money for social media usage cost

4.2.6 Problem caused by overuse of social media sites

4.2.7 Challenges faced during pandemic

4.3 Impact of Social Media during pandemic

4.3.1 The preferred mode of learning

4.3.2 Satisfaction level of subjects during pandemic

4.3.3 Change in food habits and lifestyle

4.4 Comparison of social media impact before and after pandemic

4.4.1 Education

4.4.2 Lifestyle changes and behaviour

4.4.3 Emotional well-being and mental health

4.5 Development of booklet

4.1.General Information about Respondents

Table 1 General information about respondent

Particulars	Responses in percentage(%) N =100
Age (in years)	
18	4
19	3
20	6
21	12
22	43
23	32
Gender:Female	100
Type of family	
Joint	19
Nuclear	78
Single parent	2
Others	1

In Table 1 Gives general Informations about respondents.Among 100 samples.The majority of the respondents belong to the age group of 22 years (43%) and 23 years (32%).The age group distribution suggests that the study primarily includes college-going girls in their early twenties, which provides insights into the experiences and perspectives of this specific demographic.The data revealed that the majority of the respondents come from nuclear families (78%).A significant proportion of the respondents belong to joint families (19%).The age distribution indicates that the study sample consists mainly of college-going girls in their early twenties, which aligns with the target population for understanding the impact of social media and changes in lifestyle. These young women are more likely to be active users of social media and have experienced significant changes in their lives due to the pandemic.The prevalence of nuclear families among the respondents indicates that they may have experienced a different social and familial support system compared to those in joint or single-parent families. This distinction in family types could influence their access to resources, support networks, and adaptation strategies during the pandemic.

4.2 Specific Information of the respondents about social media usage

4.2.1 Social Media practices and preferences during pandemic

Table 2 Social Media preferences during pandemic

Particulars	Responses in percentage(%) N=100
Usage of Social networking sites	
Yes	100
Commonly used social networking sites.	
WhatsApp	67
Instagram	31
Facebook	0
Others	2
Visiting to social networking sites	
Usually	74
Sometimes	24
Rarely	2
Never	
Time spend for updation in networking sites	
< 3 hours	35
3 - 4 hours	39
4 - 6 hours	26

All respondents (100%) reported using social networking sites, Whatsapp was the most commonly used networking site among the respondents, with 67% of them using it. Whatsapp is known for its instant messaging capabilities and group communication features, making it a popular choice for staying connected with friends and family during the pandemic. The second most popular networking site among the respondents was Instagram, with 31% of them using it. Instagram is a visual - based platform that allows users to share photos and videos, and it gained popularity during the pandemic as people sought ways to express themselves creatively and engage with others visually. None of the respondents reported using Facebook during the pandemic. This could be due to a shift in user preferences or a result of Facebook declining popularity among younger demographics in recent years. Only 2% of the respondents reported using other networking sites. This indicates that the majority of college-going girls relied on Whatsapp and Instagram as their primary social media platforms during the pandemic. Considering the visiting frequency, the majority (74%) indicated that social media was a regular part of their daily routine during the pandemic. This suggests that social media served as a means of entertainment, information, and social connection for college-going girls during these challenging times. A significant portion (24%) reported visiting social networking sites sometimes, indicating that they used social media sporadically or in specific situations. This suggests that not all respondents were heavily dependent on social media and might have had a more balanced approach to its usage. Only 2% of the respondents reported rarely visiting social networking sites. This could indicate a small subset of individuals who preferred limited engagement with social media or found other means of entertainment and connection outside the digital realm. The majority of respondents (39%) reported spending 3-4 hours on social media for updates, followed closely by 4-6 hours (26%). This indicates a significant amount of time dedicated to social media activities, which could be attributed to increased leisure time during the pandemic and a greater need for virtual social interaction. A considerable portion (35%) reported spending less than 3 hours on social media for updates. This suggests a more moderate usage pattern, where individuals managed their time and prioritized other activities over prolonged social media engagement.

4.2.2 Favourite Net Working Sites preferred by respondents

Table 3 Favourite Net Working Sites preferred by respondents

Most favourite networking sites	Responses in percentage(%) N=100
WhatsApp	22
Instagram	52
Youtube	15
Snapchat	1
Twitter	1
Video forms	1
Google	1
Udemy	1
Online shopping	1
None	2

Instagram emerged as the clear favourite networking site among the respondents, with 52% of them choosing it as their most favourite platform. Instagram visually appealing interface, photo-sharing capabilities, and interactive features likely contributed to its popularity among college-going girls during the pandemic. WhatsApp was the second most favourite networking site, with 22% of respondents selecting it. The platform's ease of use, group chat functionality, and privacy features may have made it a preferred choice for staying connected with friends and family. YouTube, with 15% of respondents, emerged as another popular choice. YouTube's vast content library, including entertainment, educational, and DIY videos, likely provided a source of both entertainment and learning during the pandemic. Other networking sites such as Snapchat, Twitter, video forms, Google, Udemy,

and online shopping received minimal preference from the respondents. This indicates that these platforms were not as popular among college-going girls during the pandemic.

4.2.3 Reason for preferring social networking sites

Table 4 Reason for preferring social networking sites

Preference of social networking sites	Respondents in percentage(%) N=100
User friendly	40
Variety of activities	45
Easy to access	13
Financial Involvement (paid/unpaid)	2

40% of college-going girls find social networking sites user-friendly, indicating that these platforms are designed to be accessible and easy to navigate. 45% of respondents value the variety of activities available on social networking sites, suggesting that they appreciate the diverse content and features offered. 13% find social networking sites easy to access, indicating that these platforms are readily available and convenient for use. Only 2% of respondents mentioned financial involvement as a preference, suggesting that most college-going girls prioritize free or low-cost social media platforms.

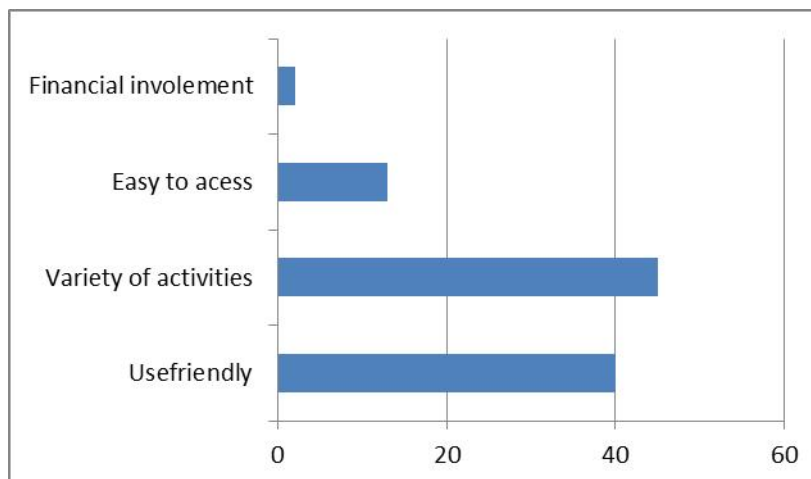


Figure 1 Preference of social networking sites

4.2.4 Person who introducing social networking sites

Table 5 Person who introducing social networking sites

Person who introduced social networking sites	Respondents in percentage(%) N=100
Friends	64
myself	14
No one	4
Brothers	1
Peer group	1
society	1

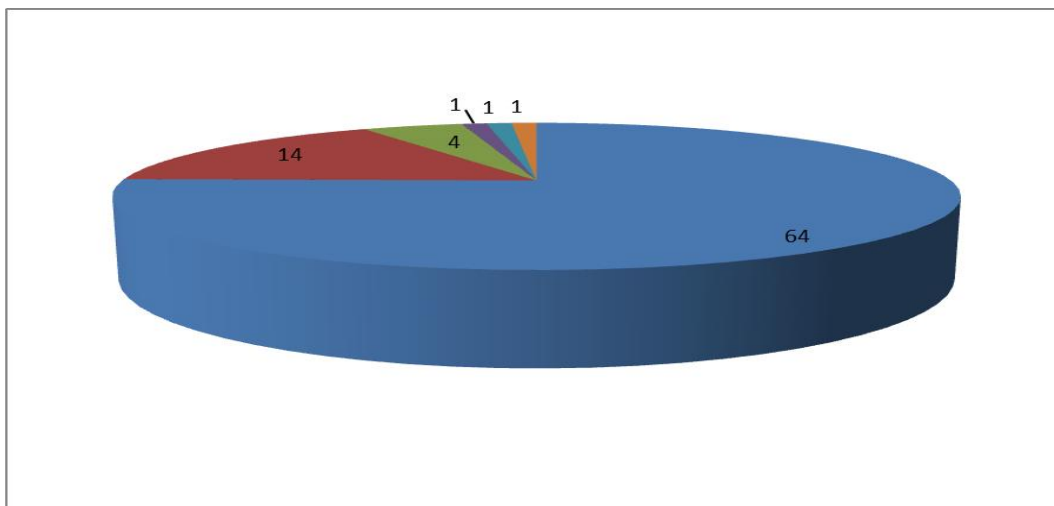


Figure 2 Person who introducing social networking sites

64% of respondents were introduced to social networking sites by their friends, indicating the influence of peer networks in adopting these platforms.14% mentioned discovering social networking sites on their own, highlighting individual exploration and curiosity.4% of respondents mentioned not having a specific person who introduced them to social networking sites, suggesting that they might have discovered these platforms through general awareness or independent research.1% each mentioned their brother, peer group, society, as the source of introduction, indicating that these factors have a relatively smaller influence.

4.2.5 Source of money for social media usage cost

Table 6 Source of money for social media usage cost

Source of money social media usage cost	Respondents in percentage(%) N=100
Parents	78
Friends	3
Self earned	13
Others	6

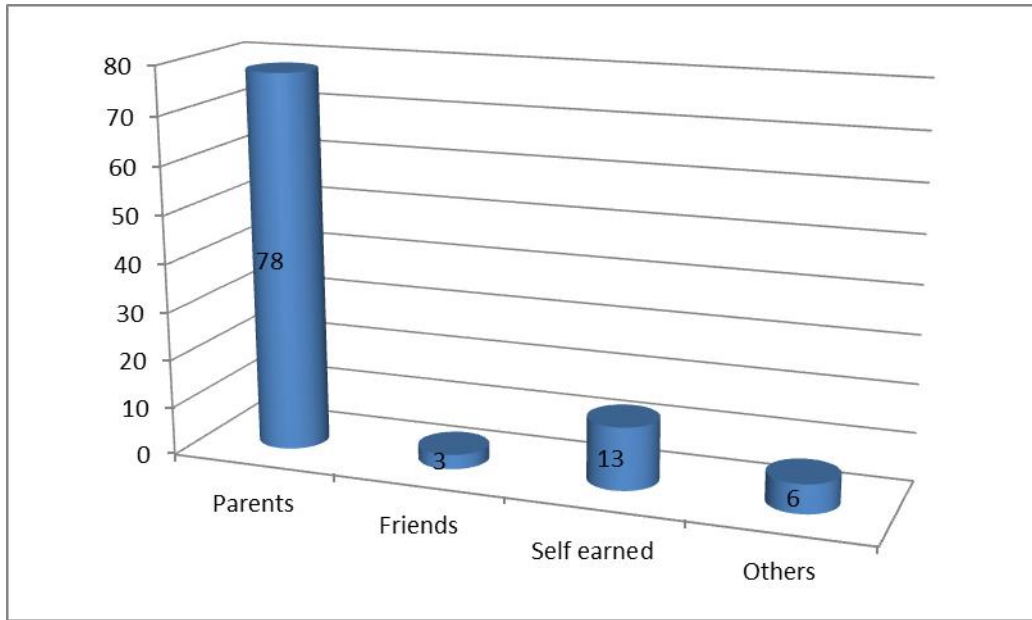


Figure 3 Source of money for social media usage cost

78% of college-going girls mentioned that their parents cover the cost of social media usage, indicating that most rely on their parents' resources to access these platforms. 3% mentioned that friends cover the cost, suggesting the presence of shared plans or arrangements among peers. 13% mentioned self-earned income as the source of financing their social media usage, indicating some level of financial independence.

4.2.6 Problem caused by overuse of social media site

Table 7 Problem caused by overuse of social media sites

Problem caused by overuse of social media sites	Responses in percentage(%) N=100
Anxiety	61
Depression	6
Loneliness	13
Others	20

61% of college-going girls reported experiencing anxiety as a problem caused by overuse of social media, indicating the potential negative impact on mental health.6% mentioned depression as a consequence of excessive digital engagement, highlighting the need for mental health support in this context.13% mentioned loneliness, suggesting that social media use might not always alleviate feelings of isolation and can sometimes contribute to it.20% mentioned other problems caused by overuse.

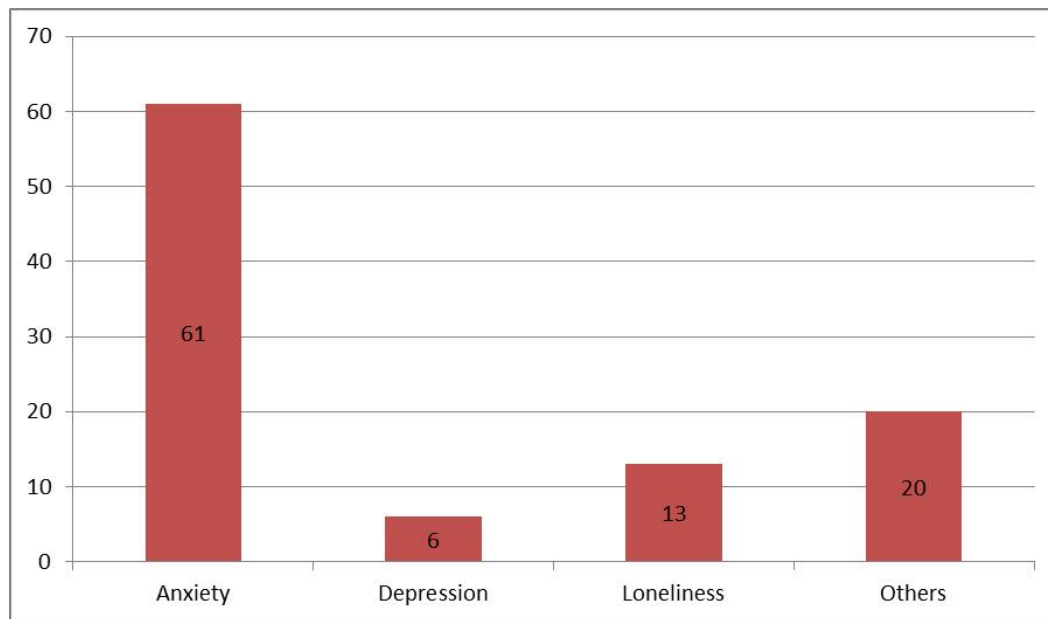


Figure 4 Problem caused by overuse of social media sites

4.2.7 Challenges faced during pandemic

Table 8 Challenges faced during pandemic

Particulars	Responses in percentage(100%) N=100				
	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
Learn new skills	50	22	12	6	10
Addicted to social media	45	23	18	7	7
Social media is part and parcel of life	56	15	11	8	10

The survey results indicated that a majority of the respondents (50%) strongly agreed and 22% agreed that they had learned new skills during the pandemic. Only 6% disagreed or strongly disagreed with this statement, while 12% remained neutral. These findings suggest that the majority of college-going girls actively engaged in skill acquisition during the pandemic, with social media playing a significant role in this process. The survey results indicated that a significant percentage of participants (45%) strongly agreed and 23% agreed that they were addicted to social media. Additionally, 7% disagreed and 7% strongly disagreed, while 18% remained neutral on the issue. These findings suggest a concerning prevalence of social media addiction among college-going girls. The high percentage of participants who agreed with the presence of social media addiction highlights the need to address this issue among college-going girls. Social media platforms are designed to be engaging and can lead to excessive usage, resulting in negative consequences such as decreased productivity, impaired relationships, and compromised mental health. The survey results indicate that a majority of the participants strongly agreed (56%) and 15% agreed that social media is part and parcel of life. Conversely, 10% strongly disagreed and 8%

disagreed, while 11% remained neutral on the issue. These findings suggest a widespread acknowledgment of social media’s prominent role in the lives of college-going girls. The high percentage of participants strongly agreeing that social media is an integral part of life reflects the pervasive influence of these platforms in modern society. Social media has transformed the way individuals interact, stay informed, and express themselves. It offers numerous benefits, such as facilitating communication, connecting with friends and family, sharing experiences, and accessing a wide range of information and entertainment.

4.3 Impact of social media during pandemic

Particulars	Responses in percentage (%) N=100				
	None of the time	Rarely	Some of the time	Often	All of the time
Feeling optimistic	6	13	51	18	12
Feeling Usefull	11	13	41	26	9
Feeling relaxed	9	19	45	21	6
Feeling good about yourself	8	17	36	22	17
Feeling confident	4	20	41	25	10
Capability of makeup your own mind about things	7	14	33	32	14
Actively contribute to the happiness and well-being of others	4	8	33	37	18

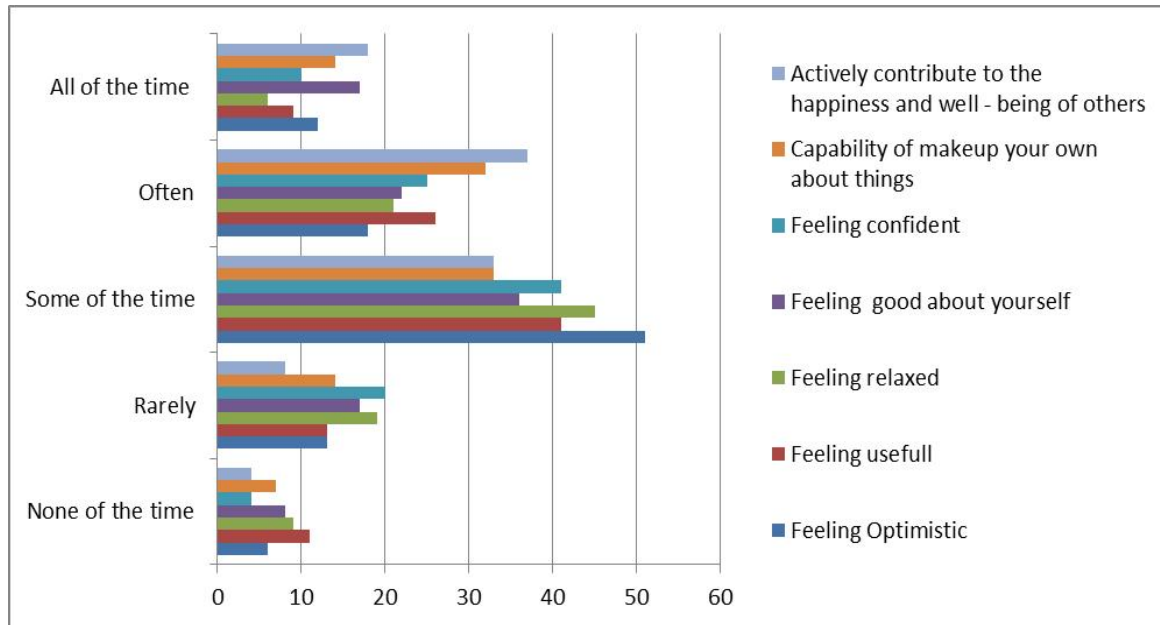


Figure 5 Impact of social media during pandemic

These results suggest that a majority of college-going girls (51%) feel optimistic at least some of the time, while only a small percentage (6%) never feel optimistic. It indicates that social media and the changes in lifestyle after the pandemic have had a positive impact on the overall optimism levels of college girls. This increased optimism could be attributed to various factors such as increased connectivity, access to positive content, and adapting to new routines. The results indicate that a significant proportion of college-going girls (41%) feel useful some of the time, while only a small percentage (11%) never feel useful. This suggests that social media and the changes in lifestyle have had a moderate impact on enhancing girls' sense of usefulness. It could be due to the opportunities presented by social media platforms for self-expression, sharing knowledge, and engaging in meaningful activities. The data reveals that a majority of college-going girls (45%) feel relaxed some of the time, while a smaller percentage (9%) never feel relaxed. This suggests that social media and lifestyle changes after the pandemic have had a positive impact on relaxation levels among girls. Social media platforms may provide avenues for relaxation, entertainment, and connecting with others. Some of the time, while only a small percentage (8%) never feel good about themselves. This indicates that social media and changes in lifestyle have

positively influenced girls' self-perception and self-esteem. The exposure to positive messages, support from online communities, and opportunities for self-presentation may contribute to these findings. The results show that a significant proportion of college-going girls (36%) feel good about themselves. The data suggests that a moderate proportion of college-going girls (41%) feel confident some of the time, while a small percentage (4%) never feel confident. This indicates that social media and changes in lifestyle after the pandemic have had a positive impact on girls' confidence levels. Engaging with diverse content, receiving validation from online communities, and developing new skills through online platforms might contribute to increased confidence among college girls. The results show that a significant proportion of college-going girls (32%) feel capable of making their own mind about things often, while only a small percentage (7%) never feel this way. This suggests that social media and changes in lifestyle. The data reveals that a significant proportion of college-going girls (37%) actively contribute to the happiness and well-being of others often, while a smaller percentage (4%) never do so. This suggests that social media and changes in lifestyle after the pandemic have had a positive impact on girls' engagement in activities that benefit others.

4.3.1 The preferred mode of learning during pandemic

Table 8 The preferred mode of learning during pandemic

The preferred mode of learning	Respondents in percentage (%) N=100
Online	12
Offline	87
Others	1

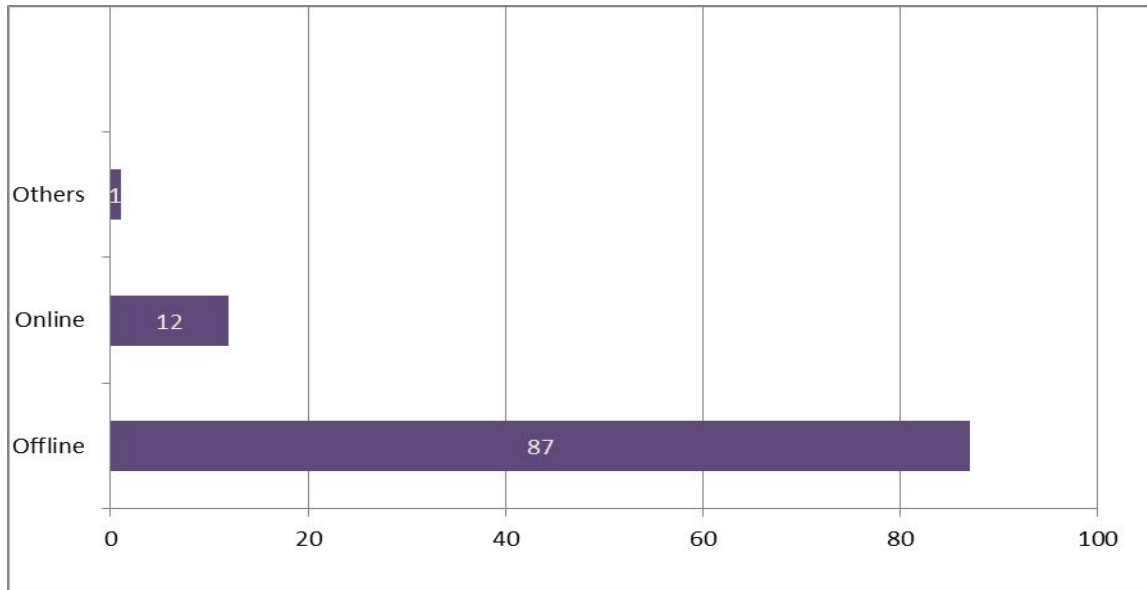


Figure 5 Mode of learning during pandemic

The majority of college-going girls (87%) preferred offline learning, which indicates a strong preference for traditional in-person education. Only a small percentage (12%) choose online learning, which could be attributed to the circumstances imposed by the pandemic. The presence of the “Others” category (1%) suggests that there might be alternative modes of learning not captured by the provided options.

4.3.2 Satisfaction level of subjects during pandemic

Table 9 Satisfaction level of subjects during pandemic

Level of satisfaction	Respondents in percentage (%) N=100
Very satisfied	4
Satisfied	21
Moderate	48
Dissatisfied	27

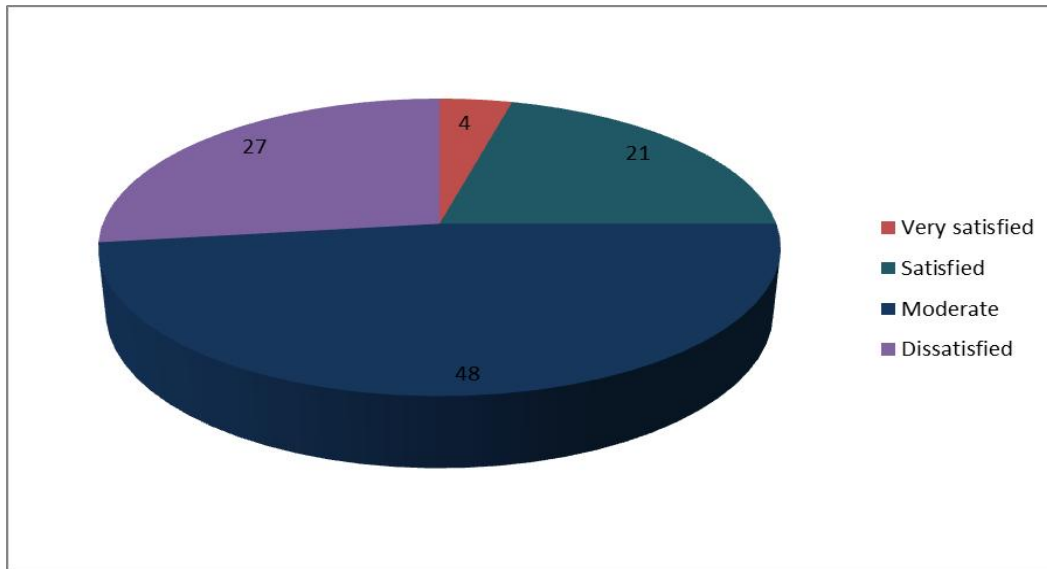


Figure 6 Level of satisfaction

The satisfaction levels of college-going girls with online learning show a mixed response. A majority of students expressed moderate satisfaction (48%), indicating that they were neither extremely satisfied nor dissatisfied with online learning. A notable percentage (27%) reported being dissatisfied, while a smaller proportion (21%) expressed satisfaction. The lowest satisfaction level was reported by only 4% of students who were very satisfied with online learning.

4.3.3 Change in food habits and lifestyle

	Responses in percentage(%) N=100				
	Significantly Increased	Slightly Increased	Similar	Slightly Decreased	Significantly Decreased
Habit of snacks time changed	13	40	33	12	2
Consuming the changes in the quality meals and snacks	8	34	40	16	2
Variation in daily intake of fruits and vegetables	11	38	39	11	1
Have any advices from family and friends in eating healthy foods	16	35	44	5	0
Participation in aerobic exercise changed	10	22	44	16	8

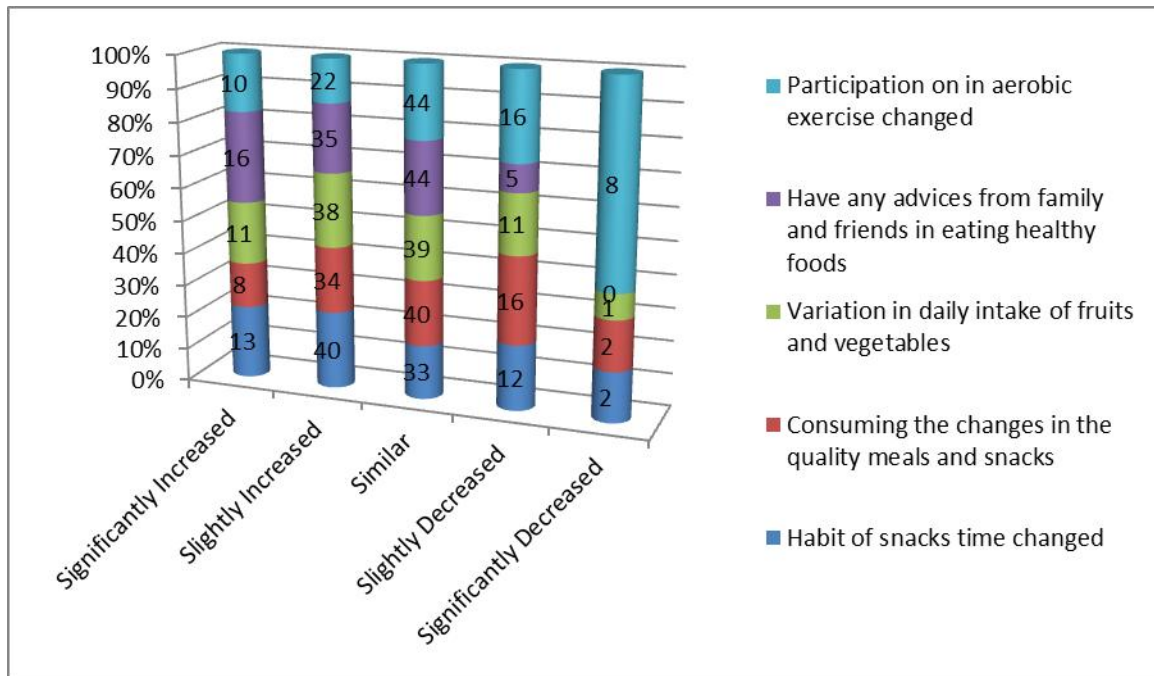
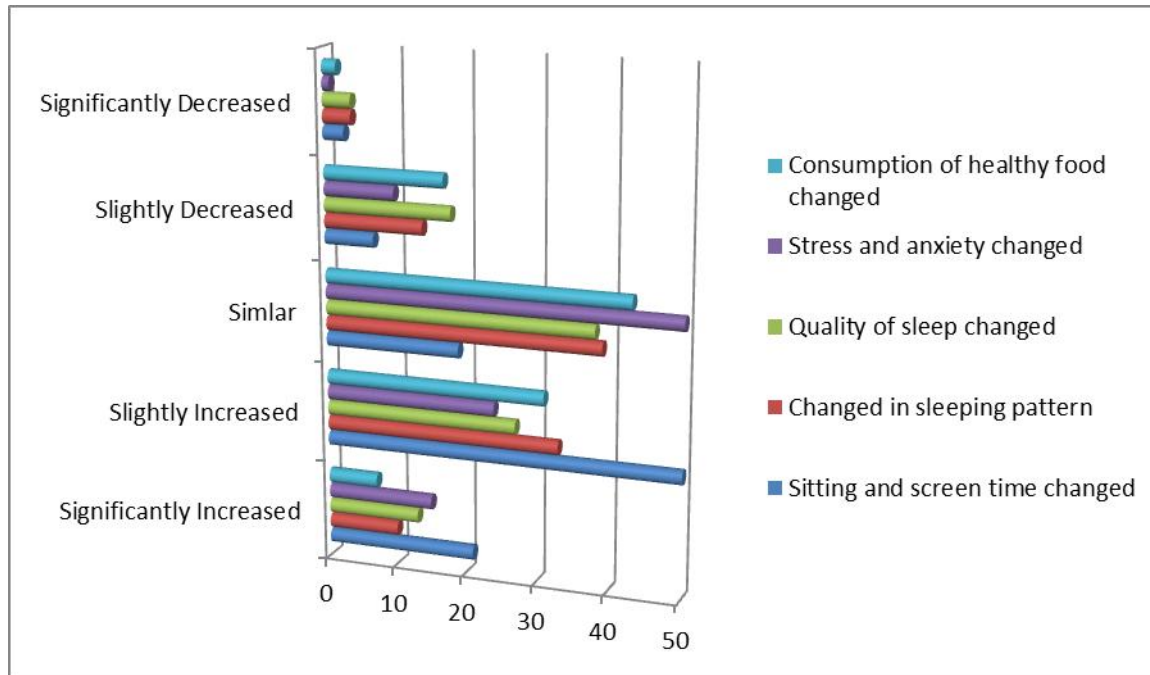


Figure7 Change in food habits and lifestyle

13% of college-going girls significantly increased their snack time.40% of college-going girls slightly increased their snack time.33% of college-going girls reported no significant change in their snack time.12% of college-going girls slightly decreased their snack time.2% of college-going girls significantly decreased their snack time.The data shows that a significant proportion of college-going girls experienced an increase in their snack time after the pandemic. This could be attributed to factors such as increased screen time on social media platforms, boredom, or emotional eating. It is essential to be mindful of the quality and quantity of snacks consumed to maintain a healthy lifestyle.8% of college-going girls significantly increased their consumption of quality meals and snacks.34% of college-going girls slightly increased their consumption of quality meals and snacks.40% of college-going girls reported no significant change in their consumption.16% of college-going girls slightly decreased their consumption.2% of college-going girls significantly decreased their consumption.The data indicates that a notable proportion of college-going girls observed an increase in their consumption of quality meals and snacks after the pandemic. 11% of college-going girls significantly increased their daily intake of fruits and vegetables.38% of college-going girls slightly increased their daily intake of fruits and vegetables.39% of college-going girls reported no significant change in their intake.11% of college-going girls

slightly decreased their daily intake.1% of college-going girls significantly decreased their daily intake.The data reveals that a considerable number of college-going girls experienced an increase in their daily intake of fruits and vegetables after the pandemic.16% of college-going girls significantly increased the advice received from family and friends regarding healthy eating.35% of college-going girls slightly increased the advice received.44% of college-going girls reported no significant change in the advice received.5% of college-going girls slightly decreased the advice received.0% of college-going girls significantly decreased the advice received. The data indicates that a notable proportion of college-going girls experienced an increase in the advice received from family and friends regarding healthy eating after the pandemic.10% of college-going girls significantly increased their participation in aerobic exercise.22% of college-going girls slightly increased their participation.44% of college-going girls reported no significant change in their participation.16% of college-going girls slightly decreased their participation.8% of college-going girls significantly decreased.

	Responses in percentage(100%) N =100				
	Significantly Increased	Slightly Increased	Similar	Slightly decreased	Significantly decreased
Sitting and Screen time changed	21	50	19	7	3
Change in sleeping pattern	10	33	39	14	4
Quality of sleep changed	13	27	38	18	4
Stress and anxiety changed	15	24	50	10	1
Consumption of healthy food changed	7	31	43	17	2



21% significantly increased,50% slightly increased,19% similar,7% slightly decreased,3% significantly decreased .This data suggests that a significant portion of college-going girls experienced an increase in sitting and screen time after the pandemic, with a larger proportion slightly increasing their time spent on screens.10% significantly increased,33% slightly increased,39% similar,14% slightly decreased,4% significantly decreased. These results indicate that a considerable number of college-going girls observed changes in their sleeping patterns after the pandemic, with a substantial proportion experiencing slight increases or decreases.13% significantly increased,27% slightly increased,38% similar,18% slightly decreased,4% significantly decreased. The data reveals that a notable percentage of college-going girls reported changes in the quality of their sleep after the pandemic, with a significant proportion observing slight improvements or declines.15% significantly increased,24% slightly increased,50% similar,10% slightly decreased,1% significantly decreased.These findings suggest that a considerable number of college-going girls experienced increases in stress and anxiety levels after the pandemic, with a smaller proportion reporting slight decreases.7% significantly increased,31% slightly increased,43%

similar,17% slightly decreased,2% significantly decreased.The data shows that a minority of college-going girls reported significant increases in the consumption of healthy food after the pandemic. However, a substantial proportion experienced slight increases or decreases, while the majority reported no significant changes.

4.4 Comparison of Social Media Impact before and after pandemic

4.4.1 Education

Particulars	Responses in percentage (%) N=100	
	Before pandemic	After pandemic
Mode of learning		
Online	14	7
Offline	86	93
Others		
The effect on your study hours		
Increased	41	25
Decreased	22	40
No change	37	35
Effects on practical knowledge of subjects		
Increased	52	22
Decreased	21	54
No change	27	24
It creates interest in studies		
Yes	70	46
No	30	54

The findings suggest that the pandemic and increased social media usage have had a mixed impact on college-going girls. While social media usage remained high after the pandemic, the reported positive effects on academic performance and interest in studies declined. This may indicate that excessive social media consumption negatively affects educational outcomes and engagement. The shift towards online learning after the pandemic is consistent with global trends in education. However, the decrease in study hours and practical knowledge of subjects raises concerns about the effectiveness of online learning and the need for effective strategies to promote active learning and engagement. Furthermore, the decline in interest in studies after the pandemic suggests that the combination of disrupted routines, increased reliance on technology, and limited social interactions may have contributed to a reduced motivation for learning among college-going girls. The data reveals a significant decrease in the number of college-going girls who reported that social media created an interest in studies after the pandemic. This decline raises concerns about the potential negative impact of increased social media usage on motivation and engagement in academic pursuits.

4.4.2 Lifestyle Changes and behaviour

Particulars	Responses in percentage (%) N=100	
	Before pandemic	After pandemic
Social Media has disrupted your daily routine.		
Yes	30	43
No	70	57
Change in food habits		
Fast food	17	20
Home made food	65	60
Junk food	6	12
Others	12	8
Change in sleeping pattern		
Significantly Increased	18	21
Slightly Increased	33	31
Similar	41	33
Slightly Decreased	5	13
Significantly Decreased	3	2
Change in physical activity		
Significantly Increased	15	14
Slightly Increased	25	23
Similar	54	47
Slightly Decreased	4	10
Significantly Decreased	2	6
Change in screen time changed		
Significantly Increased	14	25
Slightly Increased	20	36
Similar	55	33
Slightly Decreased	8	2
Significantly Decreased	3	4

The data disruptions to Daily Routines before pandemic is 30% of respondents reported that social media disrupted their daily routines. After pandemic the percentage of respondents

reporting disruptions to daily routines increased to 43%. Purchasing Habits: Before the pandemic: 77% of respondents made purchases primarily through physical shops, while 23% opted for online delivery. After the pandemic: There was a shift in purchasing habits, with 27% of respondents preferring physical shops and 69% choosing online delivery. A small percentage (4%) reported other purchasing methods. Changes in Food Habit before the pandemic is 17% of respondents consumed fast food, 65% preferred home-cooked meals, 6% indulged in junk food, and 12% had other food habits. After pandemic is the percentages changed slightly, with 20% consuming fast food, 60% preferring home-cooked meals, 12% indulging in junk food, and 8% having other food habits. Changes in Sleeping Patterns in before pandemic is 18% of respondents reported a significant increase in their sleeping patterns, 33% reported a slight increase, 41% reported similar patterns, and 8% reported a decrease. After pandemic is 21% of respondents reported a significant increase, 31% reported a slight increase, 33% reported similar patterns, and 15% reported a decrease in their sleeping patterns. Changes in Physical Activity Levels is before pandemic is 15% of respondents reported a significant increase in physical activity, 25% reported a slight increase, 54% reported similar levels, and 6% reported a decrease. After pandemic is 14% of respondents reported a significant increase, 23% reported a slight increase, 47% reported similar levels, and 16% reported a decrease in physical activity levels. Changes in Screen Time Usage in before pandemic is 14% of respondents reported a significant increase in screen time usage, 20% reported a slight increase, 55% reported similar levels, and 8% reported a decrease. After pandemic is 25% of respondents reported a significant increase, 36% reported a slight increase, 33% reported similar levels, and 6% reported a decrease in screen time usage. The findings highlight the impact of social media and lifestyle changes on college-going girls a greater influence on their lives. This could be attributed to prolonged periods of isolation during lockdowns, which led to increased reliance on social media for communication, entertainment, and information. However, it is crucial to address the potential negative consequences of excessive social media usage, such as decreased productivity and disrupted sleep patterns. The shift towards online purchasing after the pandemic is consistent with global trends and the need for social distancing. The convenience and safety associated with online delivery services have influenced purchasing habits significantly. However, it is important to consider the potential impacts on local

businesses and ensure that a healthy balance is maintained between online and offline shopping experiences. The changes in food habits suggest a moderate shift towards fast food consumption after the pandemic. This could be attributed to limited access to fresh ingredients, reduced time for meal preparation, and an increase in stress levels during the pandemic. It is crucial to promote healthy eating habits and provide resources for nutritious and convenient meal options to mitigate the potential negative impact on overall health and well-being. Both before and after the pandemic, the majority of respondents reported similar sleeping patterns. Physical Activity Levels: Before the pandemic, a significant percentage of respondents reported similar physical activity levels. However, after the pandemic, there was a notable decrease in physical activity levels, with a higher percentage reporting slight or significant decreases. Both before and after the pandemic, the majority of respondents reported similar screen time usage. However, after the pandemic, there was an increase in the percentage of respondents who reported significant increases in screen time usage.

4.4.3 Emotional well-being and mental health

	Responses in percentage(%) N=100	
	Before pandemic	After pandemic
Felt Lonely		
None of the time	31	25
Rarely	30	29
Some of the time	22	28
Often	12	12
All of the time	5	6
Felt frustration		
None of the time	30	24
Rarely	32	25
Some of the time	26	32
Often	8	14
All of the time	4	5
Felt Fatigue		
None of the time	26	21
Rarely	37	26
Some of the time	28	30
Often	7	20
All of the time	2	3
Felt Irritability		
None of the time	30	22
Rarely	35	33
Some of the time	25	24
Often	8	15
All of the time	2	6
Felt Sadness		
None of the time	23	16
Rarely	35	32
Some of the time	27	31
Often	11	14
All of the time	4	7

There were slight shifts in the percentages, the overall levels of loneliness remained relatively consistent before and after the pandemic. This suggests that social media may have played a role in maintaining connections and reducing feelings of loneliness, even during periods of social isolation. However, it is important to note that a significant

proportion of respondents still experienced feelings of loneliness some or all of the time. This indicates the need for targeted interventions to address social isolation and promote meaningful connections among college-going girls. The overall levels of frustration remained relatively stable before and after the pandemic, with slight shifts in the percentages. The data suggests a decrease in reported feelings of fatigue after the pandemic. This may be attributed to changes in daily routines, reduced academic and social pressures, and increased opportunities for rest and relaxation during lockdowns. However, it is important to consider the potential long-term consequences of fatigue and address the factors that contribute to it, such as disrupted sleep patterns, excessive screen time, and mental or physical health issues. The data shows a slight decrease in reported feelings of irritability after the pandemic. This may be due to a decrease in stressors related to the pandemic, such as uncertainties about health, academic disruptions, or social isolation. It is possible that college-going girls had more time for self-care and stress management techniques during the pandemic, leading to reduced feelings of irritability. The higher percentage of respondents reporting some or all of the time feeling sad after the pandemic emphasizes the need for mental health resources, social connections, and intervention strategies to address and mitigate feelings of sadness. This suggests that the pandemic and changes in social media usage and lifestyle have had both positive and negative impacts on the emotional well-being of college-going girls. While some individuals experienced improvements in fatigue levels and irritability, others continue to struggle with these issues.

4.5 Development of booklet

A booklet titled “ Minding our digital footprints : A comprehensive handbook for social etiquette” was developed by the researcher to provide awareness about the impact of social media among college-going girls. The booklet contained 18 pages. The information provided in the booklet includes an introduction about the concept, social media etiquettes, eye exercise tips, pros and cons of social media, cyberbullying, commonly used platforms used for cyberbullying.



Plate 1 Cover page of booklet developed

CHAPTER - 5

SUMMARY & CONCLUSION

The present study entitled “**Impact of Social Media and Change in Lifestyle after Pandemic among College Going Girls**” was conducted with ,The aim of the study was to analyse the impact of social media and lifestyle changes after pandemic.And the present study entitled *Impact of Social Media and Change in Lifestyle after pandemic among College Going Girls*. was conducted with the following objectives: To analyse the influence of social media among college going girls, To understand the popular social media platforms among college going girls,To assess the pros and cons of social media usage,To develop a social media etiquette booklet and an awareness programme using the booklet and evaluate the awareness programme.Survey method is used to conduct the study .Questionnaire was used as a tool of the study.Respondents were in google form. Collected data was analysed and interpreted by percentage analyses.And the major findings of the study is summarized below:

- All of the respondents are college going girls.Majority of the respondents are collected between the age group of 21- 23. Considering the type of family 78% were nuclear family.
- The most commonly used networking site among the respondents was WhatsApp, with 67% of them using it. WhatsApp is known for its instant messaging capabilities and group communication features, making it a popular choice for staying connected with friends and family during the pandemic.
- Among the respondents, 52% of them choosing it as their most favorite platform is Instagram.
- 40% of college-going girls find social networking sites user-friendly, 45% of respondents value the variety of activities available on social networking sites,13% find social networking sites easy to access.
- 78% of college-going girls mentioned that their parents cover the cost of social media usage.3% mentioned that friends cover the cost, suggesting the presence of shared plans or arrangements among peers.13% mentioned self-earned income as the source of financing their social media usage, indicating some level of financial independence.

- 61% of college-going girls reported experiencing anxiety as a problem caused by overuse of social media. 6% reported depression, 13% mentioned as loneliness..
- The majority of college-going girls (87%) preferred offline learning. Only a small percentage (12%) choose online learning.
- The data disruptions to Daily Routines before pandemic is 30% of respondents reported that social media disrupted their daily routines. After pandemic the percentage of respondents reporting disruptions to daily routines increased to 43%.
- Before the pandemic 77% of respondents made purchases primarily through physical shops, while 23% opted for online delivery. After the pandemic There was a shift in purchasing habits, with 27% of respondents preferring physical shops and 69% choosing online delivery. A small percentage (4%) reported other purchasing methods.
- Before the pandemic is 17% of respondents consumed fast food, 65% preferred home-cooked meals, 6% indulged in junk food, and 12% had other food habits. After pandemic is the percentages changed slightly, with 20% consuming fast food, 60% preferring home-cooked meals, 12% indulging in junk food, and 8% having other food habits.
- Before pandemic is 18% of respondents reported a significant increase in their sleeping patterns, 33% reported a slight increase, 41% reported similar patterns, and 8% reported a decrease. After pandemic is 21% of respondents reported a significant increase, 31% reported a slight increase, 33% reported similar patterns, and 15% reported a decrease in their sleeping patterns.
- Before pandemic is 15% of respondents reported a significant increase in physical activity, 25% reported a slight increase, 54% reported similar levels, and 6% reported a decrease. After pandemic is 14% of respondents reported a significant increase, 23% reported a slight increase, 47% reported similar levels, and 16% reported a decrease in physical activity levels.
- Before pandemic is 14% of respondents reported a significant increase in screen time usage, 20% reported a slight increase, 55% reported similar levels, and 8% reported a decrease. After pandemic is 25% of respondents reported a significant increase, 36% reported a slight increase, 33% reported similar levels, and 6% reported a decrease in screen time usage.

CONCLUSION

The impact of social media and lifestyle changes after the pandemic among college-going girls has been the focus of this thesis. The study aimed to understand the effects of social media on various aspects of their lives, including education, emotional well-being, and overall lifestyle choices. Through the analysis of data, key findings have emerged, shedding light on the challenges and opportunities that arise in the digital age.

The results of the study have shown significant shifts in social media usage and lifestyle patterns among college-going girls after the pandemic. The mode of learning transitioned from primarily offline to a more balanced mix of online and offline modalities. This shift in education delivery has affected study hours, practical knowledge, and interest in studies. While there was a decrease in study hours and practical knowledge after the pandemic, the impact on interest in studies was mixed, with a decline observed among some individuals.

This thesis has provided valuable insights into the impact of social media and lifestyle changes on college-going girls after the pandemic. The findings highlight the need for a balanced approach to social media usage, with an emphasis on responsible engagement and digital well-being.

SCOPE

The scope of the topic "Impact of social media and change in lifestyle after the pandemic among college-going girls" provides a focused examination of how social media usage and lifestyle patterns have been influenced by the pandemic among this specific demographic. By exploring various aspects such as social media usage, education, emotional well-being, and lifestyle changes, the research aims to contribute to the understanding of the challenges and opportunities faced by college-going girls in the digital age. The study will explore the concept of digital well-being and its relationship to social media usage and lifestyle changes.

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APPENDIX

Impact of social media and change in lifestyle after pandemic among college going girls

A. General information about social media usage and preferences

Participants profile

1. Name

2. Age (18 -23)

3. Gender

- Female

4. Type of family

- Joint
- Nuclear
- Single parent
- Others

Social Media practices and preferences during pandemic

1. Are you aware of social networking sites?

- Yes
- No

2. Do you use social networking sites?

- Yes
- No

3. If yes, which all social networking sites you are commonly used?

- WhatsApp
- Instagram
- Facebook
- Others

4. How often do you visit social networking sites?

- Usually
- Sometimes
- Rarely
- Never

5. How much time per day you spend for updation in networking sites?

- <3 hours
- 3-4 hours
- 4-6 hours

6. Which is your most favourite networking sites?

7. Why you prefer the particular site?

- User friendly
- Variety of activities
- Easy to access
- Financial involvement (paid/unpaid)

8. Do social networking sites has disrupted your daily routine?

- Yes
- No

9. Who introduced you to social networking sites?

10. How do you meet the cost of social media usage fees?

- Parents
- Friends
- Self earned
- Others

11. Have you experienced any of the following problems with overuse of digital gadgets?

- Anxiety
- Depression
- Loneliness
- Others

12. Have you learnt any new skills during the pandemic?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

13. Do you think that you are addicted to social media?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

14. Do you think that social media is part and parcel of your everyday life?

- Strongly agree
- Agree

- Neutral
- Disagree
- Strongly disagree

B.Impact Of Social media during pandemic

1. Have you been feeling optimistic about the future?

- None of the time
- Rarely
- Some of the time
- Often
- All of the time

2. Have you been feeling usefull?

- None of the time
- Rarely
- Some of the time
- Often
- All of the time

3. Have you been feeling relaxed?

- None of the time
- Rarely
- Some of the time
- Often
- All of the time

4. Have you been feeling good about yourself?

- None of the time
- Rarely
- Some of the time

- Often
- All of the time

5. Have you been feeling confident?

- None of the time
- Rarely
- Some of the time
- Often
- All of the time

6. Are you able to make up your own mind about things?

- None of the time
- Rarely
- Some of the time
- Often
- All of the time

7. I actively contribute to the happiness and well-being of others

- None of the time
- Rarely
- Some of the time
- Often
- All of the time

8. Which mode of learning method do you prefer ?

- Online
- Offline
- Others

9. Are you satisfied with online mode of learning?

- Very satisfied

- Satisfied
- Moderate
- Dissatisfied

10. Do you have the habit of snacking between meals changed?

- Significantly Increased
- Slightly Increased
- Similar
- Slightly decreased
- Significantly decreased

11. Have you noticed any changes in the quality meals and snacks you are consuming ?

- Significantly Increased
- Slightly Increased
- Similar
- Slightly decreased
- Significantly decreased

12. Have you noticed the variation in daily intake of fruits and vegetables ?

- Significantly Increased
- Slightly Increased
- Similar
- Slightly decreased
- Significantly decreased

13. Do you have any advices from your family and friends in eating healthy changed?

- Significantly Increased
- Slightly Increased
- Similar
- Slightly decreased
- Significantly decreased

14. Have you noticed the participation in aerobic exercise changed?

- Significantly Increased
- Slightly Increased
- Similar
- Slightly decreased
- Significantly decreased

15. Have you noticed your sitting and screen time changed?

- Significantly Increased
- Slightly Increased
- Similar
- Slightly decreased
- Significantly decreased

16. Any changes you observed in your sleeping pattern?

- Significantly Increased
- Slightly Increased
- Similar
- Slightly decreased
- Significantly decreased

17. Have you noticed your quality of sleep changed?

- Significantly Increased
- Slightly Increased.
- Similar
- Slightly decreased
- Significantly decreased

18. Have you noticed your stress and anxiety changed?

- Significantly Increased
- Slightly Increased

- Similar
- Slightly decreased
- Significantly decreased

19. Have you noticed your consumption of unhealthy foods changed?

- Significantly Increased
- Slightly Increased
- Similar
- Slightly decreased
- Significantly decreased

B. Comparison of social media impacts before and after pandemic

Education

1. Which mode of learning method do you prefer

- | Before | After |
|-----------|---------|
| • Online | Online |
| • Offline | Offline |
| • Others. | Others |

2. The effect on your study hours

- | Before. | After |
|-------------|-----------|
| • Increase. | Increase |
| • Decrease | Decrease |
| • No change | No change |

3. Effects on practical knowledge of subjects.

- | Before. | After |
|---------|-------|
|---------|-------|

- Increase. Increase
- Decrease Decrease
- No change No change

4.Does it create interest in studies.

Before. After

- Yes. Yes
- No No

Lifestyle changes and behaviour

1.Do social media has disrupted your daily routine?

Before After

- Yes yes
- No. No

2.purchasing habits

Before. After

- Purchasing from shops. Purchasing from shops
- Online delivery. Online delivery
- Others. Others

3.Change in food habits

Before After

- Fast food Fast food
- Homemade food. Homemade food
- Junk food. Junk food
- Others. Others

4.Change in sleeping pattern

Before.

After

- | | |
|---------------------------|-------------------------|
| • Significantly Increased | Significantly Increased |
| • Slightly Increased. | Slightly Increased |
| • Similar. | Similar |
| • Slightly decreased. | Slightly decreased |
| • Significantly decreased | Significantly decreased |

5.Change in physical activity

Before.

After

- | | |
|----------------------------|-------------------------|
| • Significantly Increased. | Significantly Increased |
| • Slightly Increased. | Slightly Increased |
| • Similar. | Similar |
| • Slightly decreased. | Slightly decreased |
| • Significantly decreased | Significantly decreased |

6.Change in screen time usage.

Before.

After

- | | |
|----------------------------|-------------------------|
| • Significantly Increased. | Significantly Increased |
| • Slightly Increased. | Slightly Increased |
| • Similar. | Similar |
| • Slightly decreased. | Slightly decreased |
| • Significantly decreased | significantly decreased |

Emotional well-being and mental health

1. Have you ever felt lonely?

Before.

After

- None of the time None of the time
- Rarely Rarely
- Some of the time. Some of the time
- Often. Often
- All of the time All of the time

2. Have you ever felt frustration

Before.

After

- None of the time None of the time
- Rarely. Rarely
- Some of the time. Some
- Often. Often
- All of the time All of the time

3. Have you ever felt fatigue

Before.

After

- None of the time. None of the time
- Rarely. Rarely
- Some of the time. Some of the time
- Often Often
- All of the time All of the time

4. Have you ever felt irritability

Before

After

- None of the time None of the time
- Rarely. Rarely
- Some of the time Some of the time

- Often. Often
- All of the time All of the time

5. Have you ever felt sadness

- | Before. | After |
|---------------------|------------------|
| • None of the time. | None of the time |
| • Rarely. | Rarely |
| • Some of the time. | Some of the time |
| • Often | Often |
| • All of the time | All of the time |