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### Impact of Social Media on Self-Esteem of Adolescent Students of Tribal Area, Bicchua-Tehsil, Chhindwara-District

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**ABSTRACT:** Internet is a very essential element of life which cannot be unheeded. There is a surely a drastic change in today life, today is the age of digital technology. The world has been uniform by the World Wide Web (www). Today we live in a country where contacting someone, sharing our feelings as well as our thoughts, opinions is just a click away and the main contribution of this digital technology is Social media Revolution . Social Networking sites are now available to satisfy one and distant social needs. These networking sites have made it possible for the people to contact the friends who lives in a very distant places and also help us to share pictures, videos and audioand with our near ones. Today it is very difficult to find out the teenager without having account on any social networking site. As they use these sites to keep in touch with friends, colleagues, relatives and nears and dears in order to express their feelings, views and opinions and also academic related problems. Internet is used for so many purposes viz, Commercial purpose, Health purpose, Educational purpose by a large community but unfortunately we have a huge community including majority of youth and teenagers who use Internet for only social networking sites. Adolescence and young adulthood are crucial stage in development where youth begin to form their own identity and create meaningful relationships but the usage of social media can impact on area of their development.

KEYWORDS: digital, technology, educational, adolescence, social media.

#### I. INTRODUCTION

Chhindwara district is one of the major districts of Madhya Pradesh state of India, and Chhindwara town is the district headquarters. Chhindwara is the largest district in Madhya Pradesh with an area of 11,815 square km. The district is part of Jabalpur division.

The name Chhindwara has been derived from the word Chhind, the local name of a tree found commonly in the district. Chhindwara district was formed on 1 November 1956.

It is on the southwest region of the Satpura Range. It is spread from 21.28 to 22.49 deg. North (latitude) and 78.40 to 79.24 deg. East (longitude) and spread over an area of 11,815 km<sup>2</sup>. This district is bound by the plains of Nagpur district (in Maharashtra State) on the south, Hoshangabad and Narsinghpur districts on the north, Betul district on the west and Seoni district on the east[1]



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#### THE STUDY AREA- CHHINDWARA

The district is divided into 13 tehsils:

- 1. Amarwara
- 2. Bichhua
- 3. Chand
- 4. Chourai
- 5. Harrai
- 6. Junnardeo
- 7. Mohkhed
- 8. Pandhurna
- 9. Parasia
- 10. Sausar
- 11. Tamia
- 12. Umreth
- 13. Chhindwara

Among these our main study location is **Bicchua tehsil**.[2]

Chhindwara District has majority of tribal population. The tribal communities include Gond, Pardhan, Bharia, Korku. Hindi, Marathi, Gondi, Urdu, Korku, Musai, Parvari etc. languages/dialects are in use in the district. Majority of the tribals speak in Gondi and Hindi mixed with Marathi. Among the cultural functions/festivals in the district Pola, Bhujalia, Meghnath, Akhadi, Harijyoti etc. are famous ones. 'Gotmat Mela' of Pandhurna is unique and world renowned fair. On Shivrathri day 'Mahadev Mela' will be celebrated each year on "Chauragarh".[3]



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#### **II. OBSERVATIONS**

The social media is defined as the technological means of sending information, ideas, opinions etc. through the mass communication device to a diverse audience. In one sense, words and pictures are the media by which thought and feelings are communicated but medium need not be restricted to this meaning.[4] Any Website that allows social interaction is considered a social media, including social networking sites such as face book, MySpace, and Twitter, gaming sites and virtual worlds such as club Penguin, second Life, and the Sims; video sites such as YouTube; and blogs. Such sites offer today's youth a portal for entertainment and communication and have grown exponentially in recent years. Cutting across demographic and socio economic segments, northeastern are increasingly connecting and communicating with each other through social media.[5] Social networking provides academic research to everyone with online access, allowing youth access to previously unavailable resources. Social media sites inform and empower north eastern youth to change themselves and their communities. It is great for tribal youth professionals for marketing, connecting and finding business opportunities, employers find employees and unemployed find work. Social media have created thousands of jobs and new avenues of income. Social media facilitates political changes:[6] Online networks give social movements a quick, cheap method of disseminating information and mobilizing people. One of the biggest changes in recent years is that, increasing, audiences are also users of media; they contribute content to the platforms created by media sources.[7]



Fig.1. In India, Smartphones and Cheap Data Are Giving Women a Voice



Fig.2. Students provided with free digital services

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#### **III. DISCUSSION**

The use of social media and digital technologies has grown rapidly in **Tribal Area**, **Bicchua-Tehsil**, **Chhindwara-District** including among Indigenous young people who face social disadvantage. Given the potential to use social media for communication, providing information and as part of creating and responding to social change, this paper explores published literature to understand how Indigenous tribal youth use digital technologies and social media. Youth (ages 15–24) is the most connected age group. [9]Children and adolescents under 18 account for an estimated one in three internet users. Smartphones are fuelling a 'bedroom culture', with online access for many children becoming more personal, more private and less supervised. Digital technologies can deliver economic opportunity by providing young people with training opportunities and job-matching services, and by creating new kinds of work.[8]

Tribal youth are also informed of internship, entrepreneurship and volunteering opportunities through social media. Social intelligence has a vast potential to solve some of the toughest problems of public concern. [11]Social media companies are at a unique position with big data on user behaviour, user location, hobbies & interests at an unprecedented scale; along with cutting-edge technologies like Cloud computing, Machine learning and Artificial Intelligence. Investments in research and development on social media for civic engagement with active partnerships with government agencies or (and) civil society will achieve synergies to achieve large-scale impact. We are investing for the tribals to get them emanicipated and educated and to provide them work via digital networks. [10]



Fig.3: Gaining more knowledge by smart phones increases self esteem



Fig.4: Getting more online jobs increases self respect and enhances personality

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Smartphone ownership has risen dramatically, even among the youngest tweens.



Fig.5: Tribals have the complete knowledge of smart phones and smart knowledge

#### **IV. RESULTS**

Table 1

Descriptive Statistics and Within-Tribal Person, Between-Tribal Person, and Intra-Class Correlations of Time Spent with Social Media (SMU) and Self-Esteem[12]

	Descriptive statistics		Correlations			
	Range	М	SD	Within	Between	Intra-Class
Self-esteem	0–6	4.09	1.12	n/a	n/a	.45
SMU	0–60	16.93 <sup>a</sup>	14.48	01 <sup>b</sup>	14 <sup>c</sup>	.48

Notes.

- a. Mean scores reflect average number of minutes spent with social media in the past hour.
- b. Within-person association (p = .028) between SMU and self-esteem.
- C. between-person association (p = .005) between SMU and self-esteem.

Table 1 presents the means, standard deviations (SDs), ranges, and the within-person, between-person, and intra-class correlations (ICCs) of time spent with social media (SMU) and self-esteem. As the table shows, the average level of self-esteem was high (M = 4.09, SD = 1.12, range = 0–6). Participants spent on average almost 17 minutes (range 0–60 min.) with social media in the hour before each measurement occasion. The between-person association of the mean level of SMU with the mean level of self-esteem was significantly negative (r = -.14, p = .005). The within-person correlation was close to zero (r = -.01, p = .028), but significant (due to the high power of the study).[13]

To answer our research question (RQ1), we investigated the between-tribal person association between SMU and selfesteem. The DSEM analyses revealed a significantly negative association of -.147 between SMU and participants' level of self-esteem, meaning that participants who spent more time with social media across the three weeks had a

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lower average level of self-esteem compared to participants who spent less time with social media across this period (Table 2).[14]

 
 Table 2

 DSEM Results of the Between-Person Associations and Within-tribal Person Effects of Time Spent with Social Media (SMU) and Self-Esteem (S-E)

	b	β	Р	95% CI
Between-Person associations				
SMU & S-E (RQ1)	239	147	.003	[243,043]
SMU & $\beta^a$	004	035	.354	[213, .149]
S-E & $\beta^b$	026	298	.000	[447,144]
Within-tribal Person effects				
SMU $\rightarrow$ S-E (H1; $\beta$ )	008	009	.088	[024, .005]
S-E $(t^{-1}) \rightarrow$ S-E $(t)$	.222	.221	.000	[.208, .236]
	$\sigma^2$		р	95% CI
Random effect	σ <sup>2</sup> 0.006		р .000	95% CI [0.004, 0.008] <sup>c</sup>
Random effect SMU → S-E (H2)	σ <sup>2</sup> 0.006		p .000	95% CI [0.004, 0.008] <sup>c</sup>
Random effect SMU → S-E (H2) Other variances	σ <sup>2</sup> 0.006		р .000	95% CI [0.004, 0.008]°
Random effect SMU → S-E (H2) Other variances SMU (between-person)	σ <sup>2</sup> 0.006 2.117		p .000 .000	95% CI [0.004, 0.008] <sup>c</sup> [1.840, 2.458]
Random effect         SMU → S-E (H2)         Other variances         SMU (between-person)         SMU (within-person)	σ <sup>2</sup> 0.006 2.117 2.300		p .000 .000 .000	95% CI [0.004, 0.008] <sup>c</sup> [1.840, 2.458] [2.267, 2.335]
Random effect         SMU → S-E (H2)         Other variances         SMU (between-person)         SMU (within-person)         S-E (between-person)	σ <sup>2</sup> 0.006 2.117 2.300 1.255		p .000 .000 .000 .000	95% CI [0.004, 0.008] <sup>c</sup> [1.840, 2.458] [2.267, 2.335] [1.088, 1.459]

Notes:

a. The relationship between SMU and  $\beta$  r $\beta$  reflects the extent to which the within-person effect of momentary SMU on momentary S-E depends on the average level of adolescents' SMU;[15]

- b. The relationship between S-E and  $\beta\beta$  reflects the extent to which the within-person effect of momentary SMU on momentary S-E depends on adolescents' average level of S-E;
- C. The 95% Credible Interval of the variance around the effect of SMU on S-E indicates that the within-person effect of SMU on S-E differed among participants. b's are unstandardized;  $\beta\beta$ 's are standardized using the STDYX Standardization in Mplus; p-values are one-tailed Bayesian p-values .[16]



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#### V. CONCLUSION

Social media is a term for numerous technologies that allow instantaneous communication, status updates, and social networking among individuals. Social media platforms today include text messaging via cellular phones and social networking sites such as Facebook. The use of social media by tribal youth (preadolescents and adolescents) continues to increase across the world on a yearly basis. **Tribal Youth in nearly** every **Bicchua tehsil** use social media to maintain nearly constant contact with their friends. Given the importance of both social media and friendships to youth, this review[17] examines the impact of social media on the emotional experiences of youth. Social media can have a **positive impact upon loneliness, intimacy, and relationship maintenance** during adolescence. [18]However, adolescents also experience relational issues via social media and are more reckless online. Social media, particularly Facebook, may have both a positive and a negative impact on mood symptoms and other mental disorders. Social media may play a role in identity formation by allowing younger users to experiment with different behaviours and interactional styles.[19] **The effects of social media may lead to more positive outcomes for boys than for girls. There is need for research on social media use during preadolescence,[20] since work is largely conducted with adolescents, and for further research to be conducted with potential mediators between social media and wellbeing (e.g., friendship)[21]** 

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