The Influence Of Social Media On Pashtun Youth In Khyber Pakhtunkhwa's Digital Era: A Narrative From District Swat

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Abstract

Adolescence marks a critical phase characterized by significant physical, social, and emotional changes. This study examines the multifaceted impact of social media on Pashtun adolescents in Pakistan, drawing upon Erik Erikson's psychosocial development theory as a theoretical framework. Employing a quantitative research approach through online surveys, the study focused on parental attention, interpersonal connections, education, behavioural influences, and social engagements in the digital age. Findings underscored concerns regarding parental attention diversion to social media, impacting familial dynamics and signalling the need for a balanced approach to parental engagement. Adolescent interactions shifted as online communication supplanted face-to-face connections, potentially impacting relationship depth. While social media played a pivotal role in peer education, concerns arose regarding negative behaviours influenced by online content. The study highlighted the evolving educational landscape, with teachers utilizing social media for instructional purposes, prompting the

need for educational institutions to adapt. Positive familial connections were facilitated through social media, fostering open communication between adolescents and parents. Recommendations advocate for parental awareness, digital literacy education, active monitoring, promotion of offline interactions, teaching digital etiquette, supportive school policies, balanced family bonding, and awareness of online distractions. These proposals underscore the importance of proactive education, supervision, and responsible social media use among adolescents, emphasizing collaboration among parents, educators, and society to equip teenagers with the necessary skills for informed online interactions and balanced real-life connections.
Keywords: Online Behaviour, Pashtun Adolescents, Social Media Impact, Cultural Heritage; Identity Formation, Social Interaction; Digital Literacy, Family Dynamics, Swat.

Introduction

Adolescence is a crucial stage in a person's life, characterised by the beginning of sexual maturation and involving significant changes in physical, social, and emotional aspects. Adolescents require help and a thorough comprehension to successfully manage their physical changes and avoid potential problems such as physical issues, emotional distress, guilt, and uncertainty (Khan, 2000).

In Pakistan, the Population Council categorises individuals between the ages of 10 and 14 as early adolescents, individuals between the ages of 15 and 19 as adolescents, and individuals between the ages of 20 and 24 as late adolescents. Pakistan has a significant population of teenagers, with over 16.5 million individuals aged 10 to 14 and almost 25 million individuals aged 15 to 24. Based on Pakistan's population census in 1998, there were 9 million girls aged between 10 and 14, along with around 6.5 million females within this age bracket. In 2017, the adolescent population in Pakistan consisted of around 20,255,889 individuals aged between 15 and 19, accounting for approximately 13.52% of the total population. Although there is no specific definition for adolescence, the American Psychological Association characterises it as the phase that

spans from ages 10 to 18. However, other sources include the age range of 9 to 26 in this phase. This emphasises the intricate and varied nature of this stage. The experience of adolescence is influenced by ideas that highlight the social elements that play a role in this important stage of life.

Notably, researchers such as Margaret Mead, Urie Bronfenbrenner, and Richard Lerner have made significant contributions to our understanding of adolescent development from a contextual perspective.   Adolescence is a period characterised by significant transformations in multiple dimensions of individuals' lives, encompassing physical, psychological, temporal, and cultural domains. Their social interactions, encompassing familial, friendly, and societal relationships, are profoundly shaped by factors such as cultural norms, educational institutions, media, and other influential components, and hold significant significance. In 1959, Erikson hypothesised that the process of establishing one's own identity and embarking on the exploration of oneself are pivotal factors in the maturation of adolescents. The utilisation of social media platforms has been a prominent influence in shaping the identities of adolescents in contemporary society.

Adolescents, particularly those with Pashtun heritage, employ various social media platforms to articulate their thoughts and remain updated in the current era of intensified globalisation and technical progress. This has a particular impact on adolescents living in the present. Individuals utilising these platforms encounter a multitude of obstacles and potential dangers, but they also offer a venue for young people to investigate and cultivate their sense of self. Extensive research is currently being conducted to examine the impact of social media on speech patterns, the development of identity, interpersonal abilities, and the general state of well-being among Pashtun adolescents.

The objective of this study is to evaluate the influence of social media on language usage. Young Pashtun folks must understand the intricate relationship between social media and their personal relationships in today's rapidly changing society. In light of the rapid advancement of technology, it is crucial to possess a thorough comprehension of this association. Gaining comprehension of this is essential to foster beneficial growth and limit the likelihood of unfavourable outcomes. The objective of this

study is to acquire a thorough comprehension of the diverse factors, barriers, and prospects faced by Pashtun teenagers as they negotiate the demanding process of transitioning into adulthood. This will be achieved by analysing the evolving landscape of Pashtun teenagers' identities in the digital era.

This study significantly enhances the existing literature by providing empirical insights into the intricate relationship between social media, interpersonal interactions, and the formation of self-identity among Pashtun teenagers. Academic research often lacks sufficient representation of this particular age group. The findings enhance comprehension of how social media usage impacts familial relationships, peer interactions, and educational aspirations within the context of this specific cultural environment. Furthermore, this study introduces innovative perspectives on the impact of social media on the behavioural tendencies and educational endeavours of adolescent Pashtuns.

This study contributes to the existing body of knowledge on the relationship between young people, technology, and cultural identity. It specifically examines these dynamics and establishes a basis for future research and the creation of specific interventions aimed at Pashtun youth in the digital era. The purpose of these interventions is to enhance individuals' ability to use digital technology effectively, save cultural heritage, and encourage positive socio-cultural growth.

Literature Review
The swift advancement of technology and the growing interconnectedness of global societies have jointly led to a significant rise in the intricacies of individual identities in the present era. Among these influential factors, social media platforms such as Facebook exert a substantial influence on the younger generation, playing a role in shaping their identities and social relationships. Nevertheless, the excessive utilisation of these platforms can have adverse effects on the personal and social development of young individuals (Pempek et al., 2009).

The academic community has been extensively interested in examining the interactions between teenagers and adults who are not part of their close social group (Zeng et al., 2010). Nevertheless, the emergence of social media has introduced novel dynamics in these relationships,

fundamentally altering the structure of conventional social bonds and facilitating connections with individuals whom we had not previously interacted with.

Recent research has revealed that in the contemporary era, characterised by the prevalence of digital technology, social media platforms exert a significant influence on individuals' cognitive processes, self-perception, and interpersonal relationships. Researchers explore the intricate processes through which identities are shaped, with some focusing on distinct attributes of individuals and others emphasising the significant influence of interpersonal networks and collective social environments (Vignoles et al., 2011; Bamberg, 2010; Markus & Kitayama, 1991).

During adolescence, individuals engage in self-reflection and contemplate their social roles. Erikson's theory of psychosocial development highlights the significance of these interactions (Erikson, 1968).

Genetics, personality features, the impact of family and peers, and the social and cultural milieu all have a role in shaping an individual's sense of self. According to Cote and Levine (1988), Bronfenbrenner's Ecological Systems Theory highlights the interconnectedness of multiple systems at many scales, from the very small to the very big. Adolescent children's identities are in many ways shaped by their parents.

The identities of their parents—both as they see themselves and as their children see them—have a significant impact on adolescents' sense of who they are (Sanvictores & Mendez, 2022). Contextual elements, such as family dynamics and cultural influences, have an important role in creating the identities of adolescents, according to an empirical study (Walker, 2004).

In order to properly understand this intricate phase of development, contemporary theories of identity formation delineate the processes of commitment and exploration that are implicated. These models take into account both the process of developing one's identity and the process of assessing or judging one's identity (Luyckx et al., 2006).

Adolescence refers to a critical period marked by significant physical, mental, and emotional changes. Approximately 81% of American adolescents with internet

access regularly utilise Facebook, relying on their friends for guidance in shaping their identities due to the limited understanding of today's ever-changing online networks by older individuals.   Adolescents utilise social media as a medium for self-expression, exchanging ideas, and evaluating their social standing, which might result in an unhealthy tendency to compare themselves with their classmates (Crosnoe & Johnson, 2011).

Nevertheless, studies indicate that excessive utilisation of social media by adolescents can potentially impede parent-child relationships, resulting in heightened conflicts and reduced opportunities for quality bonding (Lee, 2009). The ability of adolescents to form meaningful relationships and internalise key concepts is mostly influenced by the quality of their interpersonal connections (Reeve et al., 2004). Adolescents who actively participate in the school community are more inclined to give higher importance to their education (Neel & Fuligni, 2013).

Adolescents experience a transformation in their parent-child relationships referred to as separation-individuation, wherein they acquire the ability to depend on themselves and establish limits with their parents (Koepke & Denissen, 2012). The Assessment of Interpersonal Connections (AIR) is a valuable tool for measuring the intensity of adolescent relationships with important individuals, including family members, friends, and educators (Bracken & Newman, 1995).

The early and extensive utilisation of the Internet by young individuals has become crucial for their psychological and interpersonal development (Kuss, 2022). Adolescents view their online presence as an extension of their offline experiences, using the internet as a platform to communicate and interact with friends (Weiser, 2001).

In addition, Pashtun youth, particularly in Charsadda and Khyber Pakhtunkhwa, exhibit proficiency in utilising social media platforms constructively and advantageously, advocating for their rights and magnifying the voices of marginalised individuals.   The accomplishments of Nawab et al. (2023) in utilising social media for campaigning and fostering cultural transformation are emphasised. Platforms such as Facebook have facilitated global connections, allowing for the expression of ideas, unity, and support for common

goals.   These forums can be advantageous for young individuals, the labour force, and various social and political factions due to the information, discourse, and promotion they enable.

Parents may encounter difficulties in keeping pace with their technologically adept children, resulting in disparities in digital literacy across different generations (Figueiredo & Aleti, 2020).   Offline behaviour and interpersonal relationships are significantly shaped by individuals' online connections. Teenagers face a range of risks when using the internet, including cyberbullying, sexting, 'Facebook depression,' strained family ties, and misconceptions about ageing (Florence, 2014).

Cyberbullying, which refers to the dissemination of harmful information through digital platforms, is a significant issue for young individuals and can result in severe emotional and psychological consequences. Engaging in sexting, which involves the exchange of sexually explicit text messages or images through electronic devices, might result in legal repercussions (Valkenburg & Peter, 2009).

'Facebook depression,' is a condition marked by depressive symptoms in teenagers, which can be caused by overuse of social media platforms. The excessive utilisation of social media has been associated with diminished interpersonal connections and heightened sensations of seclusion (Hankins & Abramson, 1999). The exposure of adolescents to online advertising and interactions with strangers may potentially foster risky behaviour and result in erroneous assumptions regarding their age.

It is a normal and beneficial occurrence for tensions, detachment, and separations to arise between teenagers and their parents during the process of family development (Kersting, 2020). The lives of adolescents are significantly influenced by their sibling relationships, which are characterised by both conflict and affection. As teenagers mature, sibling relationships undergo a transformation, becoming more egalitarian and less close. This transition is influenced by the birth order of the siblings (Smetana et al., 2006).

Adolescents' cultural attitudes and preferences are significantly shaped by their social connections with other

teenagers. The friendship preferences of adolescents may be impacted either directly or indirectly by their parents and peers. During adolescence, individuals experience transformations in their social relationships, including friendships and cliques, as they progress and mature (Brown, 2004; Hartup, 2021).

Adolescents are particularly susceptible to the impacts of violent media due to their ability to readily identify with the characters and imitate their behaviours. The impact of the media on teenage behaviour is influenced by various social factors, such as family and friends (Anderson & Huesmann, 2007).

The extensive utilisation of text messaging has significantly transformed human communication. Although digital communication facilitates the sharing of information, it lacks crucial nonverbal cues such as facial expressions and body language. Future generations must cultivate their nonverbal communication skills by engaging in direct, in-person interactions (Geary et al., 2013).

A child's social and cultural values are profoundly shaped by their upbringing. As the prevalence of computers and the internet increases in households, youngsters experience both advantages and apprehensions. Excessive use of screens can hinder physical activity and social relationships, although being exposed to digital content significantly affects cognitive and social development. Parents have a crucial responsibility to mitigate these hazards by monitoring their children's media intake and promoting their engagement in health-promoting activities. The advent of contemporary technologies has transformed family dynamics by diminishing the significance of in-person interaction and collective pursuits.

Research Methodology

The study employed a quantitative methodology, using online surveys to examine the impact of interpersonal connections and social media on the development of self-identity among Pashtun teenagers. The study was carried out in Union Council Deolai, District Swat, Pakistan, and focused on male adolescents who were enrolled in several government and public schools in Tehsil Kabal. The selection of Pashtun teenagers aged 15 to 19, the second-largest ethnic group in Pakistan, was based on population statistics obtained from the 2017 census.

A purposive sampling method was used to choose 400 male participants, guaranteeing representation from various schools. Key concepts were defined operationally: social media referred to a range of online platforms that enable communication, and adolescence was defined as the period between the ages of 15 and 19, which is a crucial stage of development. Interpersonal relationships are defined as the bonds between people that have a significant impact on the development of one's identity during adolescence. The data collection focused on an online survey questionnaire specifically designed for Pashtun teenagers. This questionnaire, formulated using established literature, enabled the collection of relevant data concerning the utilisation of social media, interpersonal connections, and self-perception. The researcher employed social media platforms such as WhatsApp and Messenger to interact with the chosen individuals to gather data. Emphasising ethical concerns, participants were provided comprehensive information regarding the research's objective and their rights while maintaining strict confidentiality of their identities throughout the study. After collecting the data, statistical analysis was conducted using SPSS, which enabled the presentation of frequencies and percentages.

The findings were extensive, providing valuable insights into the correlation between the utilisation of social media, interpersonal connections, and the development of self-identity among Pashtun adolescents. This study employed a systematic methodology that encompassed meticulous participant selection, ethical concerns, and rigorous data analysis to examine the intricate dynamics of self-identity development among Pashtun adolescents within the realm of social media and interpersonal connections.

Results and Discussions

This section analyses acquired data intending to organise and authenticate it, as well as discuss and analyse it for understanding and context, resulting in noteworthy results for further inquiry. In the end, this procedure enables us to derive significant insights and interpretations from the data, which can enhance our comprehension of the subject matter.

Table 1. Impact of social media on interpersonal relationships of Pashtun adolescents.

S.No	Statements	SA	A	N	DA	SD
1	I agree that my parents give much of their time to social media sites than me.	215	117	34	23	11
2	My friends do not meet me regularly because they prefer to communicate with me through social media.	105	148	119	21	7
3	My friends provide me with different materials for studies through social media.	119	154	78	39	10
4	Sought from social media, some of my friends are involved in punishment (murder, rape, stealing, etc.).	100	157	76	31	36
5	Some of my teachers do not deliver a proper lecture, they prefer to send me through social networks.	125	163	71	25	15
6	Due to social media, my parents are well-connected with me and they share their thoughts with me.	119	145	101	26	8
7	Due to excessive use of social media, my friends decreased their face-to-face interaction with me.	86	178	99	24	12
8	Due to the excessive use of social media, my friends do not give me time to attend programs.	119	153	85	34	9
9	My friends prefer to see social media notifications during our face-to-face communication.	101	164	96	25	14
10	I have lost some of my friends because of fake social profiles, comments, effects, and messages.	91	165	70	44	30

SA= Strongly Agree, A= Agree, N= Neutral, D= Disagree, SD= Strongly Disagree

According to statement number 1 in Table 1.1, 215 respondents, which is equivalent to 53.8% of the total, strongly agree that their parents spend more time on social media than they do. Similarly, 117 (29.3%) participants concurred that their parents allocate more time to social media than they do. In addition, the data indicates that 34 (8.5%) respondents expressed a neutral stance towards the supplied assertion. Furthermore, 23 (5.8%) respondents disagreed with the statement, and 11 (2.8%) respondents strongly objected that their parents spend more time using social media than they do. Moreover, the second statement indicates that 105 individuals (26.3% of the total respondents) strongly agree that their friends do not frequently meet them in person, as they prefer to contact them via social media. Additionally, 148 (37.0%) participants concurred with the aforementioned assertion. Similarly, the table indicates that 119 (29.8%) respondents expressed neutrality regarding their friends not meeting

them in person due to communication through social media. In contrast, 21 (5.3%) respondents disagreed with this statement, while 7 (1.8%) respondents strongly disagreed with the idea of friends regularly meeting. Statement 3 reveals that 119 respondents, accounting for 29.8% of the total, strongly agree that their peers acquire knowledge from social media platforms and use it as a source of study materials.

Likewise, 154 (38.5%) participants concurred that their acquaintances willingly provided them with study resources. In addition, the table indicates that 78 respondents, or 19.5% of the total, expressed a neutral stance on the statement. Furthermore, 39 respondents, or 9.8%, disagreed with the statement, while 10 respondents, or 2.5%, strongly disagreed that their friends acquire knowledge from social media platforms and receive study materials through these platforms. Additionally, the fourth statement reveals that 100 respondents, or 25.0% of the total, strongly concur that their peers engage in a particular form of disciplinary action as a result of their exposure to social media.

The data further indicates that 157 (39.3%) respondents concurred with the provided statement. Similarly, 76 (19.0%) respondents expressed a neutral stance towards the provided statement. In addition, 31 respondents (7.8%) expressed disagreement with the provided statement regarding punishment, while 36 respondents (9.0%) strongly disagreed with the given statement. Statement 5 indicates that 125 respondents, accounting for 31.3% of the total, strongly agree that their lecturers do not effectively give lessons and instead prefer to receive them through social media. In addition, 163 (40.8%) respondents concurred with the aforementioned assertion. The table indicates that 71 respondents, accounting for 17.8% of the total, expressed a neutral stance regarding their teachers' use of social media for delivering lectures. Conversely, 25 respondents (6.3%) disagreed with this statement, while 15 respondents (4.0%) strongly disagreed, stating a preference for receiving lectures through social media.

Moreover, the sixth statement elucidates that 119 individuals, accounting for 29.8% of the respondents, firmly concur that their parents have a highly connected

relationship with them. Likewise, 145 (36.5%) participants concurred that their parents communicate their ideas with them via social media. In addition, the table indicates that 101 respondents (25.3%) expressed a neutral stance towards the given statement.

Furthermore, 26 respondents (6.5%) disagreed with the statement, and 8 respondents (2.0%) strongly disagreed that their parents have a strong connection with them and share their thoughts. Moreover, the seventh statement reveals that 86 individuals, accounting for 21.4% of the respondents, strongly concur that their friends have reduced their in-person communication with them. The data further indicates that 178 (44.5%) respondents concurred with the provided statement. In the same vein, 99 (24.8%) participants expressed a neutral stance towards the provided statement.

In addition, 24 respondents, accounting for 6.0% of the total, expressed disagreement with the statement on face-to-face interaction. Furthermore, 12 respondents, representing 3.3% of the total, strongly disagreed with the statement. Additionally, the 8th statement indicates that 119 respondents, accounting for 29.6% of the total, strongly agree that their friends do not attend their ceremonies and programmes due to being too occupied with social networking platforms.

Moreover, 153 (38.3%) respondents concurred with the aforementioned assertion. Similarly, the table indicates that 85 respondents, accounting for 21.3% of the total, expressed a neutral stance regarding the statement about attending ceremonies and programmes. In contrast, 34 respondents (8.5%) disagreed with the statement, while 9 respondents (2.3%) strongly disagreed, asserting that their friends do not attend such events due to excessive engagement with social media. Additionally, the 9th statement elucidates that 101 respondents, accounting for 25.3% of the total, strongly agree that their friends prioritise seeing social media alerts over engaging in face-to-face talks.

Likewise, 164 (41.0%) participants concurred that their acquaintances have a preference for viewing their social notifications during conversations. In addition, the table indicates that 96 (24.0%) respondents expressed a neutral stance towards the given statement. Furthermore,

25 (6.3%) respondents disagreed with the statement, and 14 (3.5%) respondents strongly disagreed that their friends prefer to see their social media notifications during face-to-face conversations. Additionally, the tenth statement indicates that 91 respondents, accounting for 22.8% of the total, strongly agree that they have experienced a loss of friendships due to the presence of phoney profiles and engaging in flirtatious behaviour on social media.

Moreover, 165 (41.3%) respondents concurred with the aforementioned assertion. Similarly, the table indicates that 70 respondents, accounting for 17.5% of the total, expressed a neutral stance regarding the statement about losing friends. Conversely, 44 respondents, representing 11.0% of the total, disagreed with the given statement. Furthermore, 30 respondents, constituting 7.5% of the total, strongly disagreed with the notion that they lost friends due to fake profiles, comments, messages, and flirting on social media.

Findings

The research reveals diverse viewpoints regarding the influence of social media on the lives of adolescents.

1. Parental Time on Social Media: Approximately 53.8% of participants expressed a strong agreement that their parents dedicate more time to social media than to them, indicating a potential issue regarding parental focus.

2. Impact on Face-to-Face Interaction with Friends: About 63.3% of the participants expressed a strong agreement or agreement with the notion that their friends' inclination towards social media communication led to a decrease in regular in-person contacts, potentially impacting the quality of human connections.

3. Educational Support from Friends: 68.3% of the participants strongly agreed or agreed that their friends utilise social media to offer them study materials and knowledge, highlighting the significance of online platforms in education.

4. Influence on Negative Behaviour: Over 64.3% of the participants acknowledged that a significant number of their acquaintances partake in detrimental activities, such as criminal activity, which is impacted by the content they consume on social media platforms. This discovery implies

potential apprehensions over the influence of online content on the behaviour of adolescents.

5. Teachers Using Social Media: A significant proportion of participants, namely 71.3%, acknowledged that a portion of their instructors employ social media as a means of delivering lectures instead of relying solely on traditional classroom environments. This finding highlights the changing significance of technology in the field of education.

6. Parental Connection Through Social Media: A considerable proportion of participants, 66.3%, expressed agreement that their parents maintain active communication with them via social media and frequently exchange ideas, highlighting the favourable aspects of digital connectivity among families.

7. Decreased Face-to-Face Interaction: A considerable proportion of participants, namely 65.9%, concurred that the over-utilisation of social media by their acquaintances has resulted in a decline in in-person communication, potentially affecting the calibre of their relationships.

8. Friends Missing Ceremonies: Approximately 68.0% of participants expressed agreement or strong agreement regarding their friends frequently missing their ceremonies and programmes as a result of excessive involvement with social media, suggesting the possible ramifications of online distractions.

9. Social Media Notifications During Conversations: A considerable percentage of participants (66.3%) expressed agreement or strong agreement regarding the notion that their peers have a preference for checking social media notifications while engaged in in-person discussions. This finding underscores the potential for personal interactions to be disrupted.

10. Friendships were lost because of flirting and fake accounts. A significant number of individuals possess fraudulent profiles, exhibit flirty behaviour, and make deceitful comments. The article survey reveals that a significant number of users on these platforms experience the negative outcome of losing friendships and feeling abandoned. Specifically, 63.6% of respondents acknowledged facing the terrible repercussions of losing friendships as a result of encountering phoney accounts and

similar issues. The evidence clearly illustrates that social media has both advantageous and harmful impacts on adolescents. They emphasise the importance of implementing a holistic approach to effectively engage with this demographic in online interactions.

Conclusions

To summarise, this study illuminates the many impacts of social media on the lifestyles of adolescents. These digital platforms have a broad and significant influence on multiple facets of adolescent lives. First and foremost, the evidence highlights a significant concern regarding parental attention. Many participants agreed that their parents prioritise social media over spending quality time with them. This highlights the necessity for parents to achieve a harmonious equilibrium between their digital engagements and spending valuable time with their children.

Moreover, the impact of social media on interpersonal connections among adolescents is remarkable. The majority of participants reported that their friends' inclination towards online communication instead of in-person interactions had become a prevalent trend. Although social media provides novel means of connection, it is crucial to contemplate the potential impact of this change on the profundity and excellence of personal connections.

The study highlights the significance of social media in education. A significant number of participants indicated that their peers furnish them with study materials and knowledge via these platforms, showcasing the potential advantages of digital resources for educational purposes. Nevertheless, the research also uncovers a disquieting facet of social media's impact on behaviour. A significant proportion of participants hold the belief that their acquaintances partake in detrimental behaviours as a result of being exposed to online content. This discovery emphasises the significance of supervising and directing teenagers' internet encounters to reduce any detrimental outcomes.

Furthermore, the survey highlights the evolving nature of education, as a considerable number of participants acknowledge the utilisation of social media by teachers for educational objectives. This indicates the changing function of technology in the educational setting

and the imperative for educational institutions to adeptly adjust to these transformations.

The beneficial aspect of social media is apparent when it comes to family connections.   A significant proportion of participants express a strong sense of connection with their parents through these platforms, where they openly communicate their thoughts and emotions.   This underscores the capacity of social media to enhance familial connections.

However, the data also indicates that when friends use social media excessively, it might result in decreased in-person contact, which may impact the overall quality of relationships. This emphasises the significance of preserving an equilibrium between virtual and tangible contacts.

Another noteworthy discovery pertains to the influence of social media on social activities and gatherings. A significant number of participants indicated that their acquaintances frequently fail to attend ceremonies and events as a result of their involvement with social media. This prompts inquiries regarding the ramifications of internet diversions on significant life occurrences.

Finally, the study reveals the problem of social media notifications interrupting face-to-face conversations, indicating possible disturbances in human connections. It underscores the importance of practising digital etiquette and being careful when participating in face-to-face conversations.

To sum up, social media has a complex impact on adolescents, involving both beneficial and detrimental features. Parents, educators, and society as a whole must provide guidance and support to teenagers as they navigate the digital world, helping them build a well-rounded and responsible approach to their online activities

Recommendations

1. Parental Awareness and Balance: Parents should enhance their awareness of their own social media usage and endeavour to achieve a harmonious equilibrium between online activities and dedicating valuable time to their children.   Effective and transparent communication

between parents and teenagers is crucial for addressing difficulties related to attention and family dynamics.

2. Digital Literacy and Responsible Use: It is imperative to provide adolescents with instruction on digital literacy and the conscientious use of social media.   Both schools and parents have a vital role in offering guidance and instructing adolescents on how to assess online content critically and comprehend the potential repercussions of their online conduct.

3. Monitoring and Guidance: It is imperative for parents, guardians, and educators to actively supervise and oversee the internet activities of adolescents, offering guidance whenever it is deemed necessary.   This encompasses the examination of online safety, conscientious sharing of content, and the potential hazards linked to over utilisation of social media.

4. Promoting Offline Interactions: It is crucial to motivate adolescents to engage in direct, in-person conversations with friends and actively participate in social events to develop robust interpersonal relationships.   Schools and communities can coordinate events and activities that promote face-to-face connections.

5. Digital Etiquette: It is crucial to provide adolescents with education on digital etiquette, with a focus on the significance of paying complete attention during face-to-face talks and using mobile devices respectfully in social situations.

6. Supportive School Policies: Educational institutions should adjust to the evolving educational environment by formulating and executing policies that welcome the integration of technology for educational purposes.   It is imperative to ensure that teachers have comprehensive training in utilising social media proficiently for instructional reasons.

7. Family Bonding: Parents and teenagers should aim to strike a healthy equilibrium between online and offline contact within the family while acknowledging the benefits of social media for fostering family connections.

8. Awareness of Online Distractions: Adolescents and their peers should be conscious of the possible disruptions caused by social media during significant life occasions and

gatherings. Such consciousness can result in improved time allocation and engagement in offline pursuits.

Essentially, the proposals highlight the importance of proactive education, surveillance, and responsible utilisation of social media among adolescents. Collaboration among parents, educators, and society is crucial in equipping teenagers with the necessary tools and assistance to make well-informed and balanced choices regarding their online interactions and real-life connections.

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