

Effect of Social Media Fatigue on Academic Achievement and General Health Among Adolescents

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ABSTRACT

The Current study will discuss about effect of social media fatigue on academic achievement and general health of adolescents. It studies about psychological, psychosocial, temporal and Cultural lenses. In this study it was hypothesized that social media fatigue doesn't have an effect on academic achievement and General health among male adolescents. The Study was conducted on 110 male adolescents. Achievement of each student was calculated by their average marks in all subjects multivariate analysis (MANOVA). The descriptive statistics used were mean and Standard deviation SPSS-21 it shows that null hypothesis is accepted. That is social media fatigue has no effect on academic achievement as well as General health among male adolescents.

Keywords: *Academic Achievement and General Health, Media Fatigue*

According to the World Health Organization (WHO, 2020), “Adolescents' are defined as individuals in the 10-19 years age group”. Adolescence is a distinct phase of the developmental life cycle in humans and other animal species (Elliot & Feldman, 1990; Spear, 2000). It is a dynamically evolving theoretical construct informed through physiologic, psychosocial, temporal and cultural lenses. (Curtis,2015). This critical developmental period is conventionally understood as the years between the onset of puberty and the establishment of social independence (Steinberg, 2014).

Worldwide, there are more than 1.2 billion adolescents: this indicates that roughly one in every six persons is an adolescent (UNICEF, 2015). About 21% of Indian population is adolescents - about 243 million. Adolescents form a socially important segment of the population. Apart from physical health, a positive social health constitutes holistic health of the adolescents (Sivagurunathan, 2015).

Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity (WHO, 1948). Almost one out of five adolescents in India suffers from some level of mental morbidity, says a 2019 study conducted by the Bengaluru-

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Received: March 13, 2022; Revision Received: May 23, 2022; Accepted: June 06, 2022

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based National Institute of Mental Health and Neurosciences. Sleep patterns are often disturbed, leading to mental health disorders in adolescents (The Hindu, 2019).

Mental health professionals believe there are several reasons why mental morbidity is on the increase among adolescents. Some of the main factors are drug abuse, family conflict, relocation, peer pressure, peer-to-peer relationships and performance pressure in academics and other fields (The Hindu, 2019). Internet addiction is another problem that minors grapple with.

With respect to internet addiction, a vast majority of the online population consists of adolescents. Social networking sites have enabled easier and faster modes of communication. According to the Oxford Dictionary, Social Networking Site (SNS) is a platform wherein people communicate with other people who share their interests using a website or other service on the internet - popularly, social media applications.

Social media apps have risen to popularity since 2004 with the inception of the now popular networking site, Face book. This SNS today boasts of 2.45 billion users worldwide over the last fourteen years (Quesada, 2018). Social networking sites provide platforms where users can meet and form online communities. aside from maintaining relationships with friends, users can also employ the function provided by social networking sites to seek friends or make new friends. As a result, social networking sites became a replacement social tool. (Lee, Chou, & Huang, 2014).

Social media has changed the character of communication – whether peer-to peer, business to consumer or business-to-business. Social networking sites like Face book and micro-blogging sites like Twitter became a number of the first sources of communication for people in the era of technology today.

Due to the invention of social media, young adolescents now exchange ideas, feelings, personal information, pictures and videos at a truly astonishing rate. 164.81 million wired Indian teens now use social media websites - according to The Telecom Regulatory Authority of India (TRAI). The explosion in social networking sites like Face book, Instagram, WhatsApp, YouTube, TikTok, and Snapchat is widely considered an exciting opportunity, especially for adolescents. Emerging studies find that adolescents spend a substantial portion of their lifestyle interacting through social media. (Laranjo, 2016).

However, media reports as well as research have highlighted potential risks for adolescents interacting with social media. Among these concerns are the potential for social media to influence health behaviors (Laranjo, 2016). The time spent on SNS was found to heavily affect the attention span of the students (Paul, Baker, & Cochran, 2012). Due to the use of SNS for long hours creates multiple health issues for adolescents. Continuous access of SNS may create an eyesight problem, back pain issues, and other health problems. Recent research indicates that there are frequent online expressions of offline behaviors, such as bullying, clique forming, and sexual experimentation, that have introduced problems such as cyber-bullying, privacy issues, and sexting, leading to mental health problems among adolescents who use social media. (American Academy of Pediatrics, 2011).

The problems of excessive social media usage not just terminate at aspect of health issues in adolescents but are also known to hamper their academic achievement as well.

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Academic achievement is the extent to which a student, teacher or institution has achieved their short- or long-term educational goals. Flash man (2012), stated that Academic achievement in adolescents is a key determinant of future educational and occupational success. Paul, Backer, & Cochran (2012) found a statistically significant relationship between time spent by students on SNS and their academic performance. Social media has become a major distraction to students, causing the overall performance of students to decline, especially the ones who tend to check their Face book and Twitter while studying. (Raut & Patil, 2016).

But while SNS has grown in popularity over the years, it appears it may have reached its peak in terms of usage. There appears to be a usage-related phenomenon

REVIEW OF LITERATURE

A collective body of works done by earlier scientists is technically called literature. Any scientific investigation starts with a review of the literature. In fact, working with literature is an essential part of the research process which generates the idea, helps in developing significant questions and is regarded as instrumental in the process of research design (Singh A.K, 2018).

Review of literature is a critical summary of a research topic of interest, generally prepared to put a research problem in context or to identify gaps and weaknesses in prior study. So as to justify a new investigation the research presents the review of related literature that helps to study the problem in depth. It also serves as a valuable guide to understand what has been done and what is still unknown and contested.

The present study is concerned with finding the effect of Social Media Fatigue on Academic Achievement and General Health among Male Adolescents. The chapter gives full details about the various researches done on Social Media Fatigue, Academic Achievement, Health, and Male Adolescents.

Male Adolescents

The term "adolescence" derives from the Latin *adolescere*, "to grow up." Adolescence is the transitional period of growth and development between childhood and adulthood. The World Health Organization (WHO) defines an adolescent between the ages 10 to 19 years of age.

A meta-analysis study was conducted by Guilherme V. Polanczyk, Giovanni A. Salum, et al (2015) on the topic of A Meta-Analysis of Worldwide Prevalence of Mental Disorders in Children and Adolescents. The multivariate meta-regression analyses indicated that mental disorders affect a significant number of children and adolescents worldwide.

A study by Ken Rigby, and Phillip Slee (2010) on the topic Suicidal Ideation among Adolescent School Children, Involvement in Bully—Victim Problems, and Perceived Social Support: Results obtained from self-reports and peer nomination procedures to identify bullies and victims indicated that involvement in bully—victim problems at school, especially for students with relatively little social support, was significantly related to degree of suicidal ideation.

A study by Kamila S White, and Albert D Farrell (2006) on the topic Anxiety and Psychosocial Stress as Predictors of Headache and Abdominal Pain in Urban Early

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Adolescents: Adolescents from urban schools serving a predominantly African American population completed measures of pain, anxiety, witnessing violence, problem situations, and victimization at the end of the seventh grade (N = 502) and 6 months later (longitudinal N = 289). The results showed a high prevalence of weekly headaches (40%) and abdominal pain (36%) was reported. Anxiety partially mediated relations between psychosocial stress and pain at Time 1, particularly for problem

situations. Longitudinal models showed that adolescents reporting higher levels of pain at Time 1 reported greater increases in victimization and anxiety at Time 2. Changes in pain were positively correlated with changes in anxiety and stress variables.

A study conducted by Helen Mynard, and Stephan Joseph (2000) on the topic of Peer victimization and posttraumatic stress in adolescents: Bully/victim problems were assessed in 331 adolescents attending English Secondary Schools evaluated by the Impact of Event Scale. Multiple regression analyses showed that high IES scores in victimized respondents were predicted by experience of social manipulation and a belief that control lies with powerful others. Low self-worth was predicted by experience of verbal victimization and the belief that control lies with unknown others. These results provide evidence that peer victimization is associated with lower self-worth and higher posttraumatic stress and that those adolescents with an external locus of control may be at greater risk of psychological problems.

A study by Pope, A.W., Bierman (1999) Predicting adolescent peer problems and antisocial activities: The relative roles of aggression and dysregulation: the results stated that Aggression and withdrawal showed stability and were linked to peer difficulties in elementary school and in adolescence, but these behaviors indicated significant risk for adolescent rejection, victimization, and antisocial activity primarily when accompanied by irritable-inattentive behavior.

Academic Achievement

Academic achievement is defined as “a student’s academic performance in school” (Chen, 2008). For the purpose of this research, the term Academic Achievement is referred to as the cumulative grade point average (CGPA) of a child during the academic year.

A study conducted by Reyes, M. R., Brackett, M. A., Rivers, S. E., White, M., & Salovey, P. (2012) on the topic Classroom emotional climate, student engagement, and academic achievement. Using a multimethod, multilevel approach, this study examined the link between classroom emotional climate and academic achievement, including the role of student engagement as a mediator. Data were collected from 63 fifth- and sixth-grade classrooms (N = 1,399 students) and included classroom observations, student reports, and report card grades. As predicted, multilevel mediation analyses showed that the positive relationship between classroom emotional climate and grades was mediated by engagement, while controlling for teacher characteristics and observations of both the organizational and instructional climates of the classrooms.

A study conducted by Pedro F Casanova, M Cruz Garcia-Linares (2010) on the topic Influence of family and socio-demographic variables on students with low academic achievement. The results of the study indicate that the group of adolescents with normal academic achievement, socio-demographic variables better predict achievement; for students

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with low achievement, family variables play a more important role in predicting achievement.

A study by Dieseth and Martinsen (2010) on the topic Approaches to Learning, Cognitive Style, and Motives as Predictors of Academic Achievement: A sample of 192 undergraduate psychology students with a mean age of 21.7 years participated. Motives and styles were related to the three approaches to learning in theoretically meaningful ways. Moreover, approaches to learning were found to predict academic achievement, while styles and motives only had indirect effects on achievement. Among the approaches to learning, the deep approach unexpectedly did not predict achievement, while the surface and strategic approaches as expected significantly predicted achievement.

A study conducted by Malecki, C. K., & Elliot, S. N. (2002) on the topic - Children's social behaviors as predictors of academic achievement: A longitudinal analysis. This study was an investigation of the relationships among 139 third- and

General Health

Health encompasses three dimensions: It is a complete state of physical, mental, and social well-being and not merely the absence of disease or infirmity.

The term mental health has an interesting history within the general area of occupational psychology, having played a more important role at the theoretical level than in empirical studies.

A study was conducted by Ashoka (2013) on the topic the relationship between emotional intelligence and general health among delinquents and normal juveniles. Sample size of the study was 336, which included 160 normal and 178 delinquents. They found a significant relationship between emotional intelligence and general health. And they also found that there is a significant difference between delinquent and normal juveniles in emotional intelligence and general health.

A study was conducted by Nurizan, Yadollah, Mumtazah, et al., (2012) on the topic Spiritual Well-Being and Mental Health among Malaysian Adolescents. A total of 1190 Malaysian adolescents selected through a multistage proportional stratified random technique from the Federal Territory of Kuala Lumpur and Selangor state filled out questionnaires including the Spiritual Well-Being Scale, the General Health Questionnaire-28 (GHQ-28), and socio demographic characteristics. The main aim of this study was to examine the impact of spirituality on adolescents' mental health problems, after controlling for possible socio demographic factors. The study found noticeable rates of mental health problems among Malaysian adolescents and pointed out the importance of spirituality as a resilience factor might help children to cope with physiologic, physical and psychological changes through adolescence, successfully.

Social Media Fatigue

Social Media Fatigue refers to the social media users' tendency to pull back from social media when they become overwhelmed with too many social media sites, too many friends and followers and too much time spent online maintaining these connections.

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A study conducted by Bright, Kleiser, Grau (2015) on the topic *Too much Face book? An exploratory examination of social media fatigue*. This research examined the concept of social media fatigue and its proposed antecedents: social media efficacy, helpfulness, confidence and privacy concerns. Using confirmatory regression, this research determined that privacy concerns and confidence have the greatest predictive value for social media fatigue.

A study conducted by Xiongfei, Ali, Ghulam (2018) on the topic *The Stimulators of Social Media Fatigue Among Students: Role of Moral Disengagement*. This study used stimulus–organism–response paradigm to inspect the antecedents of social media fatigue and how social media attachment (SMA) is related to internalizing disorders (depression and anxiety). It also examined the moderating role of moral disengagement in the positive association between SMA and Cyber bullying Victimization (CV). The distinctive stimulus–organism–response paradigm in the suggested model is empirically examined through a sample of 305 college students. SMA was related to more CV and greater symptoms of internalizing disorders. CV and internalizing disorders were positively associated with social media fatigue. Moral disengagement moderated the relationship between SMA and CV.

A study conducted by Diana and Avery (2018) on the topic: *The identity dilemma: Identity drivers and social media fatigue among journalists*. Drawing on interviews with 39 American and Australian journalists, this study explored drivers of what one considers to be a rising identity dilemma among journalists and why social media disengagement is considered a possible solution. The findings suggested that journalists are grappling with issues of personal and professional identity construction across social media platforms with organizational pressures to present a more professional appearance without room for periodic disengagement from social media.

Social Media Fatigue and Health

A study conducted by Dhir, Yossatron, Kaur, et.al., (2018) on the topic *Online social media fatigue and psychological wellbeing—A study of compulsive use, fear of missing out, fatigue, anxiety and depression*. The study utilized repeated cross-sectional methodology whereby two waves of data (N = 1554, 1144) were collected to test the research model with adolescent social media users in India. The study findings suggest that compulsive media use significantly triggered social media fatigue, which later resulted in elevated anxiety and depression. Fear of missing out indirectly predicted social media fatigue through mediation of compulsive social media use.

Social Media Fatigue and Academic Achievement

A study conducted by Student, A., (2019) on the topic *Exploring compulsive media use as a mediator between OCD tendencies and social media fatigue, and in turn social media fatigue's effect on educational outcomes*. Three hundred and thirty-nine students (Mage = 22.29, SD = 5.64) completed a cross-sectional online survey including the Obsessive-Compulsive Inventory–Revised (OCI-R) scale, the Bergen Social Networking Addiction Scale (BSNAS), and measures related to social media fatigue, and academic motivation, effort and achievement. A simple mediation analysis revealed that OCD is both directly and indirectly (through compulsive media use) related to social media fatigue. OCD appears to significantly predict social media fatigue and compulsive media use, which in turn significantly predicts social media fatigue. Individuals with higher levels of OCD symptoms are more likely to directly experience social media fatigue, or indirectly experience it

through compulsive media use. Social media fatigue can positively influence academic achievement.

METHODOLOGY

Research methodology is the specific procedure or technique used to identify, select, process, and analyze information about a topic. In a research paper, the methodology section allows the reader to critically evaluate a study's overall reliability and validity. The methodology section answers two main questions: How was the data collected or generated, and how was it analyzed.

Research methodology is further divided into broader sections consisting of Research Design, Sampling Design, Tool Used, Statistics, and Procedures. These are further elaborated below in the context of the research topic of this dissertation.

Research Design

The research design is the detailed plan of the investigation. It is also known as the blueprint of the detailed procedures of testing the hypotheses and analyzing the obtained data. The research design is therefore defined as the sequence of those steps taken ahead of time to ensure that the relevant data will be collected in a way that permits objective analysis of the different hypotheses formulated with respect to the research problem. (Singh, 2018).

For the purpose of this research, *Descriptive research design* is used. This design is “aimed at casting a light on the current issues or problems through a process of data collection that enables the researcher to describe the situation more completely than was possible without employing this method.” (Fox & Bayat, 2007).

For any research study to be conducted there have to be variables. Variables may be defined as those attributes of objects, events, things, and beings, which can be measured (Singh, 2018). There are two main types of variables:

Dependent variable is defined as the one about which the researcher makes a *prediction*. (Singh, 2018). In this study, the dependent variables are Academic Achievement and General Health.

Independent Variable is defined as the one which is *manipulated, measured, and selected* by the experimenter for the purpose of producing observable changes in the dependent variable. In this study, the independent variable is Social Media Fatigue.

Sampling Design

Nearly all researches - experimental and non-experimental - in the field of behavioral sciences, particularly in the fields of psychology, sociology, and education - draw some inferences regarding a well-specified and identifiable group on the basis of some selected measures.

This well-specified and identifiable group is known as *population or universe* and the selected number of persons or objects is known as a *sample*. (Singh, 2018).

A sampling design serves as a framework, or a roadmap, that functions as the basis for the selection of a research sample.

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For the purpose of this research, *Convenience sampling design* was used. This sampling design is a specific type of non-probability sampling method that relies on data collection from population members who are conveniently available to participate in the study.

Sample Size

For this study, the researcher had identified the population as Adolescents, and the sample size as 110 adolescent males. Since the study has two dependent variables and one independent variable, as a thumb rule a minimum of 80 sample size is required.

Exclusion Criteria

Adolescents with mental disabilities were not considered for this study.

Independent Variable

- Social Media Fatigue - Respondents' level of social media fatigue was measured using a five-item scale by Gartner (2010). Participants were asked to respond to a series of Likert type statements on a seven-point scale (1 = Strongly Disagree to 7 = Strongly Agree). A few example statements are as follows: "I am frequently overwhelmed by the amount of information available on social media sites", "The amount of information available on social media sites makes me feel tense and overwhelmed" and "When searching for information on social media websites I frequently give up because there is too much information to deal with". The scale has a reliability of 0.91 and a good validity.

Dependent Variables

- Academic Achievement: the researcher assessed academic achievement by collecting the average marks of each student, in each subject, for the academic year 2019-2020.
- General Health: this variable was assessed using the General Health Questionnaire 28 item version. (GHQ 28) by Goldberg and Hiller (1996). It is a widely used and validated questionnaire to screen emotional distress and possible psychiatric morbidity. It contains 28 items that, through factor analysis, have been divided into four subscales namely - Somatic symptoms, Anxiety/Insomnia, Social Dysfunction, and Severe Depression. Test-retest reliability has been reported to be high (0.78 to 0.9) (Robinson & Price, 1982) and interrater reliability has both been shown as excellent - Cronbach Alpha 0.9-0.95, high internal consistency was reported (Falidel and Ramos, 2000).

a) Somatic Symptoms - Somatic symptoms are common in everyday life and medical practice. Such symptoms may be initiated, exacerbated or maintained by a combination of biological, psychological and social factors. The diagnostic criteria are applicable across the lifespan, even though developmental differences in the presentation and phenomenology of somatic symptom disorders may exist. These disorders typically present first in non-psychiatric settings and somatic symptom disorders can accompany diverse general medical as well as psychiatric diagnoses. b) Anxiety/ Insomnia - Anxiety is a general term for several disorders that cause nervousness, fear, apprehension, and worrying. These disorders affect how well we feel and behave, and they can manifest real physical symptoms. People often experience a general state of worry or fear before confronting something challenging such as a test, examination, recital, or interview. Insomnia or sleeplessness is a sleep disorder in which there is an inability to fall asleep or to stay asleep as long as desired. Symptoms of insomnia can include: sleepiness during the day, general tiredness, and irritability problems with concentration or memory. c) Social Dysfunction - Social dysfunction is a discomfort or a fear when a person is in social interactions that involve a concern about being judged or evaluated by others. It is typically characterized by an intense fear of what others are

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thinking about them (specifically fear of embarrassment, criticism, or rejection) which results in the individual feeling insecure and that they are not good enough for other people. The results of this type of fear and anxiety within social situations, and the assumption that peers will automatically reject them in the social situations. d) Severe Depression - A person having a major depressive episode usually exhibits a very low mood, which pervades all aspects of life, and an inability to experience pleasure in activities that were formerly enjoyed. Depressed people may be having thoughts and feelings of worthlessness, inappropriate guilt or regret, helplessness, hopelessness, and self-hatred, withdrawal from social situations and activities, reduced sex drive, thoughts of death or suicide.

Statistics Used

Statistics is defined as a mathematical measure (based upon a sample) which helps in gathering, organizing, analyzing, and interpreting the obtained data. (Singh, 2018). For the purpose of this research, there are two statistical analyses used, namely:

- Descriptive Statistics - Mean and Standard Deviation
- Inferential Statistics - One Way MANOVA (Multivariate Analysis of Variance) is a type of multivariate analysis used to analyze data that involves more than one dependent variable at a time.

Procedure

Following the ethics of data collection in research, only those adolescents willing to take part in the test were included in the sample.

The questionnaires were administered and the data of each participant with respect to academic achievement was collected from the online Google form. The participants were assured confidentiality of the data so that they could complete the test without any hesitation.

The Participants were not met directly but through online.

- The purpose of the study was explained after the test was taken to avoid any discrepancies. Social Media Fatigue scale was administered first followed by General Health Questionnaire.
- Using Statistical Package for Social Sciences (SPSS), the collected data was analyzed using mean, standard deviation, and one-way MANOVA.

RESULTS AND DISCUSSION

This chapter deals with the statistics part of the research study. The tables of the analysis that were done in this study are included in this section as well. The analysis was done in order to find the relationship between the variables and the degree to which the variables influence each other. A total of 114 Female Adolescents were involved in the present study and the statistical tool used was mean, standard deviation, and one-way MANOVA.

Thus, as the hypothesis stated, the analysis was done to check whether Social Media Fatigue has an effect on Academic Achievement and Health among Female Adolescents. The following table shows the respective results of the analysis computed.

The following pages will further deal with the discussion and explanation for the above obtained results, along with the implications, limitations, and scope for further research.

Table 1: shows the summary of mean and standard deviation of social media

Fatigue, Academic Achievement and General Health among Female Adolescents according to the Social Media Fatigue Questionnaire, Academic score average, and General Health Questionnaire respectively.

Dependent Variable	High social media Fatigue Group			Low Social Media Fatigue Group		
	SD	M	N	SD	M	N
Academic Achievement	87.8730	61.4239	68	81.2419	8.48816	46
Somatic Symptoms	6.83800	3.95730	68	4.93500	2.76000	46
Anxiety/Insomnia	5.95600	4.78000	68	3.93500	3.20000	46
Social Dysfunction	9.00000	3.80890	68	8.97800	3.65450	46
Severe Depression	4.08800	5.32730	68	2.50000	4.31410	46
General Health Total	25.8090	12.4352	68	20.5000	7.73090	46

As the table 1 states, the mean score of Academic Achievement for high Social Media Fatigue group is 87.8730, and the respective score for standard deviation is 61.4239. The mean score of Academic Achievement for low Social Media Fatigue group is 81.2419, and the respective score for standard deviation is 8.48816.

The mean score of Somatic Symptoms for high Social Media Fatigue group is 6.83800, and the respective score for standard deviation is 3.95730. The mean score of Somatic Symptoms for low Social Media Fatigue group is 4.93500, and the respective score for standard deviation is 2.76000.

The mean score of Anxiety/Insomnia for high Social Media Fatigue group is 5.95600, and the respective score for standard deviation is 4.78000. The mean score of Anxiety/Insomnia for low Social Media Fatigue group is 3.93500, and the respective score for standard deviation is 3.20000.

The mean score of Social Dysfunction for high Social Media Fatigue group is 9.00000, and the respective score for standard deviation is 3.80890. The mean score of Social Dysfunction for low Social Media Fatigue group is 2.50000, and the respective score for standard deviation is 3.65450.

The mean score of Severe Depression for high Social Media Fatigue group is 4.08800, and the respective score for standard deviation is 3.80890. The mean score of Severe Depression for low Social Media Fatigue group is 8.97800, and the respective score for standard deviation is 4.31410.

The mean score of General Health Total for high Social Media Fatigue group is 25.8090, and the respective score for standard deviation is 12.4352. The mean score of General Health Total for low Social Media Fatigue group is 20.5000, and the respective score for standard deviation is 7.73090.

There are four tests in MANOVA – Pillai’s Trace, Wilks’ Lambda, Hotelling’s Trace, and Roy’s Largest Root. In Pillai’s Trace, the value is .938 with corresponding F score of 269.366^b. And the result found is not significant.

SUMMARY

In this study it was hypothesized that Social Media Fatigue does not have an effect on Academic Achievement and General Health among male Adolescents. The study was conducted on 110 male Adolescents in Mangalore, who were selected by a convenient sampling method and the questionnaires of Social Media Fatigue and General Health were administered. The Academic Achievement of each student was calculated by their average marks in all subjects for the academic year 2019-2020. The obtained data was then analyzed using one-way Multivariate Analysis (MANOVA). The descriptive statistics used were mean and standard deviation.

The analysis was done using SPSS 21 and it showed that the null hypothesis is accepted. That is Social Media Fatigue has no effect on Academic Achievement as well as General Health among male Adolescents.

Though the study has limitations, there are further scopes for the research which were highlighted previously. This can lead to better research on the said population.

CONCLUSION

The aim of the study was to find the effect of Social Media Fatigue on Academic Achievement among male Adolescents, and the effect of Social Media Fatigue on General Health among Female Adolescents. The result showed that Social Media Fatigue has no effect on Academic Achievement as well as General Health among male Adolescents.

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Acknowledgement

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Kumar S. (2022). Effect of Social Media Fatigue on Academic Achievement and General Health Among Adolescents. *International Journal of Indian Psychology*, 10(2), 332-343. DIP:18.01.032.20221002, DOI:10.25215/1002.032