An Interview Study of Social and Psychological Effects Upon Students in Malaysia and England

Studi Wawancara Efek Sosial dan Psikologis Pada Siswa di Malaysia dan Inggris

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ARTICLE INFORMATION	
Keywords *Social;* *Psychological;* *Students;* *Media;* *Effect;*	ABSTRACT This study aims to explore the psychological and social effects of social media upon students at higher learning institutions in Malaysia and The United Kingdom. The study is done via qualitative approach as this study focuses on a case study to acquire unique experience by the participants. Three students are from Malaysia with and the remaining two are from England with different educational degree backgrounds. The participants mention the effects, the factors causing them and the suggestions to avoid or reduce the impacts. The finding elucidates the positive psychological effects include stimulating their study and relieving stress whereas the adverse impacts are procrastination, addiction and low self-esteem. The positive social effects mentioned by participants are student-student bonding as well as sharing of beneficial contents. The negative social effects are misinformation, cyberbullying, morality issues including pornography and cybercrimes, and poor physical interactions. The interviewees suggested that the factors that cause the negative impacts of social media were due to lockdown, peer pressure, perfectionism, procrastination and unethical usage of the online communication platforms. The research concludes with the suggestions by interviewees to impede the influence of social media in which they are parallel with previous findings of other researches such as limiting time for social media and encouraging face-to-face interaction instead. However, there are also additional inputs that are exclusively acquired due to COVID-19 and this will be elaborated further in this paper.
Kata Kunci Sosial; Psikologis; Siswa; Media; Efek;	ABSTRAK Penelitian ini bertujuan untuk mengeksplorasi efek psikologis dan sosial media sosial pada siswa di lembaga pendidikan tinggi di Malaysia dan Inggris. Studi ini dilakukan melalui pendekatan kualitatif karena studi ini berfokus pada studi kasus untuk memperoleh pengalaman unik oleh para partisipan. Tiga mahasiswa asal Malaysia dengan dan dua sisanya dari Inggris dengan latar belakang pendidikan yang berbeda. Peserta menyebutkan akibat, faktor penyebabnya dan saran untuk menghindari atau mengurangi dampak. Temuan tersebut menjelaskan efek psikologis positif termasuk merangsang studi mereka dan menghilangkan stres sedangkan dampak buruknya adalah penundaan, kecanduan dan harga diri rendah. Efek sosial positif yang disebutkan oleh peserta adalah ikatan siswa-siswa serta berbagi konten yang bermanfaat. Efek sosial negatifnya adalah informasi yang tidak sesuai, perundungan di media sosial, masalah moralitas termasuk pornografi dan kejahatan dunia maya, dan interaksi fisik yang buruk. Narasumber menyatakan bahwa faktor-faktor yang menyebabkan dampak negatif

		media sosial adalah karena penguncian, tekanan teman sebaya, perfeksionisme, penundaan dan penggunaan platform komunikasi online yang tidak etis. Penelitian ini diakhiri dengan saran dari narasumber untuk menghambat pengaruh media sosial yang paralel dengan temuan penelitian sebelumnya seperti membatasi waktu untuk media sosial dan mendorong interaksi tatap muka, namun, ada juga masukan tambahan yang diperoleh secara eksklusif karena COVID-19 dan ini akan dijabarkan lebih lanjut dalam makalah ini.
Article History Send 22th September 2021 Review 30th December 2021 Accepted 5th June 2022		Copyright ©2022 Jurnal Aristo (Social, Politic, Humaniora) This is an open access article under the CC–BY-NC-SA license. Akses artikel terbuka dengan model CC–BY-NC-SA sebagai lisensinya. CC BY-NC-SA

Introduction

Social media is a device that has grown in popularity in recent years due to its user-friendly characteristics. Social media services such as Facebook, Instagram, and Twitter enable individuals to interact across distances. In other words, social media has brought the whole world at our fingertips. People communicate nearly constantly throughout the day through texting, e-mail, and the ever-expanding social media. Due to its growth in popularity and use in the contemporary day, social media has become the new standard for expressing anything from major life events like engagements and the birth of children to minute details like what one ate for supper. Within the last decade, social media has had a profound effect on how individuals interact. The youth, in particular, are among the most avid users of social media. All of this raises the question of whether something so strong and with such a broad reach can be entirely benign. As with every coin, there are always two sides to it, the same is true for social media. Therefore, this research aims to scrutinize such effects upon university students (who are usually youths or under the age 40) as they use social media on a daily basis.

Method

The methodology of research refers to the particular processes or procedures used to locate, select, process, and evaluate data pertaining to a subject. The methodology part of a research article enables the reader to assess the overall validity and reliability of the study. The methods section addresses two primary concerns: What methods were used to gather or produce the data? What method was used to analyse it? (Wilkinson, 2000). Therefore, the following subtopics will cover research design, the participants and research tools used for this study and the data analysis approach. The qualitative case study method was used in this research since it is appropriate for beginner researchers. The case study method is a kind of instruction in which the learner is presented with a specific issue, the case. The case study enables the examination of a real-world problem within a specified context via the use of a range of data sources (Baxter & Jack, 2008). In general, a case study examines a specified issue based on a real-world scenario and employs actual data as a methodological tool.

Additionally, this methodology enables students to acquire and hone a variety of abilities, including the ability to comprehend and analyse real-world issues. the ability to suggest and assess options for resolving the issue at hand, to collaborate, as well as their aptitude for information management and problem synthesis. (Herrera et.al, 2016). Therefore, I believe this

technique is suitable for this kind of study since we would be able to know first-hand the experience of our interviewees regarding social media.

There are 5 participants in this study, and they are all full-time undergraduate students in higher learning institutions. 3 of them are studying in Malaysian institutions whereas the other 2 are British students. The Malaysian students live in cities namely Nilai, Bangi and Kuala Lumpur. The 2 English students reside in Coventry and London. All 5 of them come from diverse educational backgrounds, with their respective majoring as biochemistry, medicine, pedagogy, data science and actuarial science. The information about the search of participants is disseminated across social media platforms. So, these 5 participants are willing to cooperate in this study and thus they are chosen to be a part of this research.

The tool used in this research is structured interviews: interviews in which the researcher closely adheres to a predetermined interview procedure. It is a highly structured interview approach, in which only the questions specified in the interview protocol are asked. As a consequence, there are few chances to investigate and expand on issues raised by participants throughout the interview. This technique is useful when researchers have a complete list of interview questions, since it enables the researcher to focus on the particular phenomena or event under investigation. It facilitates interviewing and ensures that we get the necessary information, so that the interviewers would not have to do follow-up interviews to address missing or forgotten questions (Statistics Solutions, 2021).

There are 6 characteristics of structured interviews: the interviewer asks each respondent the same series of questions; the questions are created prior to the interview, and often have a limited set of response categories; there is generally little room for variation in responses and there are few open-ended questions included in the interview guide; questioning is standardized and the ordering and phrasing of the questions are kept consistent from interview to interview; the interviewer plays a neutral role and acts casual and friendly, but does not insert his or her opinion in the interview; and self-administered questionnaires are a type of structured interview (Cohen & Crabtree, 2006).

The interviews are conducted via phone calls with Whatsapp or Google Meet. Thus, since the questions are the same towards all 5 participants in order to easily compare their responses and the literature review, structured interview is the best technique for this study. The questions posed to the interviewees were as followed:

Q1: What is your preferred media social platform(s) and the main usage(s)?

Q2: What can you infer about psychological and social effects upon social media users to the best of your knowledge?

Q3: What is your personal experience on those two effects when using social media?

Q4: What are the factors that make you vulnerable to those psychological and social effects?

Q5: What are your suggestions or actions to mitigate the negative effects?

Based on the 10 articles chosen for this study, the top 3 popular social media platforms are Facebook, YouTube, and Twitter. One convincing reason why Facebook is so important in comparison to the rest is because, despite the proliferation of web sites vying for consumer attention today, a disproportionate amount of research has focused on Facebook, raising concerns about generalizability (Bayer et al., 2020). Meanwhile, the other two social media platforms are often utilised because they have the potential to increase involvement due to their open, conversational style, connectivity, and textual and audio-visual appeal (Buhari et al., 2014).

Regarding the positive psychological effects, with their current trends and dynamic content, these social networks are undoubtedly appealing to young adolescents, relieving tension while studying or completing assignments (Wang et al., 2011). Additionally, it is said that students get a better feeling of control over their studies, as well as heightened interest and involvement in immersing themselves in topic syllabi (Blankenship, 2010), with some even seeing social media as a path to academic success (Buhari et al., 2014).

However, negative psychological effects are inevitable in this era of digitalisation. First of all, distraction is an unavoidable result of social media alerts popping up periodically while a student is doing an assignment, and it's unsurprising that a lot of students acknowledge that this behaviour has a negative effect on their scores (Wang et al., 2011). Their reading habits have also shifted as a consequence of these mobile social media platforms (Buhari et al., 2014). Additionally, since teacher-student contact is entirely virtual, instructors were unable to identify who was paying attention in the classroom (Siddiqui & Singh, 2016). Peer pressure is an often ignored phenomenon that has serious implications for adolescents when examined from neurological and behavioural perspectives. When social pressure is used to promote hazardous behaviours such as drunk driving or drug usage, it may be detrimental. Additionally, young people often share material online depicting hazardous behaviours, which may encourage their friends' propensity to do the same (Sherman et al., 2016). This is comparable to the impact of playing violent or graphic video games. Meanwhile, social media is linked with four interrelated effects: Fear of Missing Out (FOMO), loneliness, sadness, and anxiety. While online social media has become intimately connected to our daily lives, it is being blamed for an upsurge in young people's mental health problems. The findings were classified into four categories of social media use: time spent, behaviour, investment, and addiction. All domains were shown to

be related with depression, anxiety, and psychological discomfort (Keles et. al, 2020). This finding is corroborated by the fact that social media use is negatively associated with psychological symptoms, psychological abuse and rejection regarding belonging, fearful and anxious attachment, depression, locus of control and negative emotions, and psychological disorders (Bilgin & Taş, 2018).

Positive social effects are evident in several papers, with some students may readily connect with one another through social media regarding class assignments, group projects, and homework help. Numerous pupils who demonstrate a lack of interest in class may think they can simply express themselves through social media (Siddiqui & Singh, 2016). Additionally, accessible and appealing social media platforms facilitate networking and friend discovery (Wang et al., 2011), even more so when social support is strong and individuals are supporting one another – resulting in improved social well-being (Chen & Li, 2017). Those who get social support, on the other hand, are more likely to be loved, liked, appreciated, and respected. Individuals benefit from their social networks, social capital, and social assets through receiving assistance, encouragement, recommendation and approval, consolation, and security. Social assistance may take a number of forms as a sustaining factor in a person's life (Bilgin & Taş, 2018).

Despite that, negative social effects are also distinct in this matter, since the plethora of problems surrounding social media usage have lately become a global cause of discomfort. Academics and authorities worldwide have expressed worry about fraud, identity theft, pornography, and a host of other bad elements of social networking. The use of social media for cybercrime, which includes anything from hacking to recruiting terrorists, presents such a tremendous problem (Buhari et al., 2014). This is bolstered by assertions that it is difficult to discern who "strangers" are in today's society, particularly in the area of social media. Sharing information on social media facilitates abduction, murder, and robbery. Numerous instances involving people approaching young children and enticing them to meet with them have been reported to police stations (Siddiqui & Singh, 2016). Privacy concerns and disinformation also jeopardise social peace (Siddiqui & Singh, 2016), since they foster mistrust among the populace. Dependency on virtual interaction may also lead to losing their ability in face-to-face communication (Siddiqui & Singh, 2016).

Some factors that make the youths vulnerable to the negative impacts of social media include the personality of youths themselves such as psychological resilience influenced by openness, extraversion, and adaptability, as well as locus of internal control, resourcefulness, self-efficacy, and optimism; constructive and cognitive understanding of events; and social

support from family and friends (Bilgin & Taş, 2018). These factors are closely related to good outcomes such as happiness, university adaptability, and life satisfaction. Thus, if psychological resilience is very low, there is a great probability that the benefits will reverse. Peer influence is also critical throughout puberty because it teaches adolescents how to behave appropriately in their sociocultural setting. This measurable social endorsement may be a strong incentive for adolescents who are very reliant on peer approval. The measurable metric is the 'like' count. Additionally, this measurable social endorsement provides a unique research opportunity: despite the fact that it is a real-world encounter, it is easily manipulatable experimentally (Sherman et al., 2016)

Finally, there are several suggestions opined by researchers to mitigate the undesirable effects, by highlighting the 5 pillars of media literacy to ensure healthy usage of social media platforms: To sustain a healthy use of social media, we must adopt five literacies: attention, participation, collaboration, network awareness, and critical consumption. Attention focuses on the ability to discern when and where to pay attention while on social media; participation entails determining whether making a comment or joining a conversation is meaningful or not; collaboration entails assisting one another toward a common goal, not the other way around; network awareness entails how we should be mindful of our self-disclosure and privacy (Blankenship, 2010); critical consumption is the process of determining that the information consumer must be critical and enquire about the veracity of the information available online (Rheingold, 2010). Addicts should be encouraged to develop genuine friendships. To achieve this objective, they may be channelled into social, cultural, and artistic events, as well as athletic activities. Experts should educate relatives of social media addicts about the impact of social support on addiction and the measures that should be taken (Bilgin & Taş, 2018). Experiments limiting social media usage on a smartphone to ten minutes per channel each day for three weeks showed the expected beneficial impact on well-being. Both loneliness and depression symptoms were reduced in the research sample. In terms of depression, individuals who entered the trial with elevated levels benefitted the most from the intervention (Hunt et al., 2018).

Results and Discussion

There are 5 respondents in this study; for the sake of simplicity and anonymity, they will be mentioned as participant A, participant B, participant C, participant D and participant E respectively, if it is necessary to focus on a particular respondent. Since all of the items in the structured interview are open-ended questions (4.1, 4.2, 4.3, 4.4, 4.5) their responses will be evaluated on a whole in order to find consensus or differences among them. A simple

frequency analysis will also be done in 4.1 regarding the types of social media that the interviewees use.

Popularity of Social Media Platforms

Table 1. Types of Social Media That Interviewees Use

Social Media	Responses	Purposes
Whatsapp	5	Personal Messaging (PM), official work, informal buying-selling platform, status updates from friends
Instagram (IG)	4	Reconnect with old/childhood friends and associations, entertainment, current issues
LinkedIn	3	Professional networking
Facebook (FB)	2	Watch live-streaming official events, watch K-dramas, be informed of official announcement by the institutions
Twitter	2	Current issues
Youtube	2	Entertainment, informal study content
Telegram	1	Official groups for work
TikTok	1	Tips about living skills such as ways to set up PC and cooking, and also funny contents
Snapchat	1	To gain virtual rewards from the platform and chat with close people
Discord	1	Communicate with friends

Based on Table 1 above, we can see that all 5 participants inadvertently achieved a consensus about using Whatsapp as a social platform, particularly due to easy access to communication as mentioned by participant E. Therefore, we can see the other functions of Whatsapp such as economic transactions, status updates and work discussion. The second most popular platform due to 4 out of 5 using it is IG because of its multi-tasking abilities of being both a convenient platform to connect with people, entertainment contents and also current issues. The third most popular platform with a simple majority of 3 out of 5 respondents is LinkedIn in which all 3 respondents agree that it is used solely for the sake of professional networking.

Meanwhile, other platforms albeit less used among the respondents yet actually popular in the public are also noted here, such as Youtube and Twitter with similar purposes as the aforementioned top 3 platforms.

General Knowledge About Social and Psychological Effects

Positive Psychological Effects

The first positive effect the respondents say is that these social media platforms can be enlightening to us with new knowledge and interests. Since they are able to easily gain new information, this can indirectly facilitate them in their studies. The second effect is social media platforms can act as a stress relief, releasing serotonin - the key hormone that stabilizes our mood, feelings of well-being, and happiness with lots of entertainment and funny contents.

Negative Psychological Effects

The first negative effect highlighted by an interviewee is procrastination, since usually students are likely deceived by the ample time they have whilst enjoying the entertainment in social media, leading to reduced productivity. The second one is social media addiction, as it affects ourselves both physically and psychologically. This, in turn, will lead to repercussions in our mental health and mood. The third one is self-hatred and jealousy in which it might happen due to the false perception of seeing everybody in social media as having the 'perfect life', making us apparently less of everything and consequently hating ourselves unnecessarily.

Positive Social Effects

The first positive effect is that social media platforms can serve as a perfect ground to foster relationships, regardless of any individual personality type such as extrovert, introvert or ambivert. For ambiverts and extroverts, the students can connect with their lecturers and cooperate with their friends for their studies and this suits the need of extroverts/ambiverts to stay connected with many people and also introverts if they prefer virtual communication rather than physical interactions or face-to-face sessions. The second one is the ability to share any beneficial contents such as our particular interests. This also might be able to initiate groups or networking based on similar interests or philosophies, inculcating healthy self-development while maintaining psychological wellbeing amidst the COVID-19 pandemic.

Negative Social Effects

Misinformation is the most agreed negative social effect among respondents, due to the extreme ease of information dissemination without particular procedures to abide by prior to the action. This can cause upheavals in the society and even affect relationships, backtracking the very reason of social media platforms. The second one is particularly cyberbullying, since anonymity is one of the features in social media platforms as we do not necessarily have to put our real names. Therefore, people are compelled to do such an atrocity knowing that they are unlikely to be blamed for the voracious comments. The third one is the vulnerability towards indecent content such pornography and cybercrimes such as scams. The fourth one is the possibility of awkward interactions among people in real life, even leading to unintentional rifts among family members and friends due to large dependency towards social media platforms.

Personal Experience

Positive Experience

Each of the experiences mentioned by participants will be mentioned verbatim. The first positive experience is regarding the ease of communication, such as the one mentioned by participant A:

> I personally feel more comfortable contacting people who I do not see physically in front of me; I am also able to concentrate on my work due to less distraction and less time spent if I otherwise have to go several places physically.

Participant B also mentioned a similar experience regarding international exposure whilst communicating with people:

> During Movement Control Order (MCO), I discovered an app called 'Bottled' in which I could chat with people of many nationalities such as Indonesia, UK, US and Nigeria. I got to learn cultural knowledge such as Sundanese language in Java, instant foods in respective countries and their careers.

This confirms the assumption that social media is a favourable preference for the youth due to the accessibility of those platforms to connect with all walks of life, far and wide without borders. The second positive experience is the educational benefit that social media can bring upon the users, such as the one mentioned by participant C:

> As I refer more to online content for medical studies and include that information in my class presentations, I commonly get good feedback from lecturers because these Youtube videos really help me comprehend those terms and concepts besides propagating myself in roundtable discussions.

Social media allows for more e-learning opportunities as well. As remote jobs and online classes are becoming more popular, training students to work from a distance is an important lesson, and social media can help with that matter.

Negative Experiences

Of course, not everyone undergoes the positive incidents. One negative event is told by participant B regarding the ubiquitous content in Twitter about pornography:

> I am extremely agitated with these suggested accounts appearing in these social media platforms which are actually FreeLance – an implicit term used for people involved with pornography as their side-income. This is certainly disturbing and worrying for underage kids who are indisputably exposed to these lewd contents if left unattended.

The next one is about miscommunication in which participant C mentioned a poignant event due to social media:

> I also encountered false rumours about myself dating a certain boy and it all started with social media, possibly fracturing the friendship I had with him. Luckily, he is unperturbed by this nonsense and remains a friend of mine till now.

A somewhat relatable experience is also told by participant D about his friend:

> Miscommunication is also a common issue about social media. For example, a friend of mine tweeted about his criticism of a certain Malaysian minister, yet everyone bashed him including his friends. This possibly affected his/her relationship with those closest to my friend.

Misinformation will spread more rapidly and widely because the public response to pandemics and significant social events is extremely sensitive, and the public invariably mines diverse types of information about potential subsequent risks, thereby shaping the opportunity for misinformation to spread. (Han et.al, 2014). This applies to relationships as well. Another negative experience is regarding emotion sway that social media platforms can bring upon the users, such as the one shared by participant D regarding the ongoing Israeli occupation on Palestinian soil:

> During Ramadan in mid-May, the incessant news in Twitter regarding the attack by the Israeli regime on Palestinian soil is absolutely vexing and tiring, especially regarding the child murders. As a result, I experienced a mix of emotions. We intended to open social media for casual purposes, only to be dismayed by all negative news as if putting our defeatist hope upon humanity on display.

Participant E also shares the same sentiment by saying that "I personally feel insecure with the happy posts in those social media by my friends", as to highlight the emotional

insecurity he got as a result of his friends' postings depicting success and perfection. These two testimonies serve as proof that social media can be invigorating or toxic to our mental health.

The last negative experience mentioned is about social awkwardness due to excessive dependency on social media to connect with other people by participant E, "I become socially inept with people because I rely too much on the virtual platforms as my form of communication." This effect is confirmed as one of the negative social effects mentioned previously.

Factors Causing The Negative Social and Psychological Effects

There are many factors that the participants consider to be the causes of social and psychological effects. Those factors include the lockdown situation forcing people to use social media as their only form of interaction, peer pressure leading to urge of perfectionism and perceived aesthetics, the ability to post about everything, the intention to use them as pastime and stress relief leading to procrastination, personality type and also unethical or uncontrolled usage of social media.

Suggestions to Reduce/Avoid The Negative Impacts

Meanwhile, suggestions have been made by participants to impede the negative effects, such as limiting the time usage of social media and managing time well to avoid procrastination. Others include giving effort to communicate face-to-face with people, allocating specific time to spend with our loved ones, being grateful of what we own rather than focusing on what we do not have despite the postings and cyberbullying, prioritising work as our social media purpose, and be vigilant of any unconfirmed sources by referring to the authorities for the correct information. For introverts, participant D also suggests that they should start with smaller groups to get accustomed with physical interaction before going for larger gatherings, starting with topics they are interested in or similar interests. However, they must also broaden your horizons or knowledge to unlock potential networking with larger groups of people later on. To avoid the lewd contents, participant B would suggest blocking the related accounts to correct the search algorithm.

Further Discussion

Regarding the top 3 platforms, the findings differ from the literature review, in which the top 3 are Whatsapp, IG and LinkedIn instead of the previous findings mentioning Facebook, YouTube and Twitter. However, the other three platforms are also used by some of the

participants as shown in Table 1. As for the rest of the items such as effects and experiences, A majority of them are in sync with previous research.

For the positive psychological effects, participant C mentions about the capability of social media to aid her in her study, and this approves of the finding also said that the students are able to get greater sense of control over their studies, piqued interest and engagement in immersing the subject syllabi (Blankenship, 2010), with some even seeing social media as a method towards academic excellence (Buhari et al., 2014). The other psychological effect is that social media acts as stress relief by participant D, in line with the research opining these social platforms are undeniably attractive for these youths, thus releasing stress whilst studying or finishing assignment (Wang et al., 2011)

As for the negative psychological effects, claims made by participants regarding procrastination is also relevant with the findings by suggesting that distraction remains an inevitable consequence if social media notifications pop up intermittently whilst a student finishing up an assignment, and thus it is unsurprising that a number of students admit that their grades are affected by this behaviour (Wang et al., 2011). Their reading attitude has also been altered as a result of these mobile social media (Buhari et al., 2014). Furthermore, since teacher-student interaction is purely virtual, teachers were unable to determine who in the classroom was actually paying attention (Siddiqui & Singh, 2016).

As for the positive social effects, the participants suggest that relationships can be bolstered via social media platforms and this affirms study by Chen and Li (2017) about the positive development leading to healthier well-being. Siddiqui and Singh (2016) also voiced the same opinion as the participants regarding how introverts can comfortably communicate with other people if they use social media platforms.

Looking upon the negative social effects, participants point out misinformation as an inevitable consequence of social media, and this claim aligns with the study by Siddiqui and Singh (2016) about this matter. Participant B also mentions the possible risks of cybercrime, pornography etc. as similarly mentioned by Buhari et al. (2014).

Meanwhile, regarding the factors causing the negative effects, the ability to post about everything, personality type and also unethical or uncontrolled usage of social media are the three factors previously endorsed by Buhari et al. (2014) as well as Bilgin and Taş (2018). Finally, the suggestions such as carefully inspecting the content of social media platforms, limiting the time for social media, and also encouraging themselves to meet face-to-face with people to enable healthy development of social skills are in parallel with the study by Blankenship (2010), Bilgin and Taş, (2018) as well as (Hunt et al., 2018). Therefore, we can

conclude this by postulating that this research confirms the claims of previous research and thus this study is respectable in terms of its findings.

Implication

Based on this study, I would like to suggest that the students should be given proper education about time management particularly regarding social media platforms. This can be done via webinars in terms of general education and also personal counselling for those afflicted with social media addiction. Another suggestion would be for the higher learning institutions to swiftly respond to any cues of misinformation by immediately refuting or confirming any sort of rumours to avoid confusion and turbulence among students, by establishing an anti-fake news taskforce to handle this particular issue during this already chaotic COVID-19 pandemic. The last suggestion would be to raise awareness about social media platforms to the society so that the parents or guardians would be cognizant of this matter and thus careful about lending gadgets or devices to their kids. The awareness campaigns can be done by the volunteers from the higher learning institutions instructed by respective departments such as counselling, psychology department, faculty of education etc.

Limitation and Suggestion

This research is limited to a qualitative approach, thus lacking a holistic evaluation of this situation. This study also might give an incorrect representation of the real situation regarding social media implications, since apparently more negative effects are mentioned in this study whereby that may not be the case in the current situation. Therefore, researchers may pursue a quantitative approach instead and verify this via Cronbach's Alpha to ensure reliability.

The scopes covered in this research is also wide for a simple qualitative research, encompassing both psychological and social effects. Therefore, researchers and academicians can focus on any of the two aspects in order to gain a better comprehension of the case.

Conclusion

Whenever a big technical development profoundly alters the way people live, it sparks debate over the nature of the shift and whether it is "good" or "bad." These internet-based social media platforms that have transformed the way people acquire information, communicate, and connect with one another. Social media has had some extremely good consequences in terms of empowering and connecting people in the very short period that they have been in existence.

Simultaneously, they have created new venues for some extremely harmful and dangerous activities.

Many of us rely on social media sites such as Facebook, Twitter, Snapchat, YouTube, and Instagram to discover and interact with one another in today's society. While each has its advantages, it is critical to realise that social media will never be a substitute for in-person human interaction. It takes face-to-face interaction with people to activate the hormones that reduce stress and make you feel happier, healthier, and more optimistic. Ironically, for a tool meant to bring people together, spending too much time on social media can actually increase feelings of loneliness and isolation—and aggravate mental health disorders such as anxiety and depression.

The on-going argument over whether social media is "good" or "bad" for a person's mental health and well-being is highly subjective. It is inextricably linked to how it is used (or abused), who uses it, and, to some extent, who passes judgement. The key to enjoying the benefits while avoiding the downsides is to prudently, productively, and cautiously employ these powerful instruments. Proper consumptions proper proportions keep individuals well and satisfied, while bad management and excessive intake can result in significant, perhaps fatal health problems.

Acknowledgement

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