



INTERNATIONAL LAW
JOURNAL

**WHITE BLACK
LEGAL LAW
JOURNAL**
**ISSN: 2581-
8503**

Peer - Reviewed & Refereed Journal

The Law Journal strives to provide a platform for discussion of International as well as National Developments in the Field of Law.

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WHITE BLACK LEGAL is an open access, peer-reviewed and refereed journal provided dedicated to express views on topical legal issues, thereby generating a cross current of ideas on emerging matters. This platform shall also ignite the initiative and desire of young law students to contribute in the field of law. The erudite response of legal luminaries shall be solicited to enable readers to explore challenges that lie before law makers, lawyers and the society at large, in the event of the ever changing social, economic and technological scenario.

With this thought, we hereby present to you

FROM SCREENS TO SELF: EXPLORING THE BROAD EFFECTS OF SOCIAL NETWORKING WITH INSIGHTS INTO YOUTH MENTAL HEALTH

AUTHORED BY - MS. SAKSHI SOLANKI & DR. AMITESH ANAND

Introduction

People utilise online platforms known as social media to develop social networks or social links with other individuals who share similar personal or professional interests, hobbies, backgrounds, or connections in the real world. There is a noticeable and considerable effect that social networks have on young people. It is becoming more and more obvious that social networks have integrated themselves into people's everyday lives. A significant number of adolescents are checking the Tweets and status updates posted by their friends and family members on their personal computers, tablet computers, and smart phones. People are put under a lot of pressure to adopt alternative lifestyles as a direct result of the growth of technology. The use of social networking sites can help young people become more competent of interacting with others in a social setting. The term "social media" refers to a mode of online data communication. Users of social media platforms are able to engage in discussion with one another, share information, and produce material for the web. The term "social media" can refer to a variety of different things, including weblogs, microblogs, wikis, social networking sites, photo-sharing sites, instant messaging, video-sharing sites, podcasts, widgets, and even virtual worlds, amongst other things. There are billions of people all over the world who use social media to communicate with one another and share knowledge.¹

On a personal level, social media platforms facilitate interaction with loved ones, education, personal growth, and entertainment. Using social media for professional purposes allows us to connect with other people in our field, allowing us to learn more about our chosen sector and grow our professional network. Conversation, feedback from customers, and brand elevation are all possible thanks to social media at the enterprise level. The concept of social media is novel and offers a unique and excellent chance for development. Many businesses now leverage the growing power of social media to enhance their operations. We can advertise or

¹Ben Light, *Disconnecting with Social Networking Sites* 144 (Macmillan, 2014).

communicate more effectively with the usage of social networking. Similarly, people can get their daily dose of news via a social networking site rather than the media or television. Information or people can be followed anywhere in the world.²

In just a few short years, social media have established themselves as an indispensable component of modern life. When most people think of communication, they immediately think of online networks such as Facebook, Google+, and Twitter. This is especially true of younger generations. Why are people getting so excited about using these brand new forms of virtual interaction? Since the time of Aristotle, people have been defined as social beings, and one could say that these technologies enable individuals to act out their essential sense of social belonging in a manner that is consistent with that description.³

It is vitally crucial to conduct research into the effects that social networking websites and social media have. There are many different facets to the same thing. Listed below are some of the specific areas where the impact has been observed to a significant degree.

Social Networking Sites and Education

Communities for online education predate the development of the Internet itself. In 1969, a network known as ARPANET was established by the United States Department of Defence (DoD). This was the first global computer network, and it gave engineers and scientists working for the government the ability to conduct research from any location on the network. The European Particle Physics Laboratory in Geneva, Switzerland, is credited with being the birthplace of the World Wide Web (WWW) in 1989.⁴ Learning was made easier as a result of the World Wide Web's ability to enable scientists to more effectively disseminate information via the internet by using hypertext pages. Since that time, both the technology of the web and the groups of people who use it have seen dramatic changes. The surroundings as well as the educational opportunities are being transformed by the instruments of web 2.0 and social networking. Web 1.0 put a significant amount of emphasis on the posting of static content that users were expected to take in unactively. Users are now able to be active participants in the

²WaheedHajra, Anjum Maria and Amina Khawaja, "Investigation of user behaviour on social networking sites" 12(2) *Plos One* 169 (2017). DOI: <https://doi.org/10.1371/journal.pone.0169693>.

³David Rosenblum, "What Anyone Can Know: The Privacy Risks of Social Networking Sites" 5(3) *IEEE Security & Privacy* 45 (2007).

⁴JingboMeng and Jeff Cox, "Research on Social Networking Sites and Social Support from 2004 to 2015: A Narrative Review and Directions for Future Research" 20(1) *Cyberpsychology, Behavior, and Social Networking* 46 (2016). DOI: <http://doi.org/10.1089/cyber.2016.0325>.

building of their own learning experiences because to the rapid development of Web 2.0 tools and social computing. The "collective intelligence" of students and teachers is being leveraged through the use of technologies such as blogs, wikis, media-sharing services, mash-ups, and collaborative editing tools. This, in turn, is fostering increased collaboration and the exchange of knowledge. Students of today are already fully engaged with the technologies of Web 2.0 and use social networking applications and online social spaces in their personal lives with complete confidence. This gives a unique opportunity for educators to capitalise on students' excitement about technology and make effective use of the resources available to them within a curriculum setting.⁵ The construction of a Web-based education infrastructure relies heavily on the application of four Web 2.0 principles, which are as follows:

- (a) **The Web as a Platform:** There should be a transition away from education that is centred on computers and towards education that is based on the web. The world wide web provides a venue for the creation and dissemination of information, the referencing of educational resources, the administration of tests, as well as communication and cooperation between educators and their pupils.
- (b) **Leveraging the Intelligence of the Crowd:** This is the fundamental concept that underpins all of the work that is done in Web 2.0. Users are no longer merely watchers; instead, they are actively participating in the creation of new information and sites and contributing their own original work. As the Web expands naturally as a result of the collective activity of its users, hypertext connections connect to and from the newly created material. The new "gift culture" encourages people to give back at least as much as they take from their online experiences. This culture is beneficial to both instructors and students.**Rich User Experiences:** The Web provides rich multimedia educational experiences for students. Lectures and other educational materials can be delivered in a variety of formats with theseamless integration of class-based and virtual learning content.
- (c) **Data is the Next Intel Inside:** As more people utilise the Internet, more data is being created and refined all the time. When more students and teachers are involved in the creation of educational content, all aspects of the information, including its quality, reliability, and accessibility, improve. As a consequence of this, the user's time spent browsing the web is now transformed into an ongoing educational experience.

⁵ Adam MahamatHelou and Nor ZairahAb.Rahim, "The influence of Social Networking Sites on student's academic performance" *International Conference on Internet Studies* 2017.

We will go into detail about the profile of the modern student and their educational requirements, highlighting the difficult nature of the issue that educators face in trying to fulfil those requirements. There is evidence that educators have failed to completely embrace the emerging Web 2.0 technologies, which has resulted in a gap between the potential applications of social networking in education and the actual practical use of this medium. At the heart of this problem is the fact that educators have failed to fully embrace the emerging Web 2.0 technologies. In light of this, it is important to investigate the variables that contribute to the low adoption rate of social software inside educational systems. The use of social networks as support structures for students within an educational infrastructure has been the subject of extensive research, and this article reviews the use of social software for improving student outreach, learning excellence, motivation, and self-efficacy. We also investigate the increasingly pressing and pertinent problem of mobile computing, concentrating on its function in relation to social networking and education, as well as the possible advantages and disadvantages of this technology.⁶

3.1.1 Social learning

The way we get information is changing because of social apps. Academics and researchers have quickly embraced Web 2.0 technologies as a way to share knowledge and work with others in a global learning setting that is spread out across the world. A lot of the information I used to write this paper about social networking and schooling can be found online. As new digital forms of scholarship become more and more common, there needs to be a way to evaluate them and recognise them as acceptable forms of academic work. Now, the Internet can be seen as a place where people share and make new information. It's now more important to know where to look for knowledge than to know what it is. Web 2.0 tools help a "constructivist" way of teaching, in which students find and make information instead of learning it. This makes it possible for students to not only get information from the Internet, but also to add to it and share their own knowledge. Teachers and trainers need to use this new way of teaching in their lessons and set up a system to support building knowledge instead of just giving it to students.

⁶TolgaGok, "The Effects of Social Networking Sites on Students' Studying and Habits" 2(1) *International Journal of Research in Education and Science* 88 (2016).

Collaborative learning

Social networking makes people more likely to join in and help out as a group.⁷ Anderson (2006) looks at how "People Power" is important in the "age of peer production." Anderson shows with examples like video sharing on YouTube and the power of user reviews on Amazon that the most successful Web companies are built on user-generated content. With the rise of Web 2.0 tools like Flickr, YouTube, and Slideshare, there are always new ways to share information. These are all user-driven and user-focused, not just a collection of information that can be viewed when needed. Along with these changes come new ways to work together and talk, such as blogging, microblogging (Twitter), wikis, peer-to-peer mentoring, and online discussion. Johnson and Johnson (2004) looked at how technology affects cooperation and found that cooperative learning leads to better grades than individual learning. They come to the conclusion that "few educational innovations hold the promise that technology-supported cooperative learning does." In an open-source society, everyone can share in the creative process. "Peer-to-peer communication and sharing of online communal spaces are a big part of what gets young people excited, so they should help users stay motivated and keep trying to learn."

3.1.2 Social Tools aiding Education

Social software lets people work together to build groups of people who are interested in a wide range of topics. Wikis and blogs are two Web tools that make it easier for users to make their own content. Both of these tools are used to make learning fun and interesting, and they show a lot of promise in the education field. Wikis are websites that anyone can edit, so a group of people can work together to add and change material, resources, and links to other pages on the same site or on other sites. Multi-participation makes material change quickly and helps cut down on mistakes and false information. Wikipedia, the online library, is the most well-known example of a wiki community where more than 75,000 people share and add to large amounts of information. Wikis let students work together to make learning materials. This fits with the proactive approach to education, which encourages learning as an active, shared experience instead of the passive intake of set information from a teacher.⁸

Wikis, because they can be created on any topic, are ideal for use in developing class discussion

⁷Sarminah Samad and Othman Ibrahim, "The impact of social networking sites on students' social wellbeing and academic performance" 24 *Education and Information Technologies* 2083 (2019).

⁸Peter Cartledge, "The use of social-networking sites in medical education" 35(10) *Medical Teacher* 850 (2013).

projects. Students learn valuable teamwork skills through the collaborative creation of content on wikis. Because of the low barrier to entry that creating a wiki presents, educators of all stripes can benefit from using them with their students. Wiki content is dynamic, evolving to reflect users' evolving expertise and information demands. Wikis also help students gain a broader perspective on a topic by linking to and from other resources and similar content. Users can view the evolution of a page on a wiki from its first creation to the present and back again. Teachers can monitor their students' progress on a project and evaluate their overall contribution with this level of transparency. There are a few problems that arise when using a wiki in a classroom setting and granting all users edit access to all content. Some parts of a syllabus, including homework or course information, should never be changed without the instructor's approval. This might be done by making certain pages private or by setting the editable property to true or false.⁹ Wikis and blogs, two examples of user-generated knowledge platforms, have been criticised for allegedly diminishing the authority of experts. Information produced in this open and unregulated environment cannot be subjected to the same rigorous critical scrutiny as a journal article that has been through the peer-review process.

In order to maintain reliability, a wiki's administrators may need to agree on who can make changes. This might be enforced by creating user groups with password protection for the editing features. In order to facilitate group discussions on project planning and requirements analysis, Tsai et al. (2011) created a wiki-based software engineering project for undergraduate students. Many positive outcomes, including increased student motivation, self-directed learning, and peer support for learning, were reported by students who used this method. The authors did remark, however, that many students reported feeling uneasy about evaluating the work of their peers, which made it difficult to ensure that peer-to-peer review was objective. It was also challenging to ensure that only high-quality student work was shared on the wiki. The authors draw the conclusion that too much value is placed on cooperation and sharing, and not enough on checking for errors in the final submissions. Information repositories like wikis require precision and precision in their data entry. Knowledge that has not been adequately evaluated can enter the knowledge hierarchy and become part of the "collective intelligence" without anyone noticing. Compared to a static personal homepage, a blog (weblog) is far more interactive. It's like an online diary or notebook where you may write about things that interest

⁹Hsiu-Ting Hung and Steve Chi-Yin Yuen, "Educational use of social networking technology in higher education" 15(6) *Teaching in Higher Education* 710 (2010). DOI: <https://doi.org/10.1080/13562517.2010.507307>.

you and have them appear in reverse chronological order (newest on top). Blogs often have references to external resources, such as articles or websites, and allow readers to weigh in on the topic at hand through comments. Blogs are a great way for educators to build upon classroom discussions by providing students with further context and relevant links to online resources. This platform gives students a place to discuss course material and provide each other constructive criticism. Blogs facilitate the discovery of new information, the development of writing abilities, and the promotion of independent study. By reading the blogs of recognised authorities in the topic, students can better relate classroom material to real-world situations. By receiving comments from their readers, bloggers may gauge the usefulness of their posts and improve the overall quality of the information being shared. Problems exist in inspiring students to talk to one another about what they've learned. Due to the public nature of blogs, some students may lack the confidence to share their thoughts and feelings. Some experts argue that in order for children to develop critical thinking and research skills, they should be given the opportunity to evaluate the credibility and veracity of online information they find on blogs. But some teachers worry that their children don't have the critical thinking abilities to determine whether or not the information they see online is trustworthy.¹⁰

The major impacts

According to the findings of a poll conducted on previously conducted research, ninety percent of college students use social networks. The introduction of pocket computers, laptops, iPads, and even simple mobile phones that support the internet are just few examples of the small communication devices that have become available as a result of the rapid growth of technology. These devices allow us to access social networks whenever and wherever we want, and we can use them to communicate with one another. The use of social media as an alternative teaching method has become increasingly common in recent years. The educational classes' media should not merely be utilised for chatting or texting; rather, students should learn to figure out how to use these media for good, and they should be trained to use this tool in a better way than they are currently being taught. Students now collaborate more effectively and more quickly than ever before because to social media. Students are able to readily communicate or exchange information with one another rapidly thanks to the use of social media. Students can access many social networks like Facebook, Orkut, and Instagram,

¹⁰Javed Iqbal and SammaFaizRasool, "The Effect of Emotional Intelligence and Academic Social Networking Sites on Academic Performance During the COVID-19 Pandemic" 14 *Psychology Research and Behavior Management* 910 (2022).

amongst others. Students would benefit greatly from engaging in some hands-on work rather than focusing on their academic writing assignments. They can also improve their knowledge abilities by improving their writing skills by writing blogs for their teachers as well as for themselves. In addition, several social networking sites now offer online examinations, which serve an essential purpose in the process of expanding students' knowledge.

It is evident from the data presented in table 1 that the majority of respondents use the internet for sending email and accessing the web, with respective percentages of 33% and 26%. There are principally two time-honoured applications for accessing the Internet, namely e-mail and web surfing. However, despite the rapid rise in popularity that social networking sites are experiencing in India, they have not yet met the expectations of the worldwide scenario.¹¹ Only 17% of respondents said that using social networking sites was their primary motivation for going online. Downloading content from the internet, shopping and buying things online, learning, and reading electronic books were alternating reactions:

Purpose of Internet Usage	
User	Percentage
Mail	33
Surfing	26.8
Chatting	18.7
Social Networking	17
Other	4.5
Total	100

Membership in social networking sites	
Member of SNS	Percentage
Yes	95.7
No	4.3
Total	100

The percentage of young people in India who are active on social media is quite high—95.7%, to be exact. These numbers are climbing higher and higher every day. Comparatively, only 4.3% of members do not have any kind of social media connection. Students are able to more efficiently communicate with one another on class projects, group tasks, and requests for assistance with homework assignments because to the availability of social media. There is a good chance that a significant number of students who do not constantly show interest in class believe that they are able to more readily communicate their opinions on social media. Teachers have the ability to post on social media about upcoming events, class activities, and homework

¹¹MeleseAstatke and Sufen Chen, “A literature review of the effects of social networking sites on secondary school students’ academic achievement” 1 *Interactive Learning Environments* 27 (2021).

assignments that will be highly beneficial to their students. It can be seen that marketing on social media is becoming an increasingly popular job option. Young workers are better equipped to become effective marketers thanks to social media marketers. The availability of social media platforms gives educators the opportunity to teach students about practising responsible digital citizenship and making productive use of the internet.

Distraction in the classroom immediately comes to mind as a potential bad consequence. Since educators could not tell who was actually paying attention in class. The failure of social media in the classroom is largely attributable to privacy concerns, such as the disclosure of private information on public platforms. There was a lot of incorrect material posted in several of the scenarios, which could potentially steer the pupils in the wrong direction. Students' ability to focus on one another in person has declined as a result of the widespread usage of social media. The collapse of the educational system is directly attributable to the widespread dissemination of false information by bloggers and authors on social media.

Constructivist classrooms centre on student collaboration, and social networking sites facilitate this essential element. They encourage interpersonal connections and bonding via shared activities. Experts worry that the traditional responsibilities of scholarly expertise and the credibility of digital content will be threatened by the rise of user-generated information. It is still necessary to instruct and evaluate students within a framework that is quality assured. The needs of today's students are diverse, but the resources, learning approaches, communication tools, and adaptability made possible by the Web 2.0 educational architecture can meet them all. However, the quality of instruction and the effectiveness of adaptable learning approaches need to be balanced.¹²

3.3.1 Effect on Mental Health

Half of the 1,500 teenagers surveyed for a recent report on the effects of social media said it is very important to them to get support and advice, feel less alone, express themselves creatively, and stay in touch with friends and family members through social media. And 43% of those who use social media to relieve stress, depression, or anxiety found that doing so. Five-two percent of LGBTQ young people reported feeling better after using social media to cope with

¹²HuseyinBicen and NadireCavus, "The most preferred social network sites by students" 2(2) *Procedia - Social and Behavioral Sciences* 5866 (2010).

their feelings.

On the other hand, the survey found a significant correlation between the use of social media and the prevalence of depressive symptoms among adolescents. Young people who exhibited moderate to severe depression symptoms were approximately twice as likely to report using social media virtually frequently, as follows: In comparison, just 18 percent of young people who did not have depressive symptoms reported constant use of social media. However, one-third of depressed teens reported constant use of social media. In addition, the severity of their symptoms was correlated with the degree to which people experienced feelings of anxiety, loneliness, and depression after utilising social media. It is very clear that kids who are already feeling melancholy do not benefit from social media, and it appears to contribute to their pessimistic view.

This hypothesis has been confirmed out by a substantial body of research that, over the course of the past decade, has linked rising teen depression with increased usage of social media by adolescents. These studies demonstrate that there is a direct connection between the amount of time teenagers spend on social media and the state of their mental health. For instance, according to a study that was conducted in 2018, adolescents between the ages of 14 and 17 who used social media for seven hours per day had a greater than twofold increased risk of being diagnosed with depression, receiving treatment from a mental health professional, or taking medicine for a psychiatric or behavioural condition during the previous year. This was compared to individuals who used screens for no more than around one hour every day.¹³

Many professionals are of the opinion that engaging in constant overstimulation through social networking puts the nervous system into a state of "fight or flight." As a consequence of this, conditions like attention deficit hyperactivity disorder (ADHD), teen melancholy, oppositional defiant disorder, and teen anxiety become even more severe. However, some study on social media and teen depression demonstrates that the causality runs in the other direction; specifically, that when teens are depressed, they look at social media more frequently. Researchers conducted a study with 600 young adults and discovered that while usage of social media did not predict depressive symptoms, greater severity of depressive symptoms did

¹³ Elizabeth M Seabrook and Nikki S Rickard, "Social Networking Sites, Depression, and Anxiety: A Systematic Review" 3(4) *JMIR Mental Health* 50 (2016). DOI: 10.2196/mental.5842.

predict increased use of social media over time.

The effects of social media on young people can have a considerable negative effect on their mental health, putting them at risk for cyberbullying, problems with their body image, and addiction to technology, and causing them to spend less time engaging in constructive, real-world activities.

Some researchers theorize that the increase in social media and overall screen use between 2010 and 2015 could account for marked increases in teen depressive symptoms and suicide rates beginning in that same time period.

Anxiety, depression, attention deficit hyperactivity disorder (ADHD), and oppositional defiant disorder are some of the conditions that can be made much worse by persistent overstimulation from activities such as social networking. This theory is supported by a large number of experts. On social media platforms, teenagers spend a significant amount of their time monitoring the lives and photos of their classmates. This leads to ongoing comparisons, which may be detrimental to both their sense of self-worth and their body image.

Teens can benefit from mental health treatment by acquiring the skills and self-knowledge necessary to recover from the underlying reasons and detrimental effects that are connected with excessive usage of social media.

Here are some ways to handle the influence of social media on teenagers:

- Investigate the kind of entertainment, such as movies, television shows, video games, and celebrities that your youngster enjoys. Once we have a better understanding of what interest's people, we will be able to identify the images and messages that are having an effect on them.
- It is fairly simple for our teenagers to view videos on YouTube on their mobile devices, which means that we could not be aware of what he is watching. The parents have a responsibility to monitor what their adolescent child is taking in on the television or the internet, and they should also attempt to have a conversation about setting some boundaries and ground rules.

- Engaging in conversation about messaging is one of the most effective strategies to assist teenagers in navigating the challenges posed by the influences of the media. We could, for instance, have a conversation with the adolescent about female friendships, life choices, self-esteem, and sexuality if they are particularly interested in other young women.
- Monitoring the decisions made by teenagers does not mean we are prohibiting them from consuming any form of media. It is simply a matter of bringing to their attention the detrimental influences.
- We should also make the decision to restrict the use of certain applications, shows, and games. Please explain the rationale behind this action.
- We may also help our adolescent to understand media by posing some questions for them to ask themselves when they do so. Take a TV commercial or an advertisement from a magazine and pose questions to the teen about it, such as who is responsible for it, what the motive behind it is, how it makes them feel, what they need from it, and so on.
- We are able to accomplish the same thing with the role model for our teen. Encourage our teen to ask him questions such as why does he or she like that celebrity, do they follow him or her in real life, what values of the celebrity interest our teens, and other similar questions.

Conclusion

The journey from screens to self reveals a profound truth about modern adolescence: digital experiences are not distractions from personal development but fundamental components of how young people discover who they are and who they want to become. The glow of Smartphone screens illuminates more than social media feeds—it reflects the complex process of identity formation happening in real-time across virtual and physical spaces. Understanding this reality is crucial as we witness unprecedented changes in how an entire generation experiences friendship, creativity, learning, and mental wellness. The research paints a complex portrait that resists easy answers. Social networking platforms serve as both mirrors and stages where young people experiment with different versions of themselves, seek validation for their emerging identities, and navigate the universal challenges of growing up in distinctly modern ways. The same technologies that connect isolated teenagers to supportive communities can also amplify social comparison, fuel perfectionism, and contribute to the

mental health challenges that many young people face today. These are not contradictory outcomes but simultaneous realities of digital life. What becomes evident is that the path from screens to authentic selfhood is not predetermined by technology itself but shaped by how young people engage with these tools and the support systems surrounding them. Mental health outcomes depend largely on whether virtual interactions reinforce positive self-concept and genuine connection or perpetuate cycles of comparison, validation-seeking, and social anxiety. The difference often lies not in the platforms themselves but in the digital literacy, emotional skills, and real-world relationships that young people bring to their online experiences. The mental health implications extend far beyond individual well-being to encompass broader questions about the kind of society we are creating. When social networking contributes to increased rates of depression and anxiety among youth, those effects ripple through families, schools, and communities. Conversely, when these platforms facilitate meaningful connection, creative expression, and social support, they can serve as powerful tools for resilience and growth. The challenge lies in intentionally cultivating the conditions that promote positive outcomes while addressing the structural and design elements that contribute to harm. This understanding demands a more sophisticated approach to youth mental health that recognizes digital experiences as legitimate and influential aspects of psychological development. Mental health professionals must develop fluency in online cultures and virtual relationship dynamics. Parents need frameworks for understanding their children's digital lives without judgment or fear. Educators require strategies that honor both the benefits and risks of social networking while teaching critical digital citizenship skills. Perhaps most importantly, young people themselves must be recognized as experts in their own experiences and partners in creating solutions. They understand the subtleties of online interaction, the emotional weight of digital feedback, and the ways virtual experiences shape their sense of self in ways that adults are still learning to comprehend. Their voices are essential in designing both technological and therapeutic interventions that actually address their lived reality. The screen-to-self journey will continue evolving as new technologies emerge and digital integration deepens. Virtual reality, artificial intelligence, and other innovations will create new opportunities for connection and disconnection, growth and vulnerability. Our response must be equally adaptive, grounded in evidence but flexible enough to meet young people where they are rather than where we think they should be. Ultimately, the goal is not to eliminate screens from young people's lives but to ensure that their journey from digital interaction to authentic self-understanding leads toward greater well-being, more meaningful relationships, and a stronger sense of purpose. This requires acknowledging that for today's youth, there is no clear boundary

between virtual and "real" life—there is simply life, experienced across multiple dimensions, all of which matter for mental health and human flourishing. The screens that surround young people today are windows into their inner worlds and gateways to their future selves. Our responsibility is ensuring that what they see reflected there supports their growth into healthy, connected, and authentic human beings, both online and off.

