

**SOCIAL NETWORKING SITES, SOCIAL CAPITAL AND LIFE
SATISFACTION AMONG COLLEGE STUDENTS IN MIZORAM**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
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R. LALLIANZELA

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**DEPARTMENT OF SOCIAL WORK
SCHOOL OF SOCIAL SCIENCES
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BY

**R. LALLIANZELA
DEPARTMENT OF SOCIAL WORK**

**SUPERVISOR
PROF. C. DEVENDIRAN**

Submitted

**In partial fulfillment of the requirements for the Degree of
Doctor of Philosophy in Social Work of Mizoram University, Aizawl**

MIZORAM UNIVERSITY

DECEMBER, 2022

CERTIFICATE

This is to certify that the thesis “**Social Networking Sites, Social Capital And Life Satisfaction Among College Students In Mizoram**” submitted by R. Lallianzela for the award of Doctor of Philosophy in Social Work is carried out under my guidance and incorporates the student’s bonafide research and this has not been submitted for award of any degree in this or any other University or Institute of learning.

Dated : 16th December, 2022

Place : Aizawl, Mizoram

(C. DEVENDIRAN)

Professor & Supervisor

Department of Social Work

Mizoram University, Aizawl

MIZORAM UNIVERSITY

DECEMBER, 2022

DECLARATION

I, R. Lallianzela, hereby declare that the subject matter of this thesis is the record of work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or to do the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University/Institute.

This is being submitted to the Mizoram University for the degree of Doctor of Philosophy in Social Work.

Dated : 16th December, 2022

Place : Aizawl, Mizoram

(R. LALLIANZELA)

Research Scholar

(C. DEVENDIRAN)

Professor & Head

Department of Social Work

Mizoram University, Aizawl

(C. DEVENDIRAN)

Professor & Supervisor

Department of Social Work

Mizoram University, Aizawl

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Dated : 16th December, 2022

(R. LALLIANZELA)

Place : Aizawl, Mizoram

Research Scholar

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LIST OF ABBREVIATIONS

HATIM	: Higher and Technical Institute, Mizoram
ICT	: Information Communication Technology
MZU	: Mizoram University
NIELIT	: National Institute of Electronics & Information Technology
RIPANS	: Regional Institute of Paramedical and Nursing Sciences
SNS	: Social Networking Sites
SPSS	: Statistical Package for Social Sciences
UN	: United Nations
YMA	: Young Mizo Association

CHAPTER I

INTRODUCTION

The present study is an attempt to assess the Social Networking Sites (SNS), Social Capital and Level of Life Satisfaction among college students in Mizoram.

1.1 Background of the study

Social networks are currently being used regularly by millions of people; therefore, the 21st century has been described as a century of technological advancement. This is due to fact that it is the century which is credited to making the world a global village. Social networks include a variety of web-based tools and services that are designed to promote community development through collaboration and information sharing (Junko et al., 2011). Social Networking Sites (SNS) provides opportunities for individual expression as well as interaction with other users (Arnold & Paulus, 2010). Social media networks include; Facebook, Twitter, Blogging, WhatsApp, Instagram, IMO and many others which were introduced in the early 2000. These social networks enable individuals to personally share, connect and interact with a list of other users who share the same connection with them and have played a crucial role in bridging boundaries and crossing the seas and enabling them to communicate on a common platform. An interesting aspect of social media is that it is not limited to desktop or laptop computers but could be accessed through mobile applications and smart phones making it very accessible and easy to use which has brought the world to a personal level.

According to Digital Global Overview Report (2022), more than two-thirds (67.1 percent) of the world's population now uses a mobile phone with Global internet users climbing to 4.95 billion at the start of 2022, where internet penetration now stands at 62.5 percent of the world's total population. There are 4.62 billion social media users around the world in January 2022 which is equal to 58.4 percent of the world's total population.

Social Network Sites (SNS) are increasingly attracting the attention of academic and researchers intrigued by their affordances and reach. Scholars from disparate fields have examined SNSs in order to understand the practices, implications, culture, and

meaning of the sites, as well as users' engagement with them. There are hundreds of SNS, with various technological affordances, supporting a wide range of interests and practices. While their key technological features are fairly consistent, the cultures that emerge around SNS are varied. Most sites support the maintenance of pre-existing social networks, but others help strangers connect based on shared interests, political views, or activities. Some sites cater to diverse audiences, while others attract people based on common language or shared racial, sexual, religious, or nationality-based identities.

The ability for users to express and make available their social networks is the unique feature of social networking sites. These meetings are commonly between "latent ties" that have an offline connection, which might result in connections being created between people who would not have otherwise met. However, this is not always the intended outcome. On many of the major SNSs, users are mostly talking with people who are already a part of their extended social network rather than actively "networking" or trying to meet new people (Haythornthwaite, 2005).

Students can communicate with one another about their academics, share expertise, collaborate on writing projects, and other things via Social Networking Sites (SNS). But what's intriguing today is how young people, particularly college students, use these networking sites to connect, bond, and preserve their social capital and how this affects their overall level of happiness in life.

1.2 Origin and Historical Advancement of Social Networking Sites (SNS)

Since its beginnings, Social Networking Sites have managed to reach half of the world's 7.7 billion inhabitants. It is dependent on the ongoing increase in the number of individuals with internet connection and smart phones, particularly in developing countries. Social Network platforms nearly quadrupled their total user base in the recent decade, from 970 million in 2010 to 4.48 billion in July 2021, representing 56.8 percent of the world's entire population. The average social media user interacts with 6.6 different social media networks.

Since 2015, the average year-over-year growth rate for social media has been 12.5 percent. Asia leads the way in social media growth in 2019-2020, with over 16.98 percent, Africa over 13.92 percent, South America over 8.00 percent, North America over 6.96 percent, Europe over 4.32 percent and Australasia over 4.9 percent. Only 1.32

percent of the 4.48 billion social media users access platforms solely through desktop, laptop, or other devices.

Facebook is the leading social network at 2.9 billion monthly active users, followed by YouTube (2.3 billion), WhatsApp (2 billion), FB Messenger (1.3 billion), and WeChat (1.2 billion). Globally, the average time a person spends on social media a day is 2 hours 24 minutes; if someone signed up at 16 and lived to 70, they would spend 5.7 years of their life on it. (Dean, 2021)

Due to widespread internet connectivity among the populace, India's 467 million social media users have been increasing at a consistent rate since 2022. India now boasts a staggering 658 million Internet users, or nearly 47 percent of the country's entire population. More than 19 million new users joined active social media platforms in 2019, which represents an annual growth of 4.2 percent. As a result, various social media trends in India are expected to gain momentum. 34 million more people join the Internet each year, representing a 5.4 percent yearly growth in users. The average time spent online per day is 7 hours and 19 minutes, of which 2 hours and 36 minutes are spent on social media. By 2022, 76.50 percent of social media users in India would be using Instagram as their primary social media platform.

A large proportion of Instagram users are young people, particularly teens. Facebook is the second most popular platform in India, with 74.70 percent of users having profiles. Facebook is the most popular among commercial entities, the political class, and the general public in India, and it will continue to be a dominant force for many years to come. Many big firms have used Facebook to interact with their fans (see globalstatis.com).

Over the past ten years, the phenomena of social networking have emerged. Social networking sites (SNS) have developed during that period from a specialized activity to a widespread online activity in which tens of millions of internet users participate both during their free time and at work. SNS have developed into global phenomena with increasingly sophisticated functions, especially with the early 2004 launch of Facebook, which currently has the largest SNS user base (see Staticbrain.com, January 2016).

Regular usage of social media has increased over the last few years and SNS are by and large used for social purpose; for maintaining the already established offline networks, relative to individual one. Adolescents and students are making most of SNS in comparison with the other age groups in general. Some latest studies are also pointing towards the fact that young adults are making most of the Social Networking Sites (Kuss & Griffiths, 2011).

Social networking is a phenomenon which has existed since society began. Human beings have always sought to live in social environments. The proliferation of Social Networking Sites (SNS) and their pervasion in everyday practices is affecting how modern Indian youth societies manage their social networks. To a significant extent, SNS have shifted social networking to the internet. These sites have evolved from a niche online activity to a phenomenon that connects tens of millions of internet users, both at home and at work. There are various factors which have prompted us to consider the implications of these technologies for policy-making. One of these is the willingness of users to embrace SNS as a means of communication and social networking in everyday life. The increasing dependence on technology for basic communication also highlights the importance of analyzing how SNS are affecting daily processes. The various sites are influencing the way users establish, maintain and cultivate a range of social relationships, from close friendships to casual acquaintances.

1.3 Social Networking Sites as Trending Medium for Social Interaction

The popularity of social networking websites has been increasing rapidly. Social networking websites have gained a lot of attention among all classes of people. These websites provide an opportunity to individuals to meet new people all around the world. Majority of the social networking websites are free to use social networking websites are built user friendly and hence have attracted a large number of users towards them. They can be used by anyone regardless of age, location etc. The social networking websites are specially designed for adults and children both, with the main aim of creating a friendly environment for everyone where they can interact with each other whole heartedly. No restriction is imposed on anyone to join these websites. Majority of the social networking websites which are popular, are free to use. There are some which come with added options or features which may require the users to pay but there is

other several add-ons which the website users can create. Social networking sites (SNS) have provided a wonderful opportunity to the current generation to interact with each other without any barriers or restriction. Users can communicate all around the world sharing their interest and creating long term relationships on these websites.

The rise of SNSs indicates a shift in the organization of online communities. While websites dedicated to communities of interest still prosper, SNSs are primarily organized around people, not interests. Abbreviated as **SNS** a *Social Networking Site* is the phrase used to describe any Website that enables users to create public profiles within that Web site and form relationships with other users of the same Web site who access their profile. Social networking sites can be used to describe community-based Web sites, online discussions forums, chat rooms and other social spaces online.

A social networking site is an online platform that allows users to create a public profile and interact with other users on the website. Social networking sites usually have a new user input a list of people with whom they share a connection and then allow the people on the list to confirm or deny the connection. After connections are established, the new user can search the networks of connections to make more connections. A social networking site is also known as a social networking website or social website. Social network sites are those web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system.

Social Networking Sites have different rules for establishing connections, but they often allow users to view the connections of a confirmed connection and even suggest further connections based on a person's established network. Some social networking websites like LinkedIn are used for establishing professional connections, while sites like Facebook straddle the line between private and professional. There are also many networks that are built for a specific user base, such as cultural or political groups within a given area or even traders in financial markets.

Social networking is based on the idea that society exists as a structured set of relationships between people. There are currently many Social Network Sites, offering a variety of services targeted at diverse audiences across the globe. Online Social Network

Sites bring together a vast number of people who share common interests, views and goals (Boyd & Ellison, 2007). These new forms of social networking impact the development and maintenance of social capital (DiMaggio et al., 2001).

Social networking sites facilitate relationship development and thus offer a natural link to social capital. Researchers have consistently found that using social network sites is related to higher social capital (Burke, Kraut, and Marlow 2011; Ellison, Steinfield, and Lampe 2007; Valenzuela, Park, and Kee 2009).

Boyd & Ellison (2007) define social network services as web-based services which allow individuals to Construct a public or semipublic profile within a bounded system, communicate with other users; and view the pages and details provided by other users within the system. The social networking websites have evolved as a combination of personalized media experience, within social context of participation. The practices that differentiate social networking sites from other types of computer-mediated communication are uses of profiles, friends and comments or testimonials profiles are publicly viewed, friends are publicly articulated, and comments are publicly visible. The social networking websites have evolved as a combination of personalized media experience, within social context of participation. The practices that differentiate social networking sites from other types of computer-mediated communication are uses of profiles, friends and comments or testimonials—profiles are publicly viewed, friends are publicly articulated, and comments are publicly visible.

In an update of the above-mentioned definition, Boyd & Ellison, 2013 now define the concept of social media as: “communication platform in which participants have uniquely identifiable profiles that consist of user-supplied content, content provided by other users, and/or system-level data, can publicly articulate connections that can be viewed and traversed by others; and can consume, produce, and/or interact with streams of user-generated content provided by their connections on the site”. This definition is much broader than the Boyd & Ellison, 2008 definition and covers also the business potentials of social media.

A more technical definition is found in Kaplan and Haenlein (2010) who define social media as: “*a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0 and that allow the creation and exchange of*

User Generated Content". This definition focuses on the User Generated Content and in that way omits the professionally and automatically generated content that is important for particularly businesses. Again, there is a focus on the individual as a user of social media.

Users who join social networking websites are required to make a profile of themselves by filling up a form. After filling up the forms, users are supposed to give out information about their personality attributes and personal appearances. Some social networking websites require photos but most of them will give details about one's age, preference, likes and dislikes. Some social networking websites like Facebook allow users to customize their profiles by adding multimedia content (Geroimenko & Chen, 2007).

1.4 Patterns of Social Networking Sites (SNS)

In India, Facebook is reported as the most accepted SNS among college students with Twitter as the second most preferred site, further revealing that SNSs are predominantly used for communication purposes (Lavanya & Karthikeyan 2016). Akakandelwa & Walubita (2018) investigated the use of social media and its perceived impact on social life of students in Zambia and reported that WhatsApp (83.3%) is the most famous SNS followed by Facebook (78.0%) and Twitter (12.8%).

Sharma, S. & Gudiyal, S (2016) in their studies in India randomly selected college students in an attempt to understand the pattern of SNS usage among both male and female undergraduates. The result reveals that mobile phones and laptops are used as the mode of accessing to SNS. Most of the undergraduates were using SNSs and even those who are not member of any Social Networking Sites themselves still got accessed to SNS from their friends' and others' accounts. In regards to gender preferences, Facebook is the most accessed sites among male and female access WhatsApp the most. In terms of motives, entertainment and staying in touch with friends are the top reasons for male while education and academic related issues like preparation for competitive exams and knowledge sharing were important than other things.

Another study conducted on Indian medical college students reported that 67 percent participants use SNS on regular basis, 78 percent participants utilize SNS primarily for chatting and 40 percent students' academic grades were adversely affected.

Also, greater than 30 percent of users expressed difficulty in passing their time without SNS accessibility (Madhusudan, et al., 2016).

On the other hand, Cummings et al., (2002) stated that increased use of Internet and online networking has displaced the other means of communication leading to diminished quality of interpersonal relationships; especially friendships. Similar findings were reported by a qualitative analysis (Reema & Gopal, 2014) showing individuals also prefer other activities on SNS like watching videos, gaming and playing music. Also, mostly participants expressed SNS use during night time, more interactions with opposite sex, and difficulties in carrying their routine activities. On the other hand, Wellman, et al. (2001) reported that SNS usage for online interactions has supplemented the real-life interactions causing people to spend more time with others.

Eid & Al-Jabri (2016) reported that SNS tools are used for exchange of knowledge and association among students. Kindi & Alhashmi (2012) identified that the two most significant purposes behind regular utilization of SNS among undergraduate students in Oman were discovering informational sources and sharing news with others. Students experiencing lower life satisfaction utilize SNSs to maintain existing relationships, expand their social networks and enhance their personal well-being (Ellison, et al., 2007).

Tham, J. & Ahmed, N. (2011) examined the usage and implication of social networking sites among college students. The study revealed that female college students spent more time on SNS than male students. In general, the time spent on SNSs decreased as the age of the respondent increased.

Bhola, R. M. & Mahakud, G. C. (2014) indicates that most youngsters begin social networking at 14.6 years; the average time spent on Social Networking is 3.6 hours daily. Facebook is most preferred SNS for the function of chatting and making friends night chatting and interaction with the opposite sex is common, have interest in electronic gadgets, ignore daily activities, hide their online tasks from others, use SNS secretly and feel frustrated in its absence.

Sampasa-kanyinga, H., & Lewis, R. F. (2015) in their study investigated the association between time spent on Social Networking Sites (SNSs) and unmet need for mental health support. Among other things It was found that out of total samples 25.2%

of students reported using SNSs for more than 2 hours every day, 54.3% of students reported using SNSs for 2 hours or less every day, and 20.5% reported infrequent or no use of SNSs.

1.5 Characteristics of Social Networking Sites (SNS)

Online social networks are defined as virtual communities which interact and pool resources through computer-mediated relationships (Toomey et al. 1998). Social networking has changed as a result of the improvement and transformation of communication technologies, primarily the internet.

The basic characteristics of social networking sites can be explained with the help of following table:

Figure 1: Characteristics of Social Networking Sites (SNS)

Features	Description
Presentation of oneself	The basic level of entry in most SNS is the setting up of a 'profile': a personalized page developed by the user in which he/she presents him/herself to peers, through text, photos music and videos amongst others Functionalities. SNS allow users to mobilize and organize their social contacts and profiles in the way they want other members to see them.
Externalization of data	The externalization of networks is possibly one of the first times online users have been able to view their own online social networks, and share them with friends and the general public. Some SNS also support applications which allow users to describe the relation between themselves and other members.
New ways for community formation	Though notions of virtual communities have existed since the beginning of online applications, SNS support new ways for people to connect between themselves. Users of these sites may choose to communicate through various digital objects, such as tags and in-built applications within the SNS, such as the 'visual shelf' application in Facebook. Users may join a community of book readers, connecting through books they have liked.
Bottom-up activities	SNS provide the ideal platforms through which users with similar values and interests can come together to collaborate effectively and cheaply. For instance, doctors can share and double check rare medical cases on health SNS such as Within, or activists can organize a protest through sites like Care
Ease of use	A major attribute of SNS' popularity is their simplicity. Anyone with basic internet skills can create and manage an

	online SNS presence. Prior to SNS, users gained an online presence by having a personal homepage. The drawbacks were that these homepages are not easy to create and development and hosting of the site often incur costs. In contrast, SNS are free of charge and open for anyone to join. Most of them require registration, while others limit membership through an invitation from members who are already members of the site.
Reorganization of internet geography	SNS support new points of entry to the internet: people's personal worlds. Until recently, people spoke of the internet in metaphors of places (cities, addresses, and homepages).

Source: Sachdev, R. 2012

1.6 Social Capital

The World Bank defines social capital as the institutions, relationships, and norms that shape the quality and quantity of a society's social interactions. Increasing evidence shows that social cohesion is critical for societies to prosper economically and for development to be sustainable. Social capital is not just the sum of the institutions which underpin a society – it is the glue that holds them together.

Social capital is the relationships between people and the access to resources or information. Social capital exists only if people share their resources and information. That means the people need access to each other. Social capital is part of the daily social life and explains in a logic manner the behavior of people in the society.

According to Fukuyama (1997), the word social capital was original applied by Jacobs in his model work which was “*The Death and Life of Great American Cities,*” in which she examined the dense kind of social networks which existed in the earlier days and about the official and unofficial institutions surrounded by and in the outer place of the community. She defined social capital as the presence of a particular set of informal values or norms which are shared among members of a group that enables cooperation within them.

In the nineties, the term was put recognizable into a border procedure by the sociologist Coleman (1988) and the political scientist Putnam (1993). Coleman (1990) described social capital as a social structural resource that serves as a capital asset for the individual. He commenced social capital to the societal sciences by asserting that the associations formed in the middle of human beings are responsible for the understanding of the societal well-being. Robert D. Putnam (2000) depicts the intention of physical

capital which may be understood much towards the human and the objects belonging to physical capital. It not merely ascribes to the possessions of individuals but on the contrary, social capital refers to the associates among individuals' social networks and the standards of mutuality and dependability that awaken from them. Accordingly in that manner, social capital can be understood to be intimately connected to what several authors have called civic virtue.

Social capital is the combination of the substantial or potential resources which are linked to the tenure of a sturdy network of more or less institutionalized relationships which are of mutual familiarity and recognition which assist them to credit from that network (Bourdieu, 1986).

There are currently many social network sites, offering a variety of services targeted at diverse audiences across the globe (Boyd and Ellison 2007). Online social network sites bring together a vast number of people who share common interests, views and goals (Boyd and Ellison 2007). These new forms of social networking impact the development and maintenance of social capital (DiMaggio et al. 2001).

Social networking is based on the idea that society exists as a structured set of relationships between people (Toomey et al. 1998). With the arrival of web 2.0 technologies, a new wave of online social networking tools and services emerged. These include weblogs, social network sites, forums and instant messaging. Social network sites attracted millions of users including the attention of academic and industry researchers (Boyd and Ellison 2007). Social capital has gained intellectual currency as a means to understand the relative strength of families and communities. The concept has been applied in disciplines ranging from sociology to economics, psychology and public health (Lin, 2001; Pooley et al., 2004; Roberts, 2004). In the USA, Coleman's (1988, 1990) conceptualization of social capital as co-operative relationships within families and communities and Putnam's (2000) work on civic engagement, trust and norms of reciprocity have dominated discussion. In our examination of social capital, Coleman's conceptualization has the most utility for social workers. Coleman explains social capital as direct and indirect resources that are a by-product of social networks and social support systems amongst family, friends or community members.

Researchers have made further distinctions about the quality and kinds of social capital that exist. Gitell and Vidal (1998) and Szreter and Woolcock (2004) differentiate three types of social capital: bonding, bridging and linking. Bonding social capital refers to relationships amongst members of a network who are similar in some form (Putnam, 2000). Bridging social capital refers to relationships amongst people who are dissimilar in a demonstrable fashion, such as age, socio-economic status, race/ethnicity and education (Szreter and Woolcock, 2004). Linking social capital is the extent to which individuals build relationships with institutions and individuals who have relative power over them (e.g., to provide access to services, jobs or resources) (Woolcock, 2001; Szreter and Woolcock, 2004).

Social capital has been a contentious and slippery term. It is loosely understood to operate like financial capital in that using it creates more of it. However, instead of goods and services, the things being used and created are personal relationships and the benefits that come with them: Some social actors interact and form a network of individuals—a “social network”—resulting in positive affective bonds. These in turn yield positive outcomes such as emotional support or the ability to mobilize others. For some researchers it means the social groups and networks that create positive outcomes, while for other researchers it means the outcomes themselves (Foley & Edwards, 1997).

In his book *Bowling Alone*, Putnam defines social capital as social networks and their associated norms of reciprocity (2000), implying that it is both the network and the effect of the network. Still others view social capital as a process, rather than a tangible thing. For example, Newton has noted that social capital is essentially cyclical (1997). He suggests it is comprised of norms, networks, and resulting outcomes, which can then feed back into further norms and networks. Similarly, Resnick has noted that such cyclical patterns carried out through communications technology comprise “socio-technical capital” (2001). These cyclical approaches are theoretically important but methodologically difficult to capture. Blurring the differences between the social networks and their subsequent effects (which then create further networks) creates an endogeneity problem for measurement.

1.7 Bonding and Bridging Social Capital

Putnam's concepts of "bridging" and "bonding" allow for different types of social capital to result when different norms and networks are in place (2000). According to Putnam, these two types of social capital are related but not equivalent. They are not mutually exclusive, and in the validation work below, they are oblique rather than orthogonal to one another.

According to Putnam (2000), "bridging" social capital is inclusive. It occurs when individuals from different backgrounds make connections between social networks. These individuals often have only tentative relationships, but what they lack in depth they make up for in breadth. As a result, bridging may broaden social horizons or world views, or open up opportunities for information or new resources.

On the down side, it provides little in the way of emotional support. By contrast, "bonding" can be exclusive. It occurs when strongly tied individuals, such as family and close friends, provide emotional or substantive support for one another. The individuals with bonding social capital have little diversity in their backgrounds but have stronger personal connections. The continued reciprocity found in bonding social capital provides strong emotional and substantive support and enables mobilization. Its drawback is assumed to be insularity and out-group antagonism. As Sherif (1988) demonstrated, the simple formation of a group can lead to feelings of mistrust and dislike for those outside the group.

Social networking is based on the idea that society exists as a structured set of relationships between people (Toomey et al. 1998). Social network sites attracted millions of users including the attention of academic and industry researchers (Boyd and Ellison 2007).

Network theorists argue that understanding social capital requires a fine-grained analysis of the specific quality and configuration of network ties (Adler and Kwon 2002).

Social capital refers to resources accumulated from various relationships (Coleman 1988) and lies in the structure of relationships within which the actors are located (Portes 1998). It can be considered as a by-product of social relationships resulting from social exchanges in structured social networks (Islam et al. 2006), and

promotes co-operation between individuals (Fukuyama 2001). Social capital can be broken into two classes, namely cognitive and structural. Cognitive social capital is linked to personal aspects such as beliefs, values, norms and attitudes (Islam et al. 2006). It is also a by-product of cultural norms like religion, tradition and shared historical experiences (Fukuyama 2001). Structural social capital is the outwardly visible features of social organizations such as patterns of social engagement or density of social networks (Islam et al. 2006). The structural class reflects the strength of associational links, density of social associations and indicators of social interactions (Islam et al. 2006). These relate to bridging, bonding (Putnam 2000) and maintained social capital (Ellison et al. 2007) and are all part of the cognitive social capital class.

1.8 Maintained Social Capital

Ellison et al. (2007) established a third type of social capital called ‘Maintained social capital’. Maintained social capital is created when individuals maintain connections to their social networks having progressed through life changes (Bargh and McKenna 2004, Ellison et al. 2007). The use of technology can assist people to maintain relationships threatened by changes in geographical location (Bargh and McKenna 2004). The terms ‘friend sicknesses refer to the anguish caused by loss of contact with friends (Paul and Brier 2001). ‘Friend sickness’ is usually caused when school students move away to tertiary learning institutions (Paul and Brier 2001). Research shows that university students use email and instant messaging services to stay in touch with old high school friends. Further, the studies highlight proximity does not affect these relationships; however, the level of communication does affect the relationship (Oswald and Clark 2003).

1.9 Life Satisfaction

Life satisfaction is the way a person evaluates his or her life and how he or she feels about where it is going in the future. It is a measure of well-being and may be assessed in terms of mood, satisfaction with relations with others and with achieved goals, self-concepts, and self-perceived ability to cope with daily life.

Life satisfaction is not merely a judgment about one's life. For it is widely thought to involve affirming, endorsing, appreciating, or being pleased with one's life. Life satisfaction has psychological as well as social implications. Firstly, it implies the

personal contentment with life and positive self-regard for an individual, and secondly, it includes a personal appraisal of fulfilling one's social roles or obligations. Life satisfaction refers to a judgmental process, in which individuals assess the quality of their lives based on their own unique set of criteria (Shin & Johnson, 1978).

Life satisfaction is thought as the feeling of happiness and state of joy or positive emotion that an individual may possess it (Argyle, 1987). It is known as a subjective happiness or personal satisfaction, so the indicators of life satisfaction may differ from person to person; a different person may place different values on sources; people may see wealth, health, job, leisure, personal life and destination as sources of life satisfaction (Argyle, 1987). There are researchers that consider the life satisfaction as a common evaluation of individual's surroundings which can be positive or negative (Scheufele & Shah, 2000). Diener (1984) sheds light on objective perspective and subjective perspective of life satisfaction. He thought subjective predictors of life satisfaction affected by personality or dispositional factors like optimism, pessimism, isolation, self-worth, and neuroticism. On the other hand, the objective hypothesis suggests that life satisfaction is influenced by surrounding factors like family, career, leisure, neighborhood, community and satisfaction with standard of living (Leung & Lee, 2005).

Many explanations and definitions of Life satisfaction can be observed as it is not a very easy to understand notion. Neugarten et al. (1961) calls Life Satisfaction "an operational definition of 'successful aging'". Life satisfaction for Sumner (1966) is "A positive evaluation of the conditions of your life, a judgment that at least on balance, it measures up favorably against your standards or expectations." Andrew (1974) states life satisfaction symbolizing an overarching criterion or ultimate outcome of human experience. Life satisfaction is an overall assessment of feelings and attitudes about one's life at a particular point in time ranging from negative to positive. It is one of three major indicators of well-being: life satisfaction, positive affect, and negative affect (Diener, 1984). Life satisfaction is characterized, in agreement with the cognitive theory, as "individual's cognitive judgment about comparisons based on the compatibility of their own living conditions with the standards" (Diener, et al., 1985).

Life satisfaction has been conceptualized as a cognitive constituent of subjective well-being. High satisfaction suggests that the quality of life, in the population concerned, is good. Low satisfaction on the other hand marks serious shortcomings of some kind. This is consistent with Bradley & Corwyn (2004) who say that life satisfaction reflects both the extent to which basic needs are met and the extent to which a variety of other goals are viewed as attainable. From this perspective it reasonable seems that by realization of more goals, satisfaction with life will also increase. According to Beutell (2006) it is believed that life satisfaction is related to better physical, and mental health, longevity, and other outcomes that are considered positive in nature. In addition, Chow (2009) argues that improved levels of life satisfaction might give rise to better health in the future. Recent research, nevertheless, acknowledges that life satisfaction should be important considerations for organizations (Nadkarni & Stening, 1989).

Technologies have always played a decisive role in the quality of life (McPheat, 1996). Internet and communication technologies and social media are so central to form and reshape our lifestyle, leisure, entertainment, and social relationships. It is thought that dealing with online social networking can lead to positive outcomes like life satisfaction (Burke et al., 2010; Ellison et al., 2007; Kim & Lee, 2011; Steinfield, et al., 2008; Valenzuela, et al., 2009).

1.10 Youth

Youth is regarded as a stage of life between childhood and adulthood. The period of physical development and transformation that lasts from adolescence to the age of 35 is the one during which a person's body grows the fastest. There are both internal and external changes. The young people go through a time of emotional growth during which they learn how to handle emotional stress and face life's realities. It is also a stage of assuming new roles and responsibilities. At this stage, young people learn a variety of life skills at home and in educational institutions. Young people take on more responsibilities as brothers, sisters, friends, sons, daughters, students and non-students, churchgoers, youth leaders, and members of the neighborhood and larger society. Youth also has the significant quality of being a time of desire and ambitions. This is a period

of stress and anxiety at the same time. A young person must overcome several obstacles and may be struggling to do so.

UNESCO for statistical consistency across regions defines 'youth', as those persons between the ages of 15 and 24 years, without prejudice to other definitions by member states. All UN statistics on youth are based on this definition, as illustrated by the annual yearbooks of statistics published by the United Nations system on demography, education, employment, and health.

The National Youth Policy 2003 defines Youth into two broad sub-groups viz. 13-19 years and 20-35 years. The youth belonging to the age group 13-19, which is a major part of the adolescent age group, is regarded as a separate constituency. The Indian National Youth Policy 2014 aims at providing an overview of the state of the youth aged 15-29 years in India. It highlights key issues and a challenge faced by the youth and elaborates on how all stakeholders can support the youth to ensure that they contribute positively to the development of the society, now and in the future.

1.11 Demographic Profile of Youth

The youth are the most important and dynamic segment of the population in any country. India is witnessing a historic demographic shift and ability to find its rightful place in the community of nations depends upon how well we as a nation, can harness the latent power of the young people of our country. Predominance of youth power is a boon for any country if it is harnessed rightfully. Growing economies are utilizing the youth power as an economic power in the globalized world. Economical forces in India are also banking upon their youth power as well. Indian youth are now becoming the leaders in economic fields. Their substantial contribution in knowledge economy is one of India's greatest assets in the new millennium. Both the size of this youth power and its quality are important.

Today, every third person in an Indian city is a youth. In around seven years, the median individual in India will be 29 years old, most likely a city dweller, making it the world's youngest country. The population burden of the past will be converted into a demographic dividend in India, but the benefits will be tempered by social and spatial inequalities. The population aged 15-34 increased from 353 million in the 2001 census to 430 million in the 2011 census. According to current projections, the youth population

will grow steadily to 464 million by 2021, and then decline to 458 million by 2026 (17th November, 2021, The Hindu)

1.12 College youth/student youth

Youth is best understood as a period of transition from the dependence of childhood to adulthood's independence. That is why, as a category, youth is more fluid than other fixed age-groups. Yet, age is the easiest way to define this group, particularly in relation to education and employment, because 'youth' is often referred to a person between the ages of leaving compulsory education, and finding their first job (Lalneiha, 2005). The college going youth falls in the age group between 18-24 years with 21.08 as the mean age (Devendiran, C & Lallianzela, R. 2017).

1.13 Overview of the literature

Online social networking site usage has increased significantly over the previous ten years, rivaling search engines as the most popular websites on the Internet today. Online social network sites have emerged as crucial tools for managing relationships with a sizable and frequently diverse network of people who offer social support and act as conduits for useful information and other resources, according to growing evidence from analyses of social network site usage (see Hitwise, 2010, Boyd & Ellison, 2007; Ellison *et al.*, 2007).

The internet's impact on today's world is undeniable, and it is rapidly improving communication. However, the psychological impact is far greater. The majority of internet users, particularly young people, are the primary victims. Its heavy use has also been linked to decreased communication with friends and family members, as well as increased feelings of loneliness, anxiety, and depression. (see Bargh & Katelyn, 2004, Grennaro & Dutton 2007 and DiMaggio, et al., 2001).

In terms of social life and community involvement, frequent internet use (mostly for entertainment) turns people into socially isolated "nerds," cutting them off from genuine social relationships and reducing local social networks with social involvement. It has been discovered that the longer people used the Internet, the weaker ties they formed at the neighborhood level over time. According to American cross-sectional surveys and a longitudinal household interview study, those who use the internet

frequently have fewer social contacts than others. (see Becker, 2000, Haythornthwaite 2009, Mesch & Ilan, 2006 & Tyler, 2002).

People in online networks may or may not be geographically separated and share common affinities or interests. Teens primarily use social networking sites to communicate with known friends. Teenagers' friends in their neighborhoods and high schools are likely to overlap significantly with their social networks. As a result, experiences with Social Networking Sites may be related to teenage youths feeling a stronger connection with their peers at school or at home (see Boyd & Ellison 2007; Boyd, 2008).

The usage of internet communication has become customary, and as a result of societal norms and group practices, it has been modified to serve as a crucial tool for sustaining social and professional ties in daily life, spanning the boundaries of location, work, and the home. (Haythornthwaite, 2005).

The Internet makes it simpler for people to work from home, maintain friendships and even romantic relationships from home, conduct financial transactions from home, cast their votes, participate in community discussions regarding politics and social issues, and pursue other social connections from home. Internet communications have the potential to replace telephone and face-to-face communications in a huge variety of ways. This is significant since, when considered in terms of their contribution to pleasure and well-being, such face-to-face and telephone relationships have frequently been characterized by psychologists as being of higher quality (see Tyler, 2002).

Studies among college students show a link between higher social networking site use and poorer rates of college adjustment, which has sparked concerns about online social networking and requests for tighter regulation and provider accountability. (see Raackea & Bonds-Raackeb 2013)

Many studies confirm that college students use social networking sites extensively, with the vast majority visiting the sites at least once per day. Students primarily use these social-networking sites with the purpose of staying in touch with old friends, checking pictures and connecting with students in a class (see Miller & Lifer (2009); Boudreaux & Consalvo, 2014).

The honor of being the first to conceptualize Social Capital in an explicitly sociological manner in the contemporary period is attributed to P. Bourdieu. For Bourdieu, capital in general consists of accumulated human labor that assumes either a distinct material form or an integrated one. Two years after P. Bourdieu's elaborations, in 1987 and mainly in 1988, J.S. Coleman too, also introduced his notion of Social Capital. Coleman introduces the notion of Social Capital as a means of support. In particular, he claims that Social Capital encourages the students' school or university performance, thus strengthening the generation of human capital, i.e. of knowledge. Parallel to the ongoing sociological interest in Social Capital, Putnam developed his ideas which states that Social Capital is formed by features of social organizations, such as trust, norms, and networks that can improve the efficiency of society by facilitating coordinated actions (see Sokratis, 2008).

A study among university students in South Africa shows that Facebook (Social Networking Site) use plays a vital role in the creation or maintenance of social capital among the students. Their accesses to Social Networking Sites especially Facebook increase their communication skills and help them find new friends and learn new ideas and share their thoughts and feelings. This further led to increase in bonding and bridging their social capital. (Johnston *et al.*, 2011).

In terms of social capital, a study conducted among urban teenagers in the United States examined the patterns of Social Networking Sites usage and discovered that youth who use Facebook and Myspace report higher social capital in both their school and online relationships. The analysis also suggests that different modes of Social Networking Sites experiences are related to bridging and bonding social capital in different ways. Bridging capital is related to time spent on social networking sites, whereas bonding capital is related to positive or negative experiences (see John, 2012).

Studies generally suggest that there is a positive association between intensity of Facebook use, online gaming, and online social capital given the popularity of new media platforms like social network sites and video games and their growing centrality in the social lives of teens and young adults. These studies also show that, while general gaming frequency was not related to online social capital, civic gaming experiences

connected to MMO play were related to online bridging while MMO play was directly related to online bonding social capital (see Skoric et al. 2010).

Life satisfaction judgments of students are likely to be influenced by their various social and individual resources. School-related social support provided by parents, classmates, and teachers may have an indirect influence on students' life satisfaction, which is mediated by students' school satisfaction, scholastic competence, and general self-efficacy (Anne et al., 2010).

Life satisfaction is a mediator between domain satisfaction and performance, with satisfaction levels in particular domains serving as its antecedents. Numerous studies indicate a connection between students' academic success and their level of life satisfaction (see Rode, Arthaud-day, Mooney, Near & Baldwin 2005; Baldwin, Bedell, & Johnson 1997).

A study in China shows that Contrary to common beliefs, students from an urban area or from better-off families were not necessarily more satisfied with current life than those students coming from the countryside or low-income families and also life satisfaction was positively related to female gender, self-esteem, social support, and the liberal attitudes on female gender roles, but negatively correlated with depression and suicidal ideation (Zhou et.al 2013).

1.14 Theoretical Framework

The study is rooted in two prominent social work theories. The systems theory, social exchange theory and social network theory are foundations for this study.

Systems Theory

System theory proposes that people are products of complex systems, rather than individuals who act in isolation. In this theory, behavior is influenced by a variety of factors that work together as a system. These factors include family, friends, social settings, religious structure, economic class and home environment, which can all influence how individual act and think. It is an interdisciplinary study of how systems interact with one another within a bigger, more complex system. The core notion of systems theory, regardless of the subject to which it is applied is that the whole is greater than the sum of its parts.

Systems theory aims to explain and build theories based on traits that emerge within complex systems that do not appear to be possible in any single system within the total. This is known as emergent behavior. If a complex system exhibits emergent behavior, it signifies that its qualities do not manifest on their own.

Following World War II and the subsequent technical developments, systems theory began to be used in modern applications. Researchers sought a deeper knowledge of human behavior in relation to the processes around them—machine or otherwise—as humans engaged more and more with new technology. The necessity to develop more effective radar and sonar devices that would guarantee military personnel could recognize varied signals led to the development of signal detection theory.

Research conducted in the 1940s and 1950s by Ludwig von Bertalanffy was the first to advocate for a general systems theory. "General System Theory: Foundations, Development, Applications" was published by him in 1968. This book's objective was to lay out some fundamental principles that can be used in almost every branch of science. According to him, the way specific parts of a complex system cyclically influence the system and cause it to have an effect may be applied to various situations and provide valuable information. Bertalanffy concluded that in order to further unite some disciplines—specifically the natural and social sciences—and relate them to one another rather than viewing them separately, there should be general rules or principles that are applied throughout the sciences and in educational settings.

One of the pioneers of systems theory as it is understood and used today is Bertalanffy. A general science of wholeness, according to "General system theory. The phrase "The whole is greater than the sum of its parts" simply means that constitutive features cannot be explained by the characteristics of the isolated parts. It has a slightly mystical sense. As a result, the complex's qualities seem novel or emerging.

When applied to social work, Systems theory is an approach that enables professionals to take a comprehensive look at a client's circumstances and surrounding components to better understand why they experience problems or struggle.

Social workers can use systems theory to put the puzzle pieces that have shaped the bigger picture of their clients' behavior and decisions. Evaluating a person's behavior in relation to so many aspects in their lives can be a challenging procedure.

By introducing the systems theory into the current study, we can understand how a person's behavior is modified by the use of the internet through various social networking sites. The network and pattern of social capital through exposures in social networking sites can be viewed and explained by this theory. Also, life satisfaction which can be both the motivating factors and impacts on the user can be put into the study.

Social Exchange Theory

Social exchange theory explains that relationships are based on cost-benefit analysis. Each person seeks to maximize their benefits and is expected to reciprocate for the benefit they've received. When risks outweigh potential rewards, relationships may be abandoned. When one person in a relationship has greater personal resources than another, that person is predicted to have greater powers as well.

Social exchange theory proposes that social behavior is the result of an exchange process. The purpose of this exchange is to maximize benefits and minimize costs. According to this theory, people weigh the potential benefits and risks of their social relationships. When the risks outweigh the rewards, they will terminate or abandon the relationship. Most relationships are made up of a certain amount of give-and-take, but this does not mean that they are always equal. Social exchange suggests that it is the valuing of the benefits and costs of each relationship that determine whether or not we choose to continue a social association.

The notion of "social behavior as exchange" was first identified by American sociologist George C. Homans in 1958. Homans was a pioneer in behavioral sociology. Other figures that contributed to the development of Homans' social exchange theory, albeit in different ways, were John Thibaut, Harold Kelley, and Peter Blau. Thibaut and Kelley were both social psychologists and Blau was a sociologist and theorist. While Homans approached the study of social exchange by starting with groups, then working down to individuals, Thibaut and Kelley started with individuals and worked up to groups. Blau subscribed to neither of these approaches, instead, warning that the aspects of social exchange shouldn't be blinded by psychology.

The foundation of social exchange theory is founded on several fundamental assumptions about human nature and the nature of relationships. The first premise is that

humans prefer rewards over punishments. Another tenet is the idea that a person initiates an encounter in order to maximize profit at the lowest possible expense – the individual is motivated by "what's in it for me?" A third assumption is that people usually calculate the profit and cost before engaging in any activity. Finally, the theory presupposes that people understand that the "payoff" will vary from person to person as well as over time with the same person.

In this study, there is an attempt to understand how a already existing or maintained social capital, enriching or bonding social capital and creating new network of social capital or bridging social capital is formed by exchanging ideas and homogeneity through social networking sites among college going youth. Thus, the social exchange theory can be useful in understanding this phenomenon.

Social Network Theory

Social Network Theory is the study of how people, organizations or groups interact with others inside their network. Social network theory views social relationships in terms of nodes and ties. Nodes are the individual actors within the networks, and ties are the relationships between the actors. There can be many kinds of ties between the nodes. In its most simple form, a social network is a map of all of the relevant ties between the nodes being studied. The network can also be used to determine the social capital of individual actors. These concepts are often displayed in a social network diagram, where nodes are the points and ties are the lines. Social network theory analyzes the attributes of individuals are less important than their relationships and ties with other actors within the network. This approach has turned out to be useful for explaining many real-world phenomena, but leaves less room for individual agency, the ability for individuals to influence their success; so much of it rests within the structure of their network.

1.15 Need and significance of the study

In today's world of rapid advancement in technology, the youth population is exposed tremendously. It is important to understand how the platform of social networking sites has impacted upon the student youth especially college youth. Is accessing to social networking sites negatively affect their academic performances and their carriers overall? How social networking sites act as a platform for youth's online

engagement in expanding their social capital in areas of bonding, bridging and maintained social capital and what are their patterns and means of accessing to Social Networking Sites (SNS)? What are the psychological effects and motives behind being in Social Networking Sites (SNS), does it promote their satisfaction with life? These areas are significant parameters in the study towards the technological impact on youth population and develop strategies to address the issues.

1.16 Statement of the problem

Social networking is a fast-growing online activity aided by the rapid advancement in mobile phone technologies of various ranges of brands and with tempting designs and prices. Acting in a media-rich environment and a bedroom culture, the Net-generation or digital natives express different values, attitudes and behaviors than previous generations. Understanding the place of the internet in the lives of young individuals requires avoiding a purely deterministic interpretation and recognizing the social embeddedness of technology and its variable outcomes. The internet can be constitutive of new cultural features of young social life, but it can also reproduce older conditions.

Youth of Mizoram are also not left aside from the rapidly changing world of technology. With the investment of various service providers companies, the access to internet is getting easier and the frequency of usage and new users also alarmingly on the rise. This study will attempt to bring into deeper and wider scene of the impact of internet among the youth, its impact upon their social capital and life satisfaction and look forward for redressing the technological gaps and barriers in the society.

In the present study, certain elements like social capital and level of internet user youth will be measured to analyze the relationship that the internet /social networking sites have upon the youth development towards human relationship. With reference to social capital the dimensions to study covers bridging, bonding and maintained social capital. The following objectives have been framed.

1.17 Objectives of the study

The objectives of the present study are as follows:

- 1) To probe into the patterns of Social Networking Sites used by college students;
- 2) To understand the different forms of social capital among college student;
- 3) To assess the level of life satisfaction among college students;
- 4) To find out the association between Social Networking Sites and Social Capital;
- 5) To examine the association between Social Networking Sites and the Level of Life Satisfaction and
- 6) To suggest measures for Social Work Intervention

1.18 Hypotheses

The following hypotheses draw its inspiration from Ellison, Steinfield, & Lampe (2007).

- 1) Use of Social Networking Sites will be positively associated with individuals' perceived bridging social capital.
- 2) Use of Social Networking Sites will be positively associated with individuals' perceived bonding social capital.
- 3) The relationship between quantity of using Social Networking Sites and bridging and bonding social capital will vary depending on the degree of a person's satisfaction with life.

1.19 Chapter scheme

The present study is organized into eight chapters. The first chapter briefly discuss in general an overview of key concepts of social capital, social networking sites, life satisfaction and evolution and current scenario of social networking sites. Theoretical framework and significance of the study are also covered. The second chapter presents the available literatures in the related area of study like social network sites and youth, social capital and youth, social network and social capital, life satisfaction among youth, social network and life satisfaction and social capital and life satisfaction. The third chapter highlight the methodology employed in the study including research design, sampling and data processing procedures. The fourth chapter narrates the socio-demographic profile of the respondents like family profile, economic status of the family, socio demographic bases of the respondents' family and academic

records. The fifth chapter discuss descriptive statistics for patterns of social networking sites like modes of access to SNS, time and money spent, favourite sites, motivating factors and activities in social networking sites. Chapter six describes social capital by patterns, formation, privacy and network preferences. The seventh chapter discuss the associations between social networking sites, social capital and life satisfaction by statistical tools like Pearson's correlation, ANOVA, Chi-square and t test. The last chapter summarise the major findings, discussions, conclusion, and implications for social work intervention and scope for further research.

1.20 Conclusion

The ever-changing scenario of social interaction from face-to face to virtual interaction is a trending phenomenon. The patterns, issues and impact in our daily lives require greater concern given the immense transformation that technology brings with. Youth population that is characterized by emotions, mobility and adventure are most exposed into Social Networking Sites (SNS). The present study aims to explore the patterns of usage, social capital and life satisfaction brought about By Social Networking Sites (SNS).

CHAPTER II

REVIEW OF LITERATURE

Review of literature is essential and it helps the researcher to understand the theoretical background and findings of different scholars in various aspects. For any type of scientific research work, theoretical knowledge is based in order to understand the concepts, theories, models, methods and different perspectives thoroughly. However, the secondary data is the only source which helps the researcher to get the information as well as to analyze the present situation of the problem in the theoretical context. The purpose of the current review is to find out the research gap for further research on the use of social networking sites and formation of social capital among youth.

2.1 Studies on Social Networking Sites (SNS) and Youth

Researchers have used various indicators to study the usage of SNSs. It is significant to understand the distinction between the various indicators of usage of SNSs so as to appreciate their respective effects on youth in general and students in particular. For some researchers, this variable stands for self-reports of respondents about the number of hours they spend on a SNS on a typical day, the number of days in a week they use the SNS and the average duration of an average session they use the website (Ellison, et al., 2007). There are also researchers who have conceptualized it by including the number of “friends” as a measure of use of a SNS such as Facebook Intensity (Ellison et al., 2007). This measure is important, as in normal circumstances the number of friends will be indicative of the period of time for which a user has been using the SNS (Steinfeld, et al., 2011).

Among numerous intriguing characterizations of young people’s uses of social networking sites, three captured the attention of the popular media, research, and policy communities alike: Firstly, the proposition that gender predicts usage amount and type; secondly Internet use causes social isolation and depression, especially for teens; and thirdly, adolescents and youth use the Internet for anonymous identity experimentation. Young people spent a majority of their time online interacting with close, offline friends. Online communication is largely casual but intimate. The most frequently cited reasons

for instant messaging were to hang out with a friend and relieve boredom, and the most common topics discussed are friends and gossip. (Groos, F. 2004)

Ingram, J. (2016), attempted to understand the undergraduate students' patterns of use and perceived consequences of online gaming and Facebook. 169 undergraduate students were selected for studying online gaming and 99 for Facebook usage. The study indicated that online gaming participants identified time loss and playing longer than planned. Whereas Facebook users are less likely to report time loss but are more likely to visit the site longer than they had planned. They also failed to use personal privacy settings as well as their willingness to allow individuals other than friends to access their Facebook pages. Due to their time spent in Facebook they also lost an educational, job, or relationship opportunity because of information others had posted on the study participant's Facebook page.

Sheldon (2008), examined individuals' motivations for using Facebook. The findings indicated that many of the participants used Facebook to maintain relationships. In addition, a small number of respondents reported using Facebook as a means to start new connections that could lead to longer relationships. Also extroverted individuals benefitted more from their Facebook use than those who were introverts.

Rae & Lonborg (2015), investigated the relationship between quantity of Facebook use and the motivations of Facebook users among 119 participants from a public. The study reveals that there was a significant association between time on Facebook and the motivation of connecting with others. Connection findings also offered an insight into the effect of time on Facebook in that those who used Facebook for the purposes of seeking friendship were found to have higher levels of anxiety, depression, and loss of control.

Jain, D. (2017), studied and pointed out the level of penetration of social networking sites across various demographics, the reasons for using social networking sites and the factors influencing information sharing on SNS among 163 respondents randomly that comprise of various occupations including students. The study indicate that students have been spending more and more time on the internet, they use to surf the internet daily for fun and entertainment and for making new relation on these social networking sites. They are the most frequent users of SNS. Also, demographics do not

affect the time associated with social networking sites. The time spent on social networking sites and its use for fun and entertainment varied by gender but not by age, educational qualification and occupation. The perception that social networking sites are used for making new relation is affected by occupation but not by gender, age, educational qualification. The use of social networking sites for social purposes and marketing was not affected by any demographic factor.

Anderson, J. (2010), surveyed 1,300 college students in classrooms at eight academic institutions to identify how the students' use of the Internet has affected their social or academic lives. The study reveals that the overall average online time of Internet-using students was 100 minutes per day. Sleep pattern is said to be affected among the high-use groups (those who use more than 400 minutes per day on internet or social networking sites). Students develop dependence syndrome on internet. Compared with their peers, the students who used the Internet excessively were significantly more likely to indicate that their online use negatively affected their academic work, meeting new people, and their sleep patterns. In addition, they were significantly more likely to report having spent more than 3 consecutive hours online twice in the previous week, getting less than 4 hours of sleep more than once because of online activity, looking for an alternative way to go online when not at school, and using online activity to feel better when feeling "down."

Bashir, S. et al. (2008), conducted a study to explore the Internet use behavior of students among 300 undergraduate, graduate and post graduate of the University of the Punjab, Lahore, Pakistan. The results show that most of the students naturally learn to access the internet by themselves and use this technology for course related reading and research needs. They are new users of the Internet. They use it at the University Library's Digital Lab Unit as well as their departments and homes. A large number of them have learnt to use the Internet tools by themselves, or relying on assistance from friends without attending any formal training programs. Ease of work and time saving are the reasons of Internet use among university students. Google as a search engine and Yahoo as an email service are the most popular among students.

Ramayah, T.et al. (2003), discussed the extent and pattern of usage of the Internet amongst the under graduate and postgraduate students in Malaysia. The findings show that the important drivers of Internet use activities are perceived enjoyment and perceived usefulness but not perceived ease of use. Students use the internet for messaging and browsing mostly. Each motivational variable impacts the different activities differently. In messaging, browsing and purchasing activity, perceived enjoyment was the most influential driver whereas for downloading activity, perceived usefulness was the most influential driver. Perceived enjoyment was positively related to messaging, browsing and purchasing activities. Perceived usefulness was positively related to messaging, browsing and downloading activities.

The study conducted by Surbhi, S. & Prakash, N. (2020), among purposively selected 122 College students in Delhi-NCR region, India attempted to assess the patterns of using Social Networking Sites (SNSs), gender preferences and the relationship between SNSs usage and self-esteem. SNSs usage and self-esteem were measured using Media and Technology Usage and Attitudes Scale and Rosenberg Self-esteem Scale respectively. The results showed low SNSs usage and high engagement on social media friendships among college students. The students preferred to use multiple SNSs primarily for maintaining existing relationships, academic/professional purposes, entertainment and leisure time. Significant differences on SNSs usage patterns based on gender, employment status and education levels were observed. Also, self-esteem has no significant relationship with SNSs usage. The study suggests the need to explore specific purposes and unique experiences associated with each SNS among Indian college students.

2.2 Studies on Social Capital and Youth

The term "social capital" suggests an analogy between the financial "investments" made by individuals and corporations and the "investments" people make in social relationships. Those relationships are like financial capital when they enable people to obtain things they value, such as information, emotional support, material assistance, access to job opportunities, and wider social contacts. Social capital is closely related to two other metaphorical terms. One is "human capital," which is defined as the store of abilities a person has that enable her or him to accomplish goals, especially to

earn a living. Education is a major form of human capital; in general, people who "invest" in gaining more education earn more than those with less education. The second term is "social network." A social network is simply the set of people a person knows and communicates with. The nature of the social network and the resources of the people in it determine a person's level of social capital. Someone who can easily get a loan or a recommendation for a new job from a friend or help from a neighbor has more social capital than someone who cannot. Social capital can help a person accumulate human capital (Coleman, 1994).

The World Bank Social Capital Initiative (1998) defines social capital as: "internal, social and cultural coherence of society, the norms and values that govern interactions among people and the institutions in which they are embedded" Social capital is therefore seen as the glue that holds societies together, without which society at large would collapse.

Acer, E. (2011) reviewed studies on the factors contributing to social capital on academic performances. The papers covered ranges from defining social capital, types and impacts on various parameters. The study revealed that social capital's concrete benefits for education can be seen as: (1) higher achievement on tests, (2) higher graduate rates, (3) lower dropout rates, (4) higher college enrollment, and (5) greater participation in school and community organizations. The study suggested that understanding how social capital contributes to students' academic success can be beneficial for educators, parents and community leaders as they develop new strategies and plans for better educational success.

According to a study by Chen, Y. & Starobin, S. (2018), attempted to construct and review a statistical model for measuring family social capital and college social capital among community college students and their influence on degree aspiration in Iowa. Proportionate sampling technique was used to collect 5168 respondents among 15 community colleges across all available subjects offered in Iowa during the fall semester in 2012. The survey was conducted online and STEM (Science, Technology, Engineering and Mathematics) Student Success Literacy (SSSL) Survey was utilized as the instrument for the study. The survey items were developed based on an extensive review of preexisting instruments including general self-efficacy scales (Sherer &

Maddux, 1982), the Campus Life and Learning Survey (Bryant, Spenner, & Martin, 2006), the Cooperative Institutional Research Program (CIRP) Freshman Survey (Higher Education Research Institute, 2011), the Community College Survey of Student Engagement (CCSSE, 2005), and the Laanan-Transfer Student Questionnaire (Laanan, 2007). The results showed that college social capital had stronger direct influences on degree aspiration compared with family social capital. The impact of family social capital was delivered through the mediation of college social capital. Parents' education level had positive significant influence on family social capital. Parents with higher education credentials are more likely to be involved in their kids' high school experiences, and their kids will have higher family social capital. The study suggested that intervention programs should be implemented to encourage interactions between institutional agents and underrepresented and disadvantaged students the role of institutional agents in promoting degree aspiration should be stressed upon college students in their academic performances. It is important for community colleges to develop new student orientation programs for navigating the campus, explaining the process of the program, and getting access to counselors and faculty members. One of the key factors that may influence success of a diverse student body is social capital which can provide access to resources and networks that lead to academic success.

Backhaus, I. et al. (2020), in their work, attempted to study the prevalence and social determinants of depressive symptoms among university students in twelve countries. A cross-sectional study was conducted among students at their first year at university in Europe, Asia, the Western Pacific, and Latin and North America. The study employed the 2018–2019 SPLASH study dataset, encompassed of self-reported data from about 4.200 university students across twelve countries in Europe (Albania, Germany, Italy, Kosovo, Switzerland), Asia (Malaysia, Oman, South Korea, Taiwan), the Western Pacific (Australia), and Latin and North America (Brazil, United States). At each institution that enrolled in the SPLASH study, a sample of degree-seeking students over the age of 18 years old was recruited. Particular focus was placed on the association between social capital and depressive symptoms. Depressive symptoms were measured using the Simplified Beck Depression Inventory (BDI-S) (Schmitt and Maes, 2000). Items drawn from the World Bank Integrated Questionnaire to Measure Social Capital

(IQ-SC), a psychometric validated instrument, were used to measure social capital (Grootaert et al., 2004). Also, Perceived stress was measured using Cohen's Perceived Stress Scale (PSS-10) (Cohen et al., 1983). The result revealed that 48% presented clinically relevant depressive symptoms. Lower levels of cognitive (OR: 1.82, 95% CI: 1.44–2.29) and behavioral social capital (OR: 1.51, 95% CI: 1.29–1.76) were significantly associated with depressive symptoms. The likelihood of having depressive symptoms was also significantly higher among those living in regions with lower levels of social capital. Moreover, countries, in which students had the lowest level of social capital also had the highest levels of depressive symptoms. The study suggested that lower levels of individual and macro level social capital contribute to clinically relevant depressive symptoms among university students. Increasing social capital may mitigate depressive symptoms in college students. Further, continued effort on the identification of specific factors that improve or worsen students' mental health is needed in order to better understand the onset and course of illness and to develop effective prevention and intervention strategies.

Tierney, G. et al. (2017), conducted research to examine the experiences homeless youth face and the influence of social networks on their education in USA. In this study, interview method was used to collect qualitative data among 123 homeless youth in Los Angeles between the ages of 14 and 19. They were interviewed in various settings like shelters, after school programs, soup kitchens, and schools. Furthermore, 42 adults were also included in the interview process including shelter staff, social workers, parents or guardians, school district staff, community activists, employers, and state and local policymakers. The research questions revolved around issues of personal experiences and how homeless youth construct and make sense of their daily lives. The result of the study revealed that homeless youth encounter unique conditions that frame their educational experiences in a manner different from those who are low-income but have a home. They lived on the brink of residential instability when a financial or relational crisis occurred. Whether as part of a family unit or independent, the experiences of being homeless influence how youth understand their ability to participate in the educational process. Frequent movement limits the involvement in networks within the school and community. The majority of youth could not identify

one teacher to whom they spoke outside of class. Moreover, highly mobile youth had a difficult time identifying all of their current teachers by name. Meeting basic needs takes time and energy away from their schooling. School becomes irrelevant to youth preoccupied with meeting basic needs. Shame and fear keep the youth from opening up to school staff about their residential instability. The temporary nature of their living situation also impacts their identities and their educational aspirations. Homeless youth, however, do not want others to know of their situation. If anything, the students in this study largely want to remain invisible, even if that invisibility further marginalizes them. The study suggests policy reformation towards providing basic life skill training, health camps and social security measures for the homeless youth.

According to a study by Agardh, A. et al. (2010), attempted to explore the association between social capital and the ABC strategy behaviors, especially with reference to religious factors among undergraduate students in Uganda. The study was performed at Mbarara University of Science and Technology (MUST), a public university in the city of Mbarara in southwestern Uganda. The entire 980 undergraduate students from all medicine, science and development studies were selected for the study. Data collection was done by means of self-administered questionnaire consisting of assessments of lifestyle factors including alcohol consumption, drug use, and smoking habits; relationships, love, and sexuality; social relations, participation, and social capital; self-rated health; and social and demographic factors, such as area of origin, socioeconomic status (SES), religious affiliation, and the role of religion in one's family. The result showed that one third of the male and half of the female students had not had sexual intercourse. Of those with sexual experience, about half of the males and one third of the females had had three or more lifetime sexual partners, and one third of those males and around two fifth of the females stated they did not always use condoms with a new partner. Low trust in others was associated with a higher risk for not always using condoms with a new partner among male students (and with a lower risk for sexual debut among female students. Non-dominant bridging trust among male students was associated with a higher risk for having had many sexual partners. However, low trust in others was associated with a greater likelihood of sexual debut in men, while the opposite was true in women, and a similar pattern was also seen regarding a high

number of lifetime sexual partners in individuals who were raised in families where religion played a major role. The findings indicate the importance of understanding the interplay between social capital, religious influence, and gender issues in HIV/AIDS preventive strategies in Uganda. The study suggested that policy makers should organize in-depth studies to analyze the gaps of the strategies and living conditions of HIV/AIDS vulnerable population.

Koshkin, A. & Novikov, A. (2018), in their article aimed to analyze the influence of teaching learning environment in the formation of social capital among post graduate students and teachers in Russia. The sample size of the study consisted of randomly selected 250 students and 86 teachers at the Department of Business, Plekhanov Russian University of Economics, Russia. Questionnaire was used for collection of data including the problems of the expediency of communication between the student and the teacher, the degree of trust between the student and the teacher, questions of willingness to provide mutual assistance. The result showed that the main mechanisms of the formation of social capital are constantly ongoing resolution of conflicts in the process of educational and extracurricular communication given the existing level of trust between students and faculty and the willingness to provide mutual assistance. In terms of academic performances, senior students have less desire to study academic information provided by the teachers and, as a result, they tend to be less orientated towards expedient communication with the teachers. Moreover, the reluctance of students to assist teachers in studying the traditions of the university has a negative impact on specifics of mutual assistance in educational communication. The study suggest that in order to bridge and bond social capital in the university, students must learn to constantly interact and meet their teachers for advice, clarification of doubts etc which will in turn benefit them in academic progress.

Jarvis, A.et al. (2020) in their work, examined the association of family social capital and school social capital with academic stress in South Korea. The study was a cross-sectional design and data from The Korean Youth Panel Survey (KYPS) was used. The KYPS is a nationally representative, longitudinal cohort study that uses a three-stage stratified sampling strategy, sampling from school districts, schools, and classrooms. 2753 final year high school students were selected for the study. Survey

responses were self-reported by the child and their parent with the help of an interviewer. The result showed that family and school social capital can both reduce and exacerbate academic stress. While measures of closeness and connection to parents reduced academic stress, school social capital had a limited impact on academic stress. Furthermore, there may be a limit to the effectiveness of social capital to help with academic stress before it becomes too much of a good thing. Also, parental investment in youth helps promote healthy youth development in a similar manner regardless of the intensity of educational context. In particular, closeness and connection with parents helped Korean youth deal with the most intense and damaging source of stress in their lives. With school social capital, Korean youth had lower levels of stress when they created social connections with their friends at school, but students who got along with their friends at school experienced more school stress. The study suggests that a powerful mechanism by which parents can invest in their children's success and provide advantages in competitive social contexts while reducing anti-social outcomes is through social capital. The study suggested that parents' ought to be more sensitive and responsive to their children's' worries, behavioral changes and provide convenient platform for their children to open share their struggles in life and academic.

Nor, M.et al. (2018), conducted research in Malaysia to understand the factors that bind volunteerism among youth in society. The study was conducted among youth who represent TFTN activism at the early stage of its establishment. 100 respondents were purposively selected for the study. Teach for the Needs (TFTN) was established on March 1, 2012 by a group of young volunteers as an online community. TFTN holds the spirit of civil society at the core of its being. For data collection, questionnaires were given to identify those who were active in volunteerism and matter in volunteer work. The questionnaire was divided to two sectors, Sector A and Sector B. Sector A is to identify; 1) age, occupation and education level 2) involvement in volunteerism, 3) involvement, experience and commitment level 4) role of social media and 5) level of involvement and skills in volunteerism work. Sector B investigated respondents' perceptions on 1) Individual networking 2) Social Network 3) Norm of reciprocity and 4) Norm of trust. The inventory was designed on a 5-point Likert scale. The findings revealed that more than two third were involved in volunteer work and were mostly

educated at the level of bachelor's degree. The active volunteers were highly committed but lack experience. In terms of individual networking, the majority of respondents were open-minded towards their already existing social circle or network but showed signs of resilience or reluctance in meeting new people and dealing with people from different backgrounds. There were positive indications that youth volunteers showed high level of alertness in solving social problems and strongly believe that sacrificing and doing good to others in society will bring good fortune to them in return. The youth volunteers showed appreciation towards the culture and custom of other races which reflected high level of trust that in turn is vital for volunteerism. Individual network factors and youth skills are not significant to ensure commitment in volunteer work. However, norms of reciprocity and trust have a positive relationship with youths' skills and commitments. The study suggested that in order to promote vibrant and productive youth in volunteerism, sensitization on cross-cultural knowledge, promotion of communication skills and personality development programs could go a long way in bridging the gaps.

Lorenzini, J. & Giugni, M. 2012), conducted a study to explore the relationships between employment status, social capital, and the participation of young people in politics in Switzerland. 95 unemployed and 320 employed youth in the age between 18 - 34 years residing in the canton area of Geneva were recruited for the study. Data was collected through telephonic interview covering variables like forms of political participation, employment status, associational membership, social contacts, social activities, grievances, political attitudes, and the socio- demographic status. Political participation is measured following a standard approach consisting in asking respondents to mention whether they participated in a number of political activities in the 12 months prior to the interview. This question was used to distinguish between three main forms of participation - contacting activities (contact politicians, government officials, the media, a solicitor or judicial body); consumer activities (boycott or buy products for political reasons); and protest activities (wear or display a badge, participate in demonstrations, illegal or violent actions). The study showed that the employment status has only a limited impact on political participation, affecting only consumer actions. Youth with lower employment status were engaged lesser in consumer actions and activities which could be due to their lower or limited income. Both youths actively

participated in protest activities. In contrast, the social capital resulting from associational involvement is positively correlated to political participation. Also unemployed youth were more socially isolated and contribute lesser than the employed youth. Financially, the long-term unemployment youth face more challenges and were less satisfied with their life overall. In terms of political participation like staging protest and voicing against the government functioning and policies, both youths equally participated actively. The study suggested that more participation in associations and societal activities would enrich their social capital and promote active and effective participation among youth population.

In a study by Luo, M. et al. (2021), they attempted to assess changes in social capital before and during COVID-19 lockdown among youth in China. The study was cross-sectional that used the COVID-19 Impact on Lifestyle Change Survey (COINLICS), a national retrospective online survey conducted in May 2020. A snowball sampling strategy was adopted to recruit 10 540 participants aged between 15 to 33 years old through chain-referral at three educational levels (ie, high/ vocational school, college, or graduate) in China. Questionnaire was used for data collection through online mode like was done WeChat and Tencent QQ) Measures of perceptions of social capital were adapted from a validated Chinese version of Health-related Social Capital Measurement based on youths' characteristics of living and studying environment. Social capital was measured at four dimensions, including individual social capital (ISC), family social capital (FSC), community social capital (CSC), and society social capital (SSC). The study revealed that the total social capital score decreased during the lockdown period, and more specifically the social capital scores decreased on individual and community scales, while increasing on family and society scales. The change in social capital was consistent across three educational levels; most youths' social capital during lockdown was stable compared to before lockdown. Majority of the respondents showed a decreased social capital in individual and community dimensions, and a larger proportion of participants showed an increased social capital in family and society dimensions. Also, trust for people with social interaction and people in the same community decreased, which may be as a result of the increased health concerns for

social distancing. The study suggested the need for rebuilding and improving youths' social capital in all aspects during lockdown for epidemic prevention.

Tulin, M. et al. (2018) in their research attempted to explore the relationship between personality traits and the development of social capital among adult population in Netherland. The study was cross sectional and stratified random sampling was employed to include 1069 participants. For data collection, data from the Survey of the Social Networks of the Dutch (SSND) was used at three levels. Interview method was also introduced to support qualitative data. Instrumental social capital is measured using the established position generator instrument. To measure social support (i.e., expressive resources), we used the De Jong-Gierveld Loneliness Scale was used. Personality was measured with Big Five developed by Gosling et.al. The findings showed that the relationship between personality and social capital depends on the personality dimension and the type of social capital. Extraversion was the only personality dimension that was related to both instrumental and expressive social capital. Openness and conscientiousness predicted instrumental but not expressive social capital, while emotional stability and agreeableness predicted expressive but not instrumental social capital. The study support that more extraverted individuals select themselves into social contexts where they meet a large number of people, which benefits their instrumental social capital according to the contact opportunities mechanism. Also, individuals that possessed extraversion personality traits benefited expressive social capital. The study suggested that personality greatly affect the social capital of a person. Hence, to improved or enrich social capital, there is an inclination that the personality needs to be developed in course of time in one's life.

2.3 Studies on Social Capital and Social Networking Sites (SNS)

The term social capital has been defined differently by scholars. However, they all concur that the term refers broadly to the benefits an individual receives from his/her social relationships (Lin, 1999). For an individual to accumulate social capital, it is important that he /she should form and maintain relationships. Coleman (1988) perceives social capital as resources that are accumulated among people by virtue of the relationships they build. Ellison et al.'s (2007) study found a strong association between the use of Facebook and all the three types of social capital: bridging social capital,

bonding social capital, and maintained social capital. To further understand the issue, Steinfield, et al. (2008) conducted a longitudinal analysis of panel data from Facebook users. The study found that the intensity of Facebook uses in the first year of the study was strongly associated with outcomes of bridging social capital in the second year, even after the researchers controlled for measures of self-esteem and life satisfaction.

Johnston, et al. (2013) found a strong association between intensity of Facebook use and three indicators of individuals' social capital i.e. perceived bridging social capital, perceived bonding social capital, and perceived maintained social capital. A study by Barker, et al. (2013) suggested that intensity of SNS use was a strong predictor of both concentrated experience of an activity and social capital affinity. In another study, Ellison, et al. (2014), found that Facebook users had higher level of bridging social capital than non-users.

The activities seen in SNS communities can be viewed as social grooming. In offline settings, people groom their relationships through behaviors such as small talk and participation in social life. In an online setting such as Facebook, members participate in social grooming by disclosing information about themselves on their profiles or commenting on friends' pages. Status updates, wall posts, and pictures on a profile describe the daily happenings of an individual to his or her network. In addition, when friends write to each other, play games, or comment on each other's profiles, they participate in social grooming behaviors. Behaviors in SNSs, such as self-disclosure and networked communication, lend themselves quite naturally to relationship building (Tufekci, 2008).

According to Quan-Haase & Wellman (2002), the effects of the Internet on social capital can be conceptualized via three broad approaches. First, 'the Internet transforms social capital', and therefore leads to major transformations in social contact and civic involvement by shifting from local and group-based solidarities toward more spatially dispersed and sparsely knit interest-based social networks (Wellman et al., 2001). Second, 'the Internet diminishes social capital' as it draws people away from family and friends due to its entertainment and information capabilities. (Nie, 2001; Nie, et al., 2002). Thirdly, 'the Internet supplements social capital', as an alternative mean of communication, it facilitates existing social relationships and helps to construct the

patterns of civic engagement and socialization (Chen, Boase, & Wellman, 2002; Quan-Haase & Wellman, 2002).

A study by Chakraborty, D. (2016), among undergraduate and postgraduate students in Panjab University to identify the relationship between students' intensity of use of SNSs and their social capital, both bridging and bonding showed that there was a significant positive relationship between students' intensity of use of SNSs and their bonding social capital. Also, there was a significant positive relationship between students' intensity of use of SNSs and their bridging social capital.

Ahn, J. (2012), conducted a study on the patterns of SNS use among urban teenagers. The study shows that the use of SNSs is related to higher levels of social capital. Youth who use Facebook and Myspace report higher social capital in both their school and online relationships. Also, distinct modes of SNS experiences are differentially related to bridging and bonding social capital. The time spent in SNSs is related to bridging capital, while positive or negative experiences are related to bonding capital.

Groos, F. (2004), conducted a comparative study on adolescent girls and boy's internet usage. The study reveals that boys and girls' online activities are almost similar than different. On average, boys and girls alike described their online social interaction as occurring in private settings such as e-mail and instant messages, with friends who are also part of their daily, offline lives and devoted to fairly ordinary yet intimate topics (e.g., friends, gossip). Their internet usage has no connections with their wellbeing. Online pretending was reported to be motivated by a desire to play a joke on friends more often than to explore a desired or future identity, but there is a range of pretending content, contexts, and motives.

Social networking is based on the idea that society exists as a structured set of relationships between people (Toomey et al. 1998). With the arrival of web 2.0 technologies, a new wave of online social networking tools and services emerged. These include weblogs, social network sites, forums and instant messaging. Social network sites attracted millions of users including the attention of academic and industry researchers (Boyd & Ellison 2007).

Johnston, K. et al. (2011), examined the relationships between Facebook use and the formation and maintenance of social capital amongst university students in South Africa. The results suggest a strong association between the intensity of Facebook use and perceived bridging, bonding and maintained social capital.

Barker, V, et al. (2013), investigate the mediating role of social capital affinity (sympathy marked by community of interest, and likeness based on weak ties) and the experience of flow (concentrated engagement in/enjoyment of an activity) in the relationship between SNS intensity and reported focused and incidental knowledge gain (i.e., both information sought and information gained by chance). The findings indicated that SNS intensity strongly predicted both social capital affinity and flow but did not directly predict reported focused and incidental knowledge gain. Social capital affinity was positively related to both reported focused and incidental knowledge gain while flow was positively associated with focused knowledge gain only.

Ingen, V. et al. (2016), explores among people above 16 years in Netherland on how individuals use online coping strategies after experiencing a negative life event. The study shows that individuals use some form of online coping. Using the Internet for mental disengagement, active coping and planning were the most reported online coping strategies, whereas strategies aimed at emotional coping were reported less frequently. Online coping encompassed several activities: online gaming, which was associated with mental disengagement; searching for information, which was associated with problem-focused coping; and SNS and online support groups, which were associated with mental disengagement, problem-focused coping, and socio-emotional coping. In regards to controlling for off-line coping, online mental disengagement and online socio-emotional coping are inversely related to life satisfaction, self-esteem, and optimism.

Malkhasyan, A. (2013), conducted research on exploring the social capital in online social networks among Facebook users in Armenia. The study consisted of 741 samples that are above 18 years of age. The findings of the study reveal that Facebook enjoys wide popularity among the Armenian Facebook users. It has been substantially embedded into their daily life providing high levels of emotional and social gratification. The overwhelming majority log into the website in order to maintain their pre-existing bonding connections (close friends and relatives, friends living abroad), to strengthen

communication with real life acquaintances and to acquire social or political information. The most intense Facebook users employ the website predominantly for dissemination of social and political information and enlargement of their weak connections with people first met on the webpage. It has been also discovered that Facebook usage patterns somehow vary upon social demographic characteristics of the users, their psychological-well-being and the extent of trust. Majority of Facebook users gain various benefits from their online connections, most of which are particularly related to emotional, social and informational support. The intensity of Facebook use, combined with such activities as discussing social or political information on the Walls, broadcasting it within social and political groups and communicating frequently with people first met on the site, positively correlate with users' participatory activities.

2.4 Studies on Life Satisfaction and Social Networking Sites (SNS)

Life satisfaction is a global judgment of subjective well-being (SWB), which is the scientific name for how people evaluate their lives. On-line experiences can influence global constructs, including life satisfaction. Using the Internet can have an adverse effect on social involvement and psychological well-being, for instance life satisfaction has been negatively related to Internet uses. (Anita, G. & Liliana, V., 2008)

Life satisfaction refers to a cognitive judgment about one's life in comparison with an appropriate standard (Diener, et al., 1985) and is one component of subjective well-being that causes people to evaluate their lives positively (Diener, 2009; Diener, et al., 1985; Diener, et al., 2003). Life satisfaction is interwoven with a society in which people participate and communicate with one another (Diener & Suh, 1998; Diener, et al., 2003). Individuals' social ties relate to their life satisfaction (Kahneman & Krueger, 2006), and the level of life satisfaction is associated with the types of interpersonal relationships and the sources of social support (Wan, Jaccard, & Ramey, 1996).

Loneliness is widely seen as being linked to interpersonal social activities. It has been defined as an unpleasant experience caused by deficiencies in social relationships (Marangoni & Ickes, 1989; Perlman & Peplau, 1981). A discrepancy between expected and actual social relationships can be the reason for loneliness (Peplau & Perlman, 1982). As the social-compensation hypothesis suggests, lonely people lacking interpersonal interactions in real-life tend to use electronic media more frequently (Perse

& Rubin, 1990). Loneliness caused by unfulfilled interpersonal communication needs can affect individuals' patterns of using interpersonal media and be significantly related to their communication motives.

Hwang, Y. (2014), explores the interpersonal communication motives on Twitter in relation to individuals' social psychological states of loneliness and life satisfaction among approximately 9,000 panel members who are randomly contacted via email and asked to participate in the survey out of which 318 participated. The findings revealed that loneliness negatively affected the motives of pleasure and affection, while life satisfaction positively affected the motives of pleasure, affection, relaxation, and control.

Błachnio, A. et al. (2016), tested the existence and strength of the relationship in between Facebook addiction, self-esteem and life satisfaction among 381 Facebook users. Facebook users were classified into ordinary, intensive, and addicted users. The study shows that ordinary Facebook users differ statistically in self-esteem and life satisfaction from both addicted and intensive users. Facebook addiction was in relation with lower self-esteem. Facebook addiction was also negatively related to life satisfaction.

Kraut, et al. (1998), found that using the Internet had a negative influence on psychological well-being and social involvement. The results of a research done by Papacharissi and Rubin (2000) about the motives for Internet use showed that life satisfaction is negatively related to Internet dependency. Other analyses showed that negative results were even linked to using the Internet for social purposes (Kraut et al., 1998). For example, greater use of the Internet, especially e-mailing, was associated with decrease in psychological well-being.

According to the literature, there is a connection between using the Internet and psychosocial well-being including loneliness and depression. Lonely and depressed people have a higher tendency to show an interest in online social relations. These people feel safer, more secure and happier with online relations and interactions than with face-to-face interactions (Caplan, 2003). Shy or introverted people use the Internet for communication, which is increasing their online social interaction and is therefore improving their well-being (Wastlund, et al., 2001).

Kavetsos & Koutroumpis (2011), analyze the impact of information technology on subjective well-being, using a pooled cross-sectional data set of European countries. They find that having a cell phone, a PC or an Internet connection at home is associated with higher levels of well-being. Living in a country with a high rate of mobile and Internet users improves life satisfaction as well.

The main predictors of happiness are health, employment status, marital status, social capital, income and education. In other words, poor health, separation, unemployment and lack of social contact are strongly associated with low well-being.

Penard, D et al. (2013), in their paper, investigate the links between Internet use, social capital and happiness. The study was conducted among 1332 individuals above 18 years who are residents of Luxemburg. The findings indicate that the first level of the digital divide (whether people use the Internet or not) generates more inequality in life satisfaction than the second level of the digital divide (between light and heavy Internet users) which means that non internet users are less satisfied than the internet users. Moreover, Internet use is more influential on life satisfaction than on happiness, suggesting that digital use has long-term effects. Also, that the benefits of using the Internet are higher for the younger generations and the individuals who are not satisfied with their income.

Dogun, U. (2016), assess whether or not the social network site (SNS) usage of high school students predicts levels of psychological well-being, happiness, and life satisfaction of 495 high school students in Bolu district of Turkey. The result shows that SNS usage significantly and positively predicts happiness. It was also found that SNS usage significantly and positively predicts degree of life satisfaction; it enables students to obtain satisfaction from their lives. It was also found that SNS usage significantly and positively predicted psychological well-being; as the usage of social networks increased, the psychological well-being of the students also increased.

Anita, G. & Liliana, V. (2008), compare the motives for Internet use and life satisfaction between Israeli and Hungarian among 300 medical students at Semmelweis Medical University (SOTE) in Budapest. The finding shows that there were significant nation-based and gendered-based differences between the Hungarian and Israeli students in Internet motives independently of age and gender. Also, male are usually higher in the

arousal and information-seeking motives than their female counterparts. Furthermore, there was a significant inverse association between life satisfaction and companionship motive in both the Hungarian and Israeli respondents, although a stronger association could be found in the Israeli students. This indicates that the higher the life satisfaction was, the less likely the students were to use the Internet for companionship purposes. A higher life satisfaction also predicted less frequent use of the Internet for the social interaction motive and those Israeli students who were satisfied with their lives were less likely to use the Internet as an escape motive.

2.5 Studies on Social Capital and Life Satisfaction

Life satisfaction is one of the most important factors that should be examined to understand young people's problems. Life satisfaction is a concept that includes all aspects of an individual's life, with self-criticism of the person as per his/her criteria about life expectations, desires and how much of his goals he/she can achieve as well as expressing the state of well-being in different aspects such as morale and happiness (Bulut, 2016; Tel and Sari, 2016). The sense of satisfaction an individual receives from his/her life, plans, the desire to change one's life, that is, all the thoughts an individual has about his/her life constitutes the life satisfaction (Diener, et al., 1999).

The findings obtained in the study conducted by Keleş, et al. (2018), on rural and village residents; including individuals in the young age group, indicate a strong relationship between social capital and life satisfaction. Research results revealed that both three types of social capital have a positive impact on life satisfaction. The relevant study is of great importance, considering that young people's opportunities in rural areas to improve their social capital are more limited

Lu, N. & Wu, B. (2021), in their study examined the mediator role of social capital on the association between perceived neighborhood environment and life satisfaction among older adults in urban China, and further tested the moderating effect of gender in the above paths (i.e., from neighborhood environment to life satisfaction; from neighborhood environment to social capital; from social capital to life satisfaction). The study was conducted using quota sampling method and included 472 respondents in Shanghai in 2020. Life satisfaction was measured by the 8-item Life Satisfaction Scale-Chinese, which was designed to measure life satisfaction among older Chinese

populations. In this research, social capital was assessed by two latent constructs, namely cognitive social capital and structural social capital. The result showed that social capital played a mediation role in the association between neighborhood environment and life satisfaction. Furthermore, the results of multiple group analysis showed that the association between neighborhood environment and cognitive social capital was only significant among older women. The findings highlight the role of neighborhood environment and social capital in building age-friendly communities. It showed that perceived neighborhood environment not only directly affected life satisfaction, but also indirectly affected life satisfaction through community-based cognitive social capital.

Alghamdi, A. & Plunkett, M. (2021), in their paper studied the impact of social networking sites and apps among post graduate students on their social capital in Saudi Arabia. The study followed mixed method and simple random sampling was used. The sample size consisted of 606 university students from Umm Al-Qura University (UQU) in Makkah, Saudi Arabia representing both male and female. The elements of social capital included life satisfaction, social trust, civic participation and political engagement. Life satisfaction was measured by four items from a scale developed by Diener et al. Social trust was measured based on the Faith in People scale by Rosenberg. Civic and political engagement was measured using a scale developed by CIRCLE (The Centre for Information and Research on Civic Learning and Engagement) from a reduced form of the Index of Civic and Political Engagement. The study revealed that both male and female participants' perceived usage of SNS application impacted all components of social capital at a moderate and positive level. Participants also confirmed the existence of unacceptable behavior from users and un-useful or undesirable content on SNSAs. In addition, they found information security settings were low for many SNSAs

Sermayenin, S. & İncelenmesi, Y. (2021), conducted a study in Turkey to evaluate the relationship between social capital and life satisfaction among the youth population. The study consisted of 500 youth who are aged between 18-29 years. Convenience sampling technique was used to represent youth from Bahçelievler, Emek and Beşevler districts of Ankara Çankaya. Face to face interview method was employed for data

collection. Social Capital Scale and Satisfaction with Life Scale were used to measure both social capital and satisfaction with life. The study revealed that the social capital score mean of young people was well above the average level. Youth people's involvement in solving social problems of societies, increasing the civil and political participation is essential contributors in enhancing social capital. The result showed that social capital and life satisfaction score mean of the participants is well above the medium level. Social capital level and life satisfaction were found to be positively correlated.

According to Hosseinbor, M. & Nabizadem, R. (2019), in their study in Iran attempted to examine the relationship between social capital and happiness among faculty members of Urmia University of Medical Sciences. The study was descriptive in nature and cross-sectional in design. The sample size consisted of 151 university faculty members using stratified proportionate sampling. Data collection tools were two questionnaires. The first questionnaire was related to organizational social capital, including 15 items of aspects of social capital (structural, relational, and cognitive), obtained according to Nahapiet and Ghoshal's model. The second questionnaire was Oxford Happiness Inventory (OHI) with 29 items. These questionnaires measure social capital and happiness of individuals like Likert scale. The results indicated that the social capital and happiness of faculty members in Urmia University of Medical Sciences was higher than average. The results also indicated a positive and significant relationship between social capital and its relational, cognitive, and structural aspects with happiness among faculty members of Urmia University of Medical Sciences. Also, among the aspects of social capital, relational aspect (trust, norms, requirements and identity) has the greatest effect on increasing the happiness of faculty members.

In a study by Kiani, M. (2012), the objective was to investigate the effects of social capital on happiness among Iranian family. Survey method was used for the study and 350 samples of both men and women above 18 years of age in Isfahanian city, Iran was collected through simple random sampling. The rate and level of happiness were measured with Oxford and Fordis happiness Questioner. The findings revealed that effective social capital, age, kind of job and income have the most effect on persons' happiness. Moreover, the effect of social capital on happiness was highly related to

social support like spending evenings with relatives, neighbors or friends which further enhances life satisfaction.

Piao, X. et al. (2020), in their paper attempted to find out the effect of social capital and negative events on subjective well-being, to improve the quality of life in creating sustainable cities and communities in 37 countries across six continents. For this study, survey method which was cross-sectional in nature was employed. For collection of data web-based and face-to face interviews were conducted across 32 developed and 5 developing nations during the year 2015-2017. The results indicated that both high- and non-high-income countries, reported recent negative events in their social network, which has a significant negative impact on their life satisfaction. Also, community ties have a positive and significant effect on life satisfaction in all both developed and developing countries. In addition, the effect of negative events on social networks is relatively small. Moreover, the coefficients of community ties, trust, family ties, and security are positive values and statistically significant in both high-income and non-high-income countries, whereas an insignificant effect of the difference between community ties and negative events on subjective well-being was observed

In a study done by Takahashi, K. et al. (2011), the objective was to explore the associations between social capital and life satisfaction of persons with musculoskeletal impairments. in Vietnam. The study was cross sectional in nature and purposive sampling design was adopted to select 136 persons with musculoskeletal impairments in Hanoi, Vietnam. For data collection questionnaire was developed to measure social capital, life satisfaction, socio-economic factors, and disability related factors. Adapted Social Capital Assessment Tool (SASCAT) was used to measure the individual structural and cognitive social capital. Also, for measuring Life satisfaction, the Satisfaction with Life Scale (SWLS) by Diener et al. was adopted. The study showed that group membership with fellow person with musculoskeletal impairment was significantly associated with the level of life satisfaction and those that were actively involved in two or more groups resembled higher level of life satisfaction. Other components of structural social capital such as 'support from individuals' and 'citizenship activities did not have significant associated with life satisfaction. The findings suggest the importance of considering an active participation in multiple groups

toward the enhancement of the life satisfaction among persons with musculoskeletal impairments. To encourage persons with musculoskeletal impairments to have multiple active memberships, their access to groups should be facilitated and enhanced.

Musson, A. & Rousselière, D. (2020), attempted to analyze the impact of social capital on subjective well-being. The study is cross sectional and descriptive in design. The sample size consisted of 106,622 respondents from 65 different countries. The survey was conducted between 2005 and 2014 from the World Values Survey (WVS). Standardized scales were employed to measure trust and life satisfaction. The result revealed that the structure of wealth and subjective well-being highly impacted upon the role of social capital. Trust is a component of social capital that directly and positively impacts the subjective well-being. Moreover, interpersonal trust increased the effect of voluntary association membership on life satisfaction. Trust and voluntary association membership were key aspects of one's social capital which acted as bonding and bridging mechanism in society.

Ahlborg, M. (2022), in his research attempted to explore social capital and inequalities in mental health among young adolescents in Sweden. The study was cross-sectional in design that was conducted at four different levels of study across varying years. Cluster sampling technique was employed to select 23,088 adolescents between the age group of 10-19 years old accordingly for each level of studies. Both questionnaire and semi structured interview schedule were used for data collection. Various scales and measures like Swedish Health Behavior in School-aged Children (HBSC) survey, Latent Profile Analysis (LPA), Cantril's ladder and Family Influence Scale were used. The result showed that subjective socioeconomic status robustly and independently predicted mental health problems, poor life satisfaction and poor general health perception. The association between objective socioeconomic status and mental health was weakened, and even reversed, when subjective socioeconomic status was accounted for in regression models. In terms of social capital and mental health, the adolescents have proper access to a safe space, feeling connected to others and predictability as important aspects of social relationships and networks in relation to mental health. The study suggested that social capital may be useful for identifying

vulnerable individuals and for differentiating between the natural imbalance of adolescence and what may lead to serious mental illness.

According to a study by Atilgan, D. & Tukul, Y. (2021), aimed to find out the levels of social capital and life satisfaction among coaches in Turkey. The study was a quantitative study carried out in a relational survey model. The sample size consisted of all the 251 coaches working at Directorates of Youth Services and Sports of Kahramanmaraş and Konya Provincial located in Turkey. In this study, the opinions of the coaches about their social capital levels and life satisfaction were determined, and the differentiation of the participants' opinions was examined in terms of some demographic variables. Besides, there was an attempt to reveal the predictive power of the social capital perception levels of the coaches on their life satisfaction. The "Voluntary Informed Consent Form" was obtained from all participating coaches. Data was collected in an online format. The result showed that the social capital scale mean score of the participants was high, and the mean score of the coaches regarding the life satisfaction scale was moderate. It was determined that participants' scores on the social capital scale differed significantly in terms of gender, active participation in sports, age, coach rank, and branch variables and that the scores of the life satisfaction scale differed significantly in terms of marital status and income-welfare variables. The study concluded that as the perceived social capital of the coaches increases, their life satisfaction increases and that the social capital scale is a significant predictor of life satisfaction

2.6 Critical analysis on the review of the literatures

From the review of literature, it was observed that there are copious studies on social networking sites, social networking sites and social capital, social capital and social networking sites, life satisfaction and social capital and social capital and social networking sites. The studies are mostly conducted by educators, academicians and research scholars. Social capital, social networking and the use of mass media is a fertile area of research in social sciences. Some of the literatures focus mostly on social capital and its dimensions and consequences. In spite of the rich empirical studies, certain gaps could be observed.

Firstly, there are plenty of studies on the impact of social networking sites upon their academic performances. However, few studies focus on the contribution of social capital in social networking sites platform.

Secondly, many empirical studies are concerned more on the negative impact and usage pattern of social networking sites among the youth. There are less emphasis on the positive outcome and how they are linked with their well-being/satisfaction with life.

Thirdly, there are scarce scientific studies on youth activities in social networking sites in the context of Mizoram with specific interest on their social capital and life satisfaction. Therefore, the present study attempts to fill the research gaps by conducting a scientific exploration on college going youth and their exposure to social networking sites in relation to their social capital formation/input and satisfaction with life.

2.7 Conceptual Framework of the study

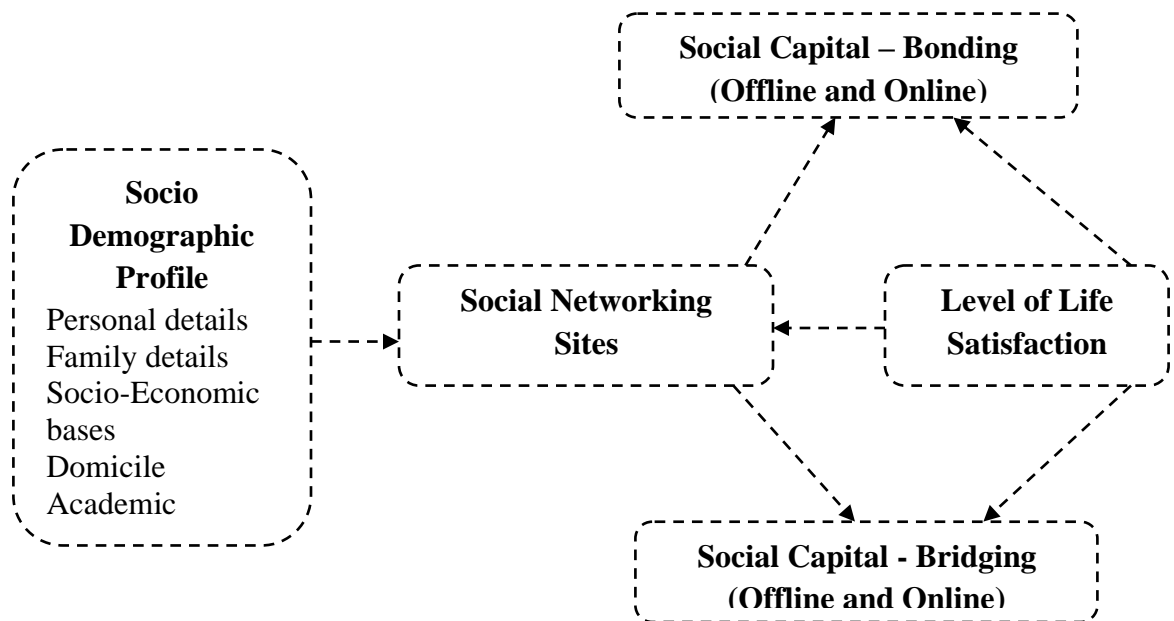
The study presents the conceptual framework of the study based on the understanding and analysis of social capital and college students' use of social networking sites (Ellison, Steinfield & Lampe 2007). Social capital is categorized into three dimensions – bonding, bridging and maintained social capital. For the definition of youth in the study, the Indian National Youth Policy 2014 is adopted as it categorized the youth into persons who are in the age group between 15-29 years which suits for this purpose.

Also, the concept of gender is taken into account to compare and analyze genders preferences to online activities, formation and influence of social capital and level of life satisfaction.

The conceptual framework portrayed here is adopted from variables based on the understanding of the researcher. In this model, the socio-demographic characteristics of the respondents, patterns of social networking sites, forms of social capital in social networking sites, bonding and bridging social capital both offline and online and the level of life satisfaction are displayed. As the intensity of using social networking sites increases the bridging social capital will increase or develop. The amount of using social networking sites increases the bonding social capital will be enriched. Depending on the

degree of satisfaction with life both the intensity of using social networking sites and development of social capital will enlarge.

Figure 2.1 Conceptual framework of the study



2.8 Conclusion

The present chapter reviewed the existing literature on social networking sites – patterns, usages and impact, social capital – development, forms and significance and youths’ satisfaction with life. In light of this, the next chapter presents the settings of the present study and research methodology adopted for the study.

CHAPTER – III

METHODOLOGY

The earlier chapter presented a critical review of literature and the major research gaps therein. In this chapter, the setting of the present study and methodology are presented, description of the studying process and the interview techniques that was used. This chapter has been divided into two major sections. The first section deals with the profile of the study area and colleges. The second section deals with the methodological aspects of the present study such as pilot study, research design, sampling, tools of data collection, sources of data, pretesting, analysis, operational definition and limitations.

3.1 The Settings: Field of the Study Area

The settings of the present study include the state of Mizoram, all the 8 districts and 32 colleges under Mizoram University.

The State of Mizoram

From the traditional source the Mizos came out of a very big stone called ‘sinlung’ variantly ‘*Chhinlung*’. In the modern scientific age it is hard to believe that a man came out of a stone. There had been wide speculation regarding the location of ‘Chhinlung’ which could be identified with the Chinese city of Xinlong situated in the Szechwan province of China beside the western side of Yulong River and on the east of the Yantze Kiang river. Some section of the Mizo's yet think that they are the descendants of the lost tribe of Israel in the house of Ephraim. However, the majority felt that the case is not a proven fact and nothing can be gained by such claim.

Historians believe that the Mizos are a part of the Mongolian race spilling over into the eastern and southern India centuries ago. They came under the influence of the British and Christian Missionaries during the 19th century and currently majority of the Mizo people are Christians. They introduced formal education system and also introduced Roman script for the Mizo language. They played vital role for the development of Mizo people in particular education and literacy.

The term 'Zo' comprises of all tribes of the zo ethnic group. It is broadly divided into two main linguistic groups. A group that finds it difficult to pronounce 'R' are Lusie, Hmar, Ralte, Lai, Mara, Rangkhoh, Darlong, Khawibu, Biete, Baawm, Pang, Maring, Aimol, Kom, Chiru, Lamkang, Moyon, and Monsang. The groups that difficult to pronounce 'G' are Thadou-kuki, Paite, Tiddim-chin, Gangte, Zou, Simte and Vaiphei. When ZORO was founded on 18th May 1988 at Champhai, it proposed a name called 'Zo' to accommodate the zo ethnic group.

The term 'Mizo' represents the men who live on the hills (Mi= Men, Zo= hills) or the highlanders. This group of tribes is of Mongoloid origin speaking a dialect of Tibeto –Burman origin. They are linguistically kin to kuki-chin group of tibes. They have also close cultural resemblance. It is a generic term and of different tribes or clans who inhabit the entire perimeter of present Mizoram and whose culture, traditions, dialect, language and lifestyle are commonly designated by the term 'Mizo'.

Mizo are broadly classified into two groups. The first group includes of the Lusei, Hmar, Ralte, Chawngthu, Pawi, Khawhling, Khiangte, Chawhte, Ngente, Renthlei, Tlau, Pautu, Rawite, Zongte, Vangchhia, Punte, Paite, Fanai, Pawi, Thlado, Lakher, Pangkhua and Mawk. They inhabit the northern and middle part of Mizoram. The second group is formed by the Pawi and Lakher with their different sub clan who are concentrated in the south and the south eastern parts of Mizoram bordering Myanmar. Mizoram formerly known as the Lushai Hills was occupied by the British in 1890 and was administered from Aizawl Headquarter. It was elevated to a status of an Autonomous District Council in 1953. The Northern Eastern Reorganisation Act of 1971 granted a status of Union Territory under its present name, Mizoram and attained statehood on 20th February, 1987.

The name of the state is a combination of two words 'mizo' and 'ram'. The word 'ram' means land or country; hence, Mizoram means a land of the Mizos. Mizoram is one of the states of Northeast India, Aizawl is the state capital and is the biggest city of the State. Mizoram means 'Land of the Highlanders' and the official language is Mizo. The land of Mizoram covers the total area of 21087 sq. km. and located between 21 58' and 24. 35' North latitude and 92' 15' East and 93' 29 East longitudes. Mizoram is 277 km long from north to south and 121 km wide from west to East and has eight districts.

It is bounded on the north by Cachar District of Assam and with state of Manipur on the north east, on the east by Manipur state and Myanmar (Burma) and south by Burma and Bangladesh and on the west by Bangladesh.

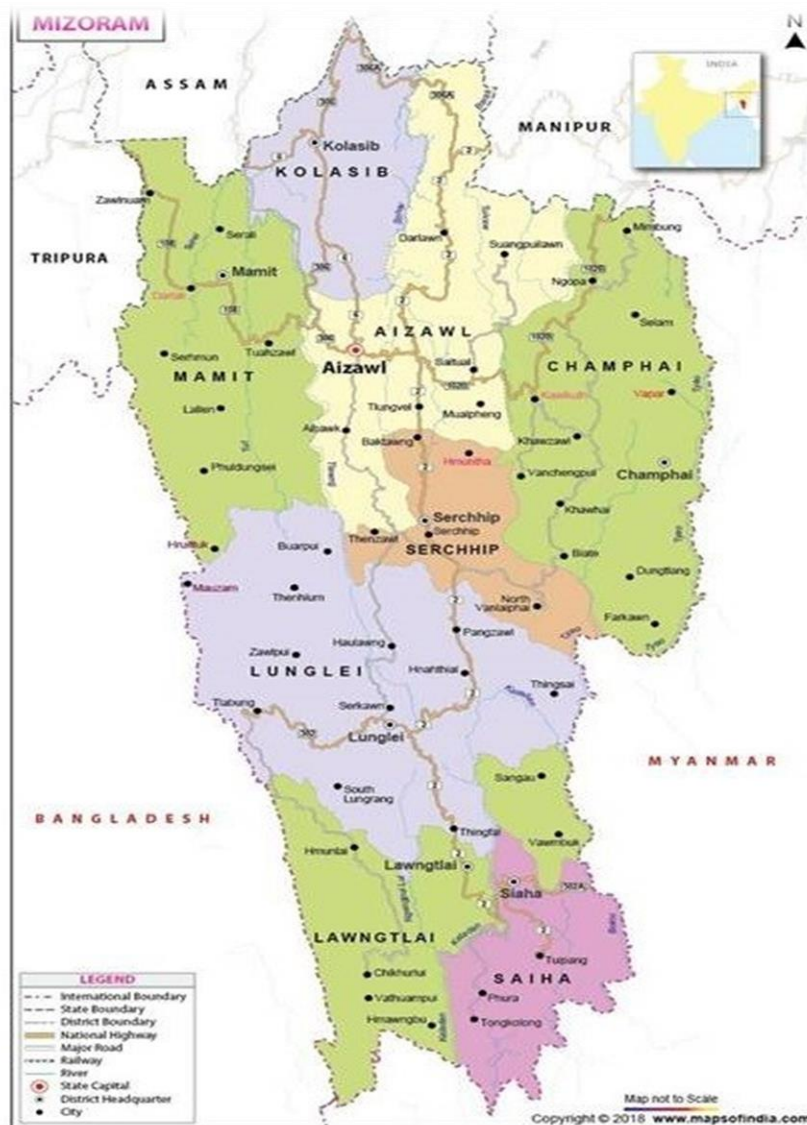
Mizoram has a rugged mountain terrain and most of them are from north to south directions. Generally, Mizoram comprise of primarily sand stone and shale which are laid down in deltas and river banks and no valuable mineral deposits have been discovered in Mizoram. Most of the river flows north south direction and River Tlawng is the longest river in Mizoram. The rivers are fed by monsoon wind and the average rainfall reach 254 cm per annum. The average height of the mountain ranges is 900 meters. The temperature varies from 11' C to 24' in the winter and 18' C to 20' C in summer.

Mizoram enjoys rich biodiversity and is one amongst the mega biodiversity hotspots of the world. Natural vegetation comprises of tropical evergreen in the lower altitudes and semi-evergreen on the upper slopes. About 90.68 percent of the State's total geographical area is covered under forests. The land is rich in natural resources and the State has 130 square km very dense forest, Moderate dense forest 5841 sq.km and 12, 960 sq.km of open forest (India Forest Report, 2015). The present notified forests (reserved/protected forest) constitute about 38% of the geographical area and even most of these are open, degraded and subject to pressure of shifting cultivation, encroachments, fire, illicit felling etc. Mizoram has abundant natural bamboo resources which cover 31 percent (6446 sq.km) of its geographical area and as many as 35 species of bamboo have been identified in the state. At present the total crop area in Mizoram is 132, 634, 00 hectare which is 6.28 percent of the total area of Mizoram.

According to 2011 census Mizoram's population constitute 1,091,014 and it is the second least populous state in the country. It comprises of eight districts namely, Aizawl district, Kolosib district, Serchhip district, Mamit district, Lunglei district, Champhai district, Siaha district, and Lawngtlai district. In, India, Mizoram is one of three states with a Christian majority which constitutes 87% of the total State population. Mizoram has a higher literacy rate than average literacy rates in India. In 2011 census, the literacy rate had reached 92%, and is second to Kerala, it is higher than the total literacy rate of India (74%). There were 3,894 schools in Mizoram as of 2012,

42% are owned and managed by Central/State governments, 28% are private without government subsidies, 21% are private with government subsidies, and the rest are primary and middle schools that are government financed run by three Autonomous District Councils of Mizoram.

Figure 3.1: Political map of Mizoram



Source: State Load Dispatch Centre, Govt. of Mizoram
(<https://sldc.mizoram.gov.in/page/mizoram-profile>)

District-wise description of Mizoram

Aizawl District

The district is named after its headquarters, Aizawl city. The name of the city was probably derived from the abundance of the *aidu* in the area during previous years. This district is bounded by Assam in the North, Manipur in the North East, Champhai District in the East, Serchhip District in the South, Lunglei District in the South West, Mamit District in the West and Kolasib District in the North West. Aizawl district is one of the eleven districts of Mizoram state in India. The district is bounded on the north by Kolasib district, on the west by Mamit district, on the south by Serchhip district, on the southwest by Lunglei district and on the east by Champhai district. According to 2011 census, the area covered is 3,576 Sq. Km with population 400,309 and literacy rate at 97.89. It is made up of 96 villages, 07 towns, 05 RD Blocks and 14 Assembly constitutions.

Champhai District

Champhai district is located in the North eastern side of Mizoram. It is not far from the border of India and Myanmar. Champhai is one of the oldest places which Mizo people occupied.

As per the 2011 census, the area covered is 3185.83 Sq Km with population 125,745 and 95.91% literacy rate. It is composed of 108 villages, 02 RD Blocks and 05 Assembly constituencies. In 2009, Khawzawl district and Saitual district were carved out from Champhai district.

Lawngtlai District

Lawngtlai District is situated in the southernmost part of the state of Mizoram. It was declared district on 18th September, 1998. It was previously under Chhimtuipui District. It has its distinct feature for housing one of the highest minority populations concentrated areas in India in the western belt of the district. The district is cut-off by Lunglei District and Siaha District into two parts. According to 2011 census, it has an area cover of 2,557.10 Sq Km with population of 117,894 and literacy rate of 65.8 per cent which is the lowest in the state. It is comprised of 179 villages, 04 RD Blocks and 03 Assembly Constitutions

Kolasib District

Kolasib is located on the northern tip of Mizoram sharing its northern border with Cachar District of the State of Assam. The district was created in the year 1998 by carving out of the then Aizawl District. The district is flanked by Hailakandi and Cachar Districts of Assam in the north, Aizawl District in the south and east and Mamit District in the west. As per the 2011 census, the population is 83054 with an area of 1472.12 sq.km and literacy rate of 94.52 %. It comprises of 39 villages, 02 RD Blocks, 03 sub divisions and 02 Assemble Constitutions.

Lunglei District

Lunglei district is one of the 11 districts of Mizoram state in India. As of 2011 census, it is the second most populous district in the state, after Aizawl with 1, 61,428 population with an area of 552.61 Sq. Km, literacy rate of 88.86, covering 39 villages and 07 Assembly constitutions. Lunglei District is located in the southern part of Mizoram. It is bounded by Siaha on the South – East, Lawngtlai District on the South-West, Serchhip District on North-East, Mamit District on the North- West and Hnahthial District on the East. It shares international border with Bangladesh on the west. Lunglei District occupies more or less the central part of Mizoram, Lunglei Town is the second largest settlement of Mizoram and the district headquarters of Lunglei District is located in the south – central part of Mizoram. The district had been divided in to two Sub-Divisions and also devided into four Rural Development Blocks – Lunglei RD Block, Lungsen RD Block, Bunghmun RD Block and Tlabung RD Block recently. In2019, Hnahthial district was formed from Lunglei district.

Mamit District

Mamit District with its headquarters at Mamit was etched out from Aizawl District and started functioning from 24th April, 1998. The area covered is 3025 Sq Km with population of 86364 gives it a ranking of 619th in India (out of a total of 640) and the density of population is 29 persons Sq Km. It is composed of 86 villages, 03 sub division and 03 RD Blocks. The literacy rate is 84.93%. The dominant tribe within the district is Mizo followed by Chakma and Reang. The district is Famous for abundant production of orange for which the district is often called “The Orange Garden of Mizoram”.

Siaha District

Siaha District is bounded on the north and northwest by Lunglei district, on the west by Lawngtlai District and on the south and east by Myanmar. The district occupies an area of 1399.9 km². Siaha town is the administrative headquarters of the district. The population had decreased from 60,823 (in 2001 census) to 56,574 (in 2011 census). The literacy rate is 90.01%. It consists of 92 villages, 02 sub divisions and 02 RD Blocks. Siaha (Official name given by the Mara Autonomous District Council, popularly known as Siaha) is a census town in Siaha district in the Indian north-eastern state of Mizoram. It is the Headquarters of the Mara Autonomous District Council, one of the three autonomous district councils within Mizoram. It is located in the South-Central part of the state. It is a commercial hub for Mara people.

Serchhip District

Serchhip District came into being on 15th September, 1998. The Tropic of Cancer passed through the district and is located in the central of the state of Mizoram. Serchhip is adjoined by Champhai District in the East, Aizawl in the North and North West, Hnahthial District in the South and share an international border with Myanmar in the southeast According to 2011 census, the population is 64,937, the area coverage is 1,421 sq km with 97.91% literacy rate. The district has 40 villages and divided into 03 sub divisions and 02 RD Blocks.

3.1.1 Pilot Study

In the preliminary stage of the pilot study, the researcher discussed the present study with the college authorities and leaders of student representatives. in order to seek permission and support to conduct the present study. The researcher also explained about the objectives and the scope of the study. The pilot study ascertained the feasibility to carrying out the present study with the student respondents. The college authorities offered full cooperation in order to conduct the study.

3.1.2 College Descriptions

Figure 3.2 College Descriptions and Selection of Sample Size

Sl/No	Name of college	District	Year of establishment	No. of samples	No. of students
1	Pachhunga University College	Aizawl	1958	71	2389
2	Govt. Aizawl College	Aizawl	1975	28	1069
3	Institute of Advanced Study in Education, (IASE)	Aizawl	1975	19	908
4	Govt. Hrangbana College	Aizawl	1980	54	1758
5	Govt. Zirtiri Residential Science College	Aizawl	1980	19	604
6	Govt, Mizoram Law College	Aizawl	1983	7	160
7	Govt. Aizawl North College	Aizawl	1988	39	1299
8	Govt. Aizawl West College	Aizawl	1990	28	866
9	Govt. T. Romana College	Aizawl	1992	26	1072
10	Govt. J. Thankima College	Aizawl	1992	28	609
11	Govt. Johnson College	Aizawl	1993	26	855
12	RIPANS	Aizawl	1995	21	712
13	NIELIT, Aizawl.	Aizawl	2001	12	387
14	Mizoram College of Nursing	Aizawl	2005	4	117
15	Aizawl City College	Aizawl	2015	4	67
16	Divine Mercy College	Aizawl	2016	1	13
17	St. Xavier's College	Aizawl	2017	3	20
18	Helen Lowry College	Aizawl	2017	1	27
19	Govt. Champhai College	Champhai	1971	20	661
20	Govt. Hnahthial College	Hnahthial	1979	4	107
21	Govt. Khawzawl College	Khawzawl	1985	3	80
22	Govt. Kolasib College	Kolasib	1978	15	440
23	Govt. Lawngtlai College	Lawngtlai	1980	14	394
24	Lunglei Govt. College	Lunglei	1964	26	774
25	Govt. J. Buana College	Lunglei	1983	17	538
26	Govt. Kamalanagar College	Lunglei	1992	11	302
27	HATIM	Lunglei	200 7	12	251
28	Govt. Mamit College	Mamit	1983	3	112
29	Govt. Zawlnuam College	Mamit	1986	2	53
30	Govt. Saitual College	Saitual	1984	7	232
31	Govt. Serchhip College	Serchhip	1973	14	401
32	Govt. Saiha College	Siaha	1978	13	426

Source: MZU Annual Report, 2017-2018

3.2 Methodology

3.2.1 Research Design

The present study is cross sectional in nature and descriptive in design. The descriptive design is used to describe the various socio-economic factors that are included in the present study. The term 'design' means 'blue print pattern'. Clarie Setizet. al (1962) stated that a research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure'. As the name itself implies, the purpose of this research design is to provide description of an individual, a community, a society, an event or any other unit under investigation. The descriptive design is used to describe the various socio-economic factors that are included in the present study. The study intends to explain and assess the patterns of social networking sites among college students in relation to their social capital and life satisfaction through various scales and measures.

The present study is based on primary data collected through qualitative and quantitative methods. In the qualitative method, participatory methods were included the case study, focus group discussion and daily activity schedule. The quantitative data was collected by using structured questionnaire. The secondary data was collected from books, journal, articles, and annual reports. The study makes use of appropriate scales in order to measure social capital and life satisfaction.

3.2.2 Population and unit of the study

The population of the study is youth. Here, youth who are going to college represents the unit of the study. The collection of data was done between July-September, 2019.

3.2.3 Sampling

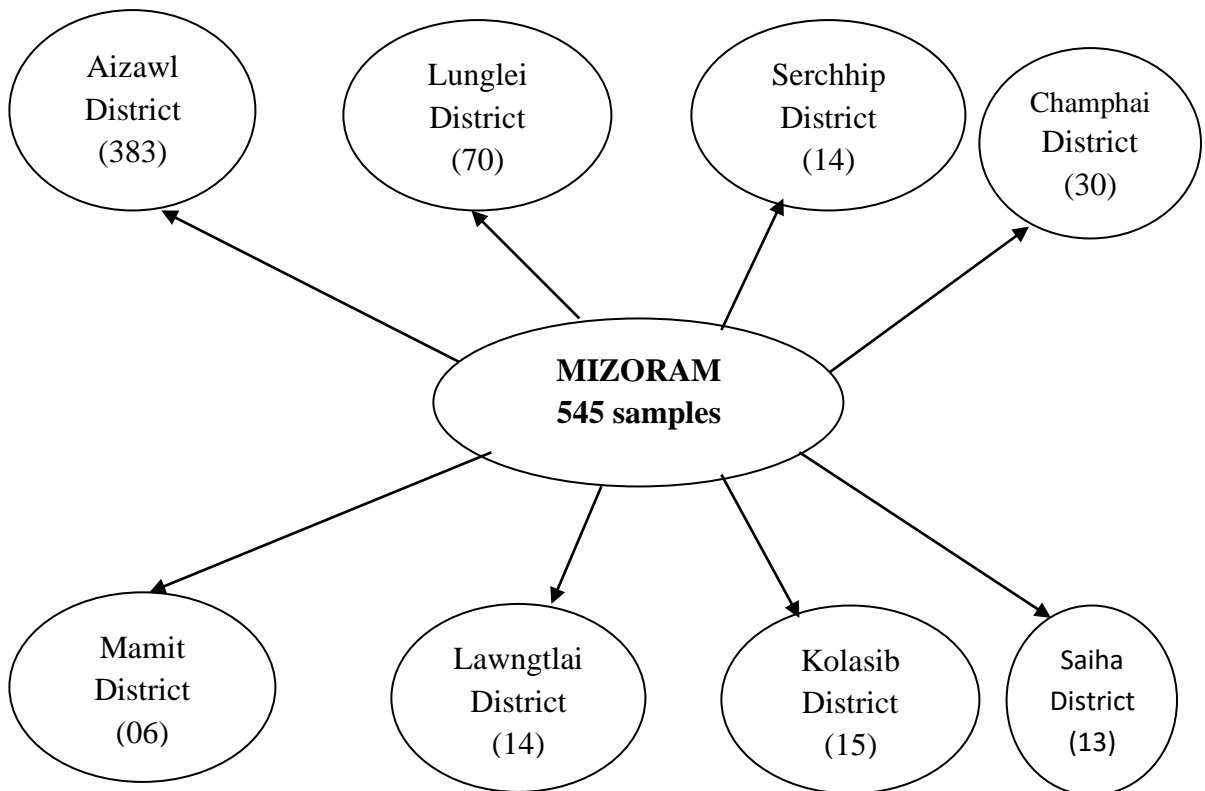
The study was carried out in all colleges across all the 09 district of Mizoram. The researcher was able to collect the list of colleges from the MZU Annual Report, 2018. College students from all the colleges in Mizoram registered under Mizoram University were selected for the present study. The annual report stated that there were 32 colleges and the total population was 17707. The unit of the study is youth that are college going students. The sample size consists of 545 college students (which is 5

percent of the total population) drawn by using stratified proportionate sampling method.

MZU Annual Report

The sample size is drawn from the MZU Annual report 2017-2018 under Annexure: XII Affiliated/ Constituent Colleges of Mizoram University (2017-18): At A Glance (See Appendix-MZU Annual Report 2017-2018.

Figure 3.3: Diagram for sample selection



3.2.4 Inclusion Criteria

Using the inclusion criteria (listed below), a list of all youth who fall within the inclusion criteria and are willing to give informed consent were chosen as the final sample.

- All colleges in the state of Mizoram
- Male and female college going youth
- All departments/stream in the colleges
- All willing college students for the study

3.2.5 Exclusion Criteria

The exclusion criteria include

- Uneducated youth
- College dropout students
- College students who are little or less interested in using social networking sites

3.2.6 Ethical Consideration

The research has been carried out as per the fundamental ethical principles of research. At first, permission for conducting research was sought from the respective institutions. Then, class representatives (CR) were approached and inquire about for their support in dissemination for the questionnaire and arrangements for focus group discussions and case studies. Respondents were willing to give informed consent for participation in the study took part in the study and confidentiality was maintained.

3.2.7 Tools of Data Collection

The present study based on primary data collected from college students using quantitative methods through questionnaire. The questionnaire was divided into four sections. The first section of the questionnaire deals with the profile of the respondents including family profile, socio-economic status and academic profile. The second section deals with patterns of social networking sites used. The third portion consists of forms of social capital which are both online and offline. The researcher adopted a standardize scale for assessing the online social capital called Internet Social Capital Scale (ISCS). The tool was developed by Dmitri Williams, 2006. The tool was also checked for its feasibility and reliability. In the final section, Life satisfaction was measured with Satisfaction with Life scale developed by Diener, E, et al., 1985. In the qualitative method, participatory methods like case study, focus group discussion and daily activity schedule were included.

3.2.8 Sources of Data Collection

The source of data is one of the most significant segments, without which, it is very difficult to gain knowledge of the present study. There were two sources of data used by the researcher. They were primary and secondary sources. The primary data was collected from the respondents of the colleges through structured questionnaire. In the qualitative method, participatory methods were included the case study, focus group

discussion and daily activity schedule. The secondary data was collected from books, journals, websites and MZU Annual Report, 2017- 2018.

3.2.9 Pre-Testing

The finalized tool was pretested with 30 samples and find out the feasibility and adoptability of the tool. There were inconveniences with the length of the questions as it took too long time to furnish their answers. The content and flow were appreciated. The researcher modified the questions as suggested by the student respondents based on the pretesting of the tool which helped to focus the present study exactly on what the researcher wanted to study based on the objectives.

3.2.9 Data Collection

The data collection was done by researcher. The data were collected from the respondents of the 32 colleges across all 11 districts of Mizoram during the month of July – September, 2019. The questionnaire was distributed to the respondents and the data were collected with the help of research assistants in the district levels. There were three phases in the data collection process. In Phase I, colleges in the southern districts were covered. In phase II, colleges in northern districts were targeted. In the last phase, colleges and other institutions within Aizawl city were administered for data collection.

3.2.10 Reliability Test

The standardized tools of Satisfaction with Life and Internet Social Capital Scale (ISCS) were statistically tested for validity and reliability after the final data collection was over and entered in SPSS. The Cronbach Alpha and the Guttman split-half coefficient values of Internet Social Capital Scale (ISCS) were .887 and .884. The Cronbach Alpha and the Guttman split-half coefficient values of Satisfaction with Life were .775 and .647.

3.2.11 Data Analysis

The raw data are processed and analyzed with the help of a computer package know as Statistical Package for Social Sciences (SPSS). The data were interpreted based on the objectives of the present study. The data are analyzed in the form of descriptive statistics and inferential statistics. The descriptive statistics mean and standard deviation, proportions and percentages and Karl Pearson's co-efficient of correlation were also

applied in the study. The inferential statistics parametric tests test was also used in the present study for testing hypotheses.

3.2.12 Operational Definitions

Social Networking Sites (SNS) – Social Networking can be defined as ‘social space’ for people who want to expose themselves among others and staying connected with each other. While the term ‘Social Networking Site’ is used to describe the phenomenon, the term ‘social networking sites’ also appears in public discourse, and the two terms are often used interchangeably (Boyd 2008).

Social Capital- According to Bourdieu, “Social capital as the sum of the resources, actual or virtual, that accrue to an individual or a group by virtue of possessing a durable network of more or less institutionalized relationships of mutual acquaintance and recognition” (Sokratis 2008)

Life Satisfaction- Life satisfaction is defined as a perception of being happy with one’s own life and a belief that one’s life is on the right track. To date, our understanding of how life satisfaction relates to youth outcomes is limited, however a recent pilot study on a nationally representative sample of adolescents found that it is negatively related to outcomes such as substance use, depression, getting in fights, and delinquency and positively related to good grades (Lippman et al., 2012).

Youth- United Nations defines ‘youth’ as persons between 15 and 24 years of age.

3.2.13 Limitations of the study

The limitations of the study are

- This study is generalized and did not give an in-depth analysis on any particular social networking sites
- Due to the homogeneous nature of the respondents, the data seems to be similar among a friend circle
- Each college represent only 5% each of the total samples, so it is difficult to understand the actual demographic representation for certain colleges
- Since the questionnaires are randomly given, there are big chances of not representing male and female population in ratio.

In this chapter an attempt has been made to present the empirical contexts of the present study area. It also described the various facets of the methodology of the present study in terms of research design, sampling procedure, sources of data, and tools of data collection, processing and analysis and limitation of the study. In the next chapter results and discussions are described.

Conclusion

The present chapter has attempted to describe the settings of the study area and methodology applied for the study research design, sampling, tools of data collection, scales used in the study, pre testing, data processing and analysis, ethical considerations and operational definitions. The following chapters will deliberate on the findings of the study starting with socio-demographic characteristics of college students in Mizoram.

CHAPTER IV

SOCIO-DEMOGRAPHIC CHARACTERISTICS OF COLLEGE YOUTH

The previous chapter discussed the methodology used in the research study and the limitations of the present study. There are certain norms which are socially constructed in every society. One of the most important factors that reveal diverse social and economic processes in a community is gender. Apart from this, age and domicile also represent an important parameter for multiplicity in a society. In addition, age and place of residence also serve as significant determinants of multiplicity in a society.

In this chapter, an attempt has been made to present the socio-demographic characteristics of the population studied. This is a set of social and demographic characteristics that define people in a particular group or population. Characteristics such as age, gender, ethnicity, religion, family composition, income, and so on are generally included.

4.1 Demographic Profile of the Respondents by Gender

The demographic characteristics of the respondents are important in understanding the population studied. In this study, the demographic characteristics include age classification, marital status, religion, denomination and sub tribe of the respondents. They are presented by gender as in **Table 4.1**.

In the current study, age is classified as per the UN Classification such as late adolescents (17-21years), Young (22-25 years) and young adulthood (above 25 years). Among the respondents, more than two third (78.53%) belongs to late adolescents (17-21years) in which female (85.96%) consist of higher percentage than male (64.55%). Almost a fifth (18.35%) falls into the age group of 20 to 25 (young) where male responds (29.10%) are found to be more than female (12.64%) respondents. The remaining 3.12 percent comprises of young adulthood (above 25years) in which male (6.35%) are more. The mean age for male (21.39 ± 2.45) is higher than female (20.15 ± 1.70). In general, the mean age for the respondents is 20.58 ± 2.08 . The findings show that majority (78.53%) of the respondents belong to the late adolescence (17-21 years) where female composite the majority (85.96%). Further, the average age of the college students is 17 to 21 years with a mean age of 20.58.

Marriage is an important stage in one's life. It defines roles, responsibilities and social status of a person. The current study classified marital status into single, married and divorce.

Among the respondents, vast majority (99.16%) are single or not married where female (99.16%) shares higher percentage than male (96.30%). A few (1.65%) are married which is male (3.17%). The remaining (0.18%) are divorced which is male (0.53%). The finding shows that college students are normally unmarried or single.

Table 4.1 Demographic Profile of the Respondents by Gender

Sl.No	Characteristics	Gender		Total N=545
		Male n=189	Female n=356	
I	Age			
	17-21 (late adolescence)	122 (64.55)	306 (85.96)	428 (78.53)
	22-25 (young)	55 (29.10)	45 (12.64)	100 (18.35)
	Above 25 (young adulthood)	12 (6.35)	5 (1.40)	17 (3.12)
	Mean age	21.39 ± 2.45	20.15 ± 1.70	20.58 ± 2.08
II	Marital status			
	Single	182 (96.30)	353 (99.16)	535 (98.17)
	Married	6 (3.17)	3 (0.84)	9 (1.65)
	Divorced	1 (0.53)	0 (0.00)	1 (0.18)

Source: Computed Figures in parenthesis are percentages

4.2 Religious and Ethnic Background of the Respondents by Gender

The religious and ethnic background of the respondents is important in understanding the cultural and religious beliefs of the population studied. In this study, the religious and ethnic background includes religion, denomination and sub tribe of the respondents. They are presented by gender as in **Table 4.2**.

Religion determines one's belief and morality. The current study classified religion into Christian, Hindu, Muslim and Others. Since Mizo community is a Christian community, almost all the respondents (96.88%) belong to Christianity where female (98.03%) shares a higher percentage than male (94.71%).

A few (1.83%) are others (Buddhist) in which male (3.17%) are more than female (1.12%). The remaining (1.10%) are Hindu in which the respondent is male (1%) while the lone Muslim (0.18%) population is made up of male (0.53%) respondents. It is evident that the state of Mizoram is a Christian dominated area. Thus, almost all the respondents belong to Christian community. Hindu, Muslim and Others (Buddhist) respectively forms minority population across the state of Mizoram.

Within the Christian belief, there are certain denominations that the respondents follow with varying practices and doctrines such as Baptist, Presbyterian, Roman Catholic, Seventh Day Adventist, The Salvation army, UPC Mizoram, UPC NEI and Others. More than half (57.25%) is made up of Presbyterians in which female (58.99%) consist of higher shares than male (53.97%). A little less than one fifth (17.61%) are Baptist in which female (19.94%) are more than male (13.23%). A few (5.69%) are Salvation Army in which male (7.94%) are more than female (4.49%). UPC (North East India) forms 4.95 percent in which male are more (5.29%) than female (4.78%). Seventh Day Adventist contributes to 3.30 percent in which male (3.70%) are little more than female (3.09%). UPC (Mizoram) shares 1.83 percent in which male (2.65%) are more than female (1.40%). Roman Catholic also shares 1.83 percent in which female (1.97%) are more than male (1.59%). The remaining (7.52%) are invalid for this section as they belong to other religious group apart from Christianity. This shows that by denominational division, Presbyterians forms majority in the state and therefore the study also observes that Presbyterians are found to be the majority.

In sub-tribe, the respondents belong to Lusei/Lushai, Ralte, Hmar, Pawi and Others. Among the sub tribes, vast majority (86.97%) belongs to Lusei/Lushai where female (86.97%) are more than male (84%). This is followed by Ralte (4.22%) in which male (4.67%) are more than female (3%). A few (3.12%) are Pawi where the female (4%) shares higher percentage than male (3.04%). A few (3.12%) make up Others (Non-Mizo) in which male (3.27%) are more than female (3%). The remaining (2.57%) constitute Hmar tribe in which female (6%) are more than male (1.87). This indicates that Lusei/Lushai is the pre dominant tribe in the state of Mizoram.

Table 4.2 Religious and Ethnic Background of the Respondents by Gender

Sl.No	Characteristics	Gender		Total N=545
		Male n=189	Female n=356	
I	Religion			
	Christian	179 (94.71)	349 (8.03)	528 (96.88)
	Hindu	3 (1.59)	3 (0.84)	6 (1.1)
	Muslim	1 (0.53)	0 (0)	1 (0.18)
	Others	6 (3.17)	4 (1.12)	10 (1.83)
II	Denomination			
	Presbyterian	102 (53.97)	210 (58.99)	312 (57.25)
	Seventh day Adventist	7 (3.7)	11 (3.09)	18 (3.3)
	UPC (North East)	10 (5.29)	17 (4.78)	27 (4.95)
	UPC (Mizoram)	5 (2.65)	5 (1.4)	10 (1.83)
	Baptist	25 (13.23)	71 (19.94)	96 (17.61)
	Roman Catholic	3 (1.59)	7 (1.97)	10 (1.83)
	The Salvation Army	15 (7.94)	16 (4.49)	31 (5.69)
	Others	22 (11.64)	19 (5.34)	41 (7.52)

III	Sub tribe			
	Lusei/Lushai	161	313	474
		(85.19)	(87.92)	(86.97)
	Ralte	7	16	23
		(3.7)	(4.49)	(4.22)
	Hmar	6	8	14
		(3.17)	(2.25)	(2.57)
	Pawi	9	8	17
		(4.76)	(2.25)	(3.12)
	Others	6	11	17
		(3.17)	(3.09)	(3.12)

Source: Computed Figures in parenthesis are percentages

4.3 Family Profile

Table 4.3 represents the respondent's family profile by gender in terms of type of family, forms of family and family size. Nuclear family includes a couple and their dependent children while the joint family is an undivided family where more than one generation lives together in one house.

Among the respondents, a little more than two third (62.20%) lives in a nuclear family in which female (64.61%) are more than male (57.67%). Whereas, a little more than a third (37.80%) comes from a joint family in which male (42.33%) are more than female (35.39%).

The form of family is classified into Stable, Broken and Reconstituted family. A vast majority (91.93%) of the respondents are from Stable family in which the male (93.12%) shares a little more percentage than female (91.29%). While a few (4.95%) are from broken family in which female (5.34%) are more than male (4.23%). The remaining (3.12%) belongs to Reconstituted family where female (3.37%) are more than male (2.65%). This indicates that majority of the respondents are born and brought up in a stable family environment and there is no gender difference in this regard.

Table 4.3 Family Profile of the Respondents by Gender

Sl.No	Characteristics	Gender		Total N=545
		Male n=189	Female n=356	
I	Type of family			
	Nuclear	109	230	339
		(57.67)	(64.61)	(62.20)
	Joint	80	126	206
		(42.33)	(35.39)	(37.80)
II	Forms of family			
	Stable	176	325	501
		(93.12)	(91.29)	(91.93)
	Broken	8	19	27
		(4.23)	(5.34)	(4.95)
	Reconstituted/Step	5	12	17
		(2.65)	(3.37)	(3.12)

Source: Computed Figures in parenthesis are percentages

4.4 Socio Structural Bases of the Family

Table 4.4 shows the socio structural basis of the respondents by gender. This section is necessary in order to understand the living conditions of the respondents. The socio structural basis is categorized into three domains such as socio-economic status, ownership of house and domicile (urban and rural).

Socio economic status is classified into APL, BPL and AAY. A little more than three fourth (77.80%) belongs to APL family in which female (53.58%) are more than male (24.22%). A sixth (16.51%) belongs to BPL family where the female (8.99%) percentage is little higher than male (7.52%). The remaining (5.69%) falls within AAY category in which male (2.94%) are more than female (2.75%). This shows that majority of the respondents belong to APL family in which more than half are female.

Ownership of house is divided into owned and rented. Among the respondents, more than two third (70.46%) possess their own house where female (44.59%) are more than male (25.87%). While only a third (29.54%) lives in rented house in which female (20.73%) are more than male (8.81%). This shows that the respondents owned their own houses and there is gender difference in this regard where female are more.

Domicile is categorized into Rural and Urban regions. Among the respondents, half (51.01%) permanently reside in urban areas in which female (33.58%) are more than male (17.43%). While, a little less than half (48.99%) resides in rural areas where female (31.74%) are more than male (17.25%). The study shows that regional division in terms of urban and rural are evenly distributed and female population are more in both urban and rural areas.

Table 4.4 Socio Structural Basis of the Family

Sl.No	Characteristics	Gender		Total N=545
		Male n=189	Female n=356	
I	Socio-economic status			
	APL	132	292	424
		(24.22)	(53.58)	(77.80)
	BPL	41	49	90
		(7.52)	(8.99)	(16.51)
	AAY	16	15	31
		(2.94)	(2.75)	(5.69)
II	Ownership of house			
	Owned	141	243	384
		(25.87)	(44.59)	(70.46)
	Rented	48	113	161
		(8.81)	(20.73)	(29.54)
III	Domicile			
	Rural	94	173	267
		(17.25)	(31.74)	(48.99)
	Urban	95	183	278
		(17.43)	(33.58)	(51.01)

Source: Computed Figures in parenthesis are percentages

4.5 Economic Profile of the Family

Table 4.5 shows the family details of the respondents in terms of educational qualification of the head of the family, occupation of the head of the family and monthly income.

Educational qualification of the head of family is categorized into illiterate, Primary, Middle, HSLC, HSSLC, Graduate and Post graduate. One third (30.09%) of the head of the family attained education up to middle school. A little less than a fourth

(24.95%) studied up to HSLC, a fifth (20%) did their schooling till HSSLC. A little more than a tenth (11.01%) managed to complete education till primary level. A little less than a tenth (9.91%) completed their graduation. A few (2.57%) reached up to post graduate level of education while only 1.47 percent is illiterate. This shows that almost all of the head of the family are literate or educated with minimum educational qualification as middle school level.

Occupation of the head of the family is classified into government servant, agriculture, skilled labor, business and self-employed. One third (30.46%) are engaged in skilled labor works of various trades. Two fifth each (22.20%, 21.47% and 20%) are self-employed, doing business and government servants at various levels. Only a few (5/87%) are practicing agriculture and allied activities. This shows that skilled work or skilled based labor in an unorganized sector is the most common occupation among the head of the families.

Monthly income of the family is classified into lower middle (Rs.5845-22758), upper middle (Rs.22764-70496) and high (above Rs.70502). Around half (47.34%) falls in the upper middle (Rs.22764-70502). A little more than two fifth (43.67%) are in the lower middle-income category. Nearly a tenth (8.99%) have a monthly income of the high category. This indicates that the respondents mostly belong to upper middle class (Rs.22764/- – Rs.70496/-) income family and are living a sustained life.

Table 4.5 Economic Profile of the Family by Gender

Sl.No	Characteristics	Gender		Total N=545
		Male n=189	Female n=356	
I	Educational qualification of head of the family			
	Illiterate	2	6	8
		(1.06)	(1.69)	(1.47)
	Primary	18	42	60
		(9.52)	(11.80)	(11.01)
	Middle	66	98	164
		(34.92)	(27.53)	(30.09)
	HSLC	49	87	136
		(25.93)	(24.44)	(24.95)
	HSSLC	35	74	109
		(18.52)	(20.79)	(20.00)
	Graduate	13	41	54
		(6.88)	(11.52)	(9.91)
	Post Graduate	6	8	14
		(3.17)	(2.25)	(2.57)
II	Occupation of head of the family			
	Government servant	32	77	109
		(16.93)	(21.63)	(20.00)
	Agriculture	15	17	32
		(7.94)	(4.78)	(5.87)
	Skilled work	59	107	166
		(31.22)	(30.06)	(30.46)
	Business	36	81	117
		(19.05)	(22.75)	(21.47)
	Self employed	47	74	121
		(24.87)	(20.79)	(22.20)
III	Monthly income of the family			
	Lower middle (5845-22758)	89	149	238
		(47.09)	(41.85)	(43.67)
	Upper middle (22764-70496)	85	173	258
		(44.97)	(48.60)	(47.34)
	High (Above 70502)	15	34	49
		(7.94)	(9.55)	(8.99)

Source: Computed Figures in parenthesis are percentages

4.6 Household Profile of the Respondents

Table 4.6 demonstrates the respondent's family household profile by gender in terms of type of size of the family, number of dependents and number of earners.

The size of the family is classified into small, medium and large. Among the respondents, almost half (47.71%) belongs to a medium size family in which male (49.74%) are more than female (46.63%). Another half (47.52%) resides in a small size family in which the gender proportion between male (47.62%) and female (47.47%) are evenly distributed. The remaining (4.77%) resides in a large family in which female (5.90%) are more than male (2.65%). The mean family size for male is $6.05\pm$, while it is $6.06\pm$ for female and 6.06 overall. This indicates that majority of the respondents live in a medium size family and the mean size is 6.06.

The number of dependents in a family is categorized into low, medium and high. Among the respondents, three fourth (71.93%) of the families have low dependents in which male (71.96%) and female (71.91%) are evenly distributed. A fourth (25.69%) have medium level in which both male (26.98%) and female (25%) are evenly distributed. Only a few (2.39%) are having high number of dependents in their family where female (3.09%) are more than male (1.06%). The mean dependents among male is 3.76 and 3.90 for female. The overall mean size for dependents in a family is 3.85. This indicates a fair and sustainable economic activity among the respondents' families and there is no marked difference between male and female respondents and the mean size is 3.85.

The numbers of earners in a family are classified into low, moderate and high. Almost all (95.05%) have moderate number of earners in their families in which female (95.1%) are little more than male (94.18%). Whereas, the remaining (4.95%) are highly desirable in which male (5.82%) are more than female (4.49%). The means size for male is 2.37 and 2.15 for female. The overall mean size is 2.23. This indicates a fair and sustainable economic activity among the respondents' families and there is no significant gender difference and the mean size is 2.23.

Table 4.6 Household Profile of the Respondents by Gender

Sl.No	Characteristics	Gender		Total N=545
		Male n=189	Female n=356	
I	Family size			
	Small	90 (47.62)	169 (47.47)	259 (47.52)
	Medium	94 (49.74)	166 (46.63)	260 (47.71)
	Large	5 (2.65)	21 (5.90)	26 (4.77)
	<i>Mean</i>	6.05	6.06	6.06
II	Number of dependents			
	Low	136 (71.96)	256 (71.91)	392 (71.93)
	Medium	51 (26.98)	89 (25.00)	140 (25.69)
	High	2 (1.06)	11 (3.09)	13 (2.39)
	<i>Mean</i>	3.76	3.90	3.85
II	Number of earners			
	Medium	178 (94.18)	340 (95.51)	518 (95.05)
	High	11 (5.82)	16 (4.49)	27 (4.95)
	<i>Mean</i>	2.37	2.15	2.23

Source: Computed Figures in parenthesis are percentages

4.7 Academic Records of the Respondents

Table 4.7 shows the academic records of the respondents. The academic records help in understanding the respondents' past and present educational performances both in schools and at college level. In this study, the academic records are classified into the respondents' current graduation courses and levels of performance such as distinction, first divisions, second divisions and third divisions in HSLC, HSSL and current bachelor degree's stages.

With regards to course studying (current), the respondents vary from BA, B. Com, B.Sc., BSW, B.Ed., BCA, LLB, and technical/medical courses. Among the respondents, majority (71.19%) are registered students of BA with various subjects in which female (72.47%) shares a higher percentage than male (68.78%). A little less than a tenth (7.52%) are pursuing coursing science stream i.e., BSC where male (11.11%) are more than female (5.62%). The other courses include B.Com (6.06%), technical/medical courses (4.59%), BCA (3.67%), B.Ed. (3.49%), BSW (2.20%) and LLB (1.28%).

Academic records (HSLC) are classified into two levels – distinction and first division. A little more than half (53.94%) secured first division marks in HSLC in which there is an equally distributed proportion between male (46.03%) and female (46.07%). The remaining (46.04%) obtained distinction marks where the gender performances are proportionately distributed between male (53.97%) and female (53.93%).

Academic records (HSSLC) are also classified into two levels – distinction and first division. A little more than half (51.95%) secured first division marks in HSLC in which male (55.56%) are more than female (50%). The remaining (48.07%) obtained distinction marks where female (50%) are more than male (44.44%).

Academic records (BA latest semester) are classified into three – distinction, first division and Not Applicable (NA). Almost half (48.81%) secured distinction marks in their latest semester examinations in which female (50.84%) have higher percentage than male (44.97%). While a little more than one third (36.15%) scored first division marks in which male (42.33%) are more than female (32.87%). The remaining (15.05%) are considered Not Applicable (NA) for this category since they are in their first semester and have not appeared for any examinations in the college. This shows that BA is the most common subject among college students and their academic performances are relatively high.

Table 4.7 Academic Records by Gender

Sl.No	Characteristics	Gender		Total N=545
		Male n=189	Female n=356	
I	Course studying			
	BA	130	258	388
		(68.78)	(72.47)	(71.19)
	BCOM	7	26	33
		(3.70)	(7.30)	(6.06)
	BSC	21	20	41
		(11.11)	(5.62)	(7.52)
	BSW	5	7	12
		(2.65)	(1.97)	(2.20)
	B.Ed	13	6	19
(6.88)		(1.69)	(3.49)	
BCA	4	16	20	
	(2.12)	(4.49)	(3.67)	
LLB	1	6	7	
	(0.53)	(1.69)	(1.28)	
Technical/Medical courses	8	17	25	
	(4.23)	(4.78)	(4.59)	
II	Academic records (HSCL)			
	Distinction	87	164	251
		(46.03)	(46.07)	(46.06)
	First	102	192	294
		(53.97)	(53.93)	(53.94)
III	Academic records (HSSLC)			
	Distinction	84	178	262
		(44.44)	(50.00)	(48.07)
	First	105	178	283
		(55.56)	(50.00)	(51.93)
IV	Academic records (Bachelor -latest semester)			
	Distinction	85	181	266
		(44.97)	(50.84)	(48.81)
	First	80	117	197
		(42.33)	(32.87)	(36.15)
	NA	24	58	82
		(12.70)	(16.29)	(15.05)

Source: Computed Figures in parenthesis are percentages

Conclusion

This chapter discusses the socio-demographic characteristics of the college youth in terms of demographic profile, family profile, socio-structural bases of the family, economic profile of the family, household profile and academic records of the respondents. We can conclude that majority of the respondents are female and in the age group between 18-22 years of age. Majority comes from a nuclear family and falls in middle income category. In terms of domicile, urban and rural youth are equally distributed and are mostly good academic performers. The next chapter focuses on patterns of social networking sites

CHAPTER V

PATTERNS OF SOCIAL NETWORKING SITES

The preceding chapter offered an understanding of the demographic characteristics of the college students. This chapter discusses the patterns of using social networking sites among college students in Mizoram in terms of the device to access internet, network services, pattern of using social networking sites (SNS) and time spent (screen time) on social networking sites. Qualitative studies in the form of case studies are also presented.

5.1 Device to Access Internet

Table 5.1 shows the pattern of using internet in regards to device to accessing internet and place of accessing internet.

Device to access internet is categorized into computer/laptop, mobile phone, computer or laptop, mobile phone, tablet and both mobile phone and tablet. Three fourth (74.13%) use mobile phone in which majority (75.84%) are female and a little less than three fourth (70.90%) are male. Whereas, a little more than a fifth (22.94%) use both computer/laptop and mobile phone for accessing internet in which a little more than a fourth (26.98%) are male and a fifth (20.79%) are female. Only a few 1.65 percent, 0.92 percent and 0.37 percent use computer/laptop, both mobile phone and tablet respectively. This shows that mobile phone is the mostly used device to access internet among both male and female college students

The place for accessing internet is classified into places like at home, friend's home, college, cybercafé and others. Vast majority (93.39%) access to internet from home in which there is little or no difference between male and female users where almost all (94.94% and 90.48%) are female and male respectively. While only a few (2.75%) accesses internet from the college premises where 3.70 percent are male and 2.25 percent are female. The remaining places for accessing to the internet are other places (2.20%) which are convenient for usage, friend's home (1.10%) and cybercafé (0.55%). This shows that home is the safest and most convenient place for accessing internet.

Table 5.1 Device to Access Internet by Gender

Sl.No	Characteristics	Gender		Total N=545
		Male n=189	Female n=356	
I	Device to access internet flee			
	Computer/laptop	3 (1.59)	6 (1.69)	9 (1.65)
	Mobile phone	134 (70.90)	270 (75.84)	404 (74.13)
	Both computer/laptop and mobile phone	51 (26.98)	74 (20.79)	125 (22.94)
	Tablet	0 (0.00)	2 (0.56)	2 (0.37)
	Both mobile phone and tablet	1 (0.53)	4 (1.12)	5 (0.92)
II	Place of accessing to internet			
	At home	171 (90.48)	338 (94.94)	509 (93.39)
	Friends home	4 (2.12)	2 (0.56)	6 (1.10)
	College	7 (3.70)	8 (2.25)	15 (2.75)
	Cyber cafe	1 (0.53)	2 (0.56)	3 (0.55)
	Others	6 (3.17)	6 (1.69)	12 (2.20)

Source: Computed Figures in parenthesis are percentages

5.2 Network Service

Table 5.2 shows the pattern of internet connection in terms of services. Network service is classified into access to service providers and monthly expenditure on internet.

Access to service providers is categorized into network services like Airtel, Jio, Vodafone, Idea, BSNL (Wifi) and Netsurf (Wifi).

Among the respondents, a third (31.19%) use Jio for internet connections in which female are more (32.02%) than male (29.63%). While a little less than a third (28.44%) use Airtel for internet connectivity in which female (30.34%) shares a higher percentage than male (24.87%). A sixth (16.88%) use Vodafone which is preferable more by male (21.16%) than female (14.61%) respondents. A tenth (11.93%) subscribe

to BSNL (Wifi) where female (12.36%) shares a little higher percentage than male (11.11%). Only a few (6.06%) uses Idea where male (6.35%) are more than female (5.90%). The remaining 5.50 percent use Netsurf (Wifi) connection in which male (6.88%) shares a higher percentage than female (4.78%). This shows that Jio connection is considered the most reliable and accessible internet service connection among the youth in Mizoram and there is no significant gender difference in terms of choice of internet connection even though the female users are little more.

The monthly expenditure for internet access is classified into Rs. 100 and below, Rs.100-200, Rs.200-300, Rs.300-400, Rs.400-500 and above Rs.500. Nearly a half (46.42%) spent Rs.100-200/- for monthly internet recharge in which female (48.88%) are majority over male (41.80%). A little less than a fifth (18.90%) use between Rs.200-300/- in which male (21.16%) shares higher percentage than female (17.70%). A tenth (11.38%) spent Rs.300-400/- in which female (12.36%) are more than male (9.52%). Another tenth (11.38%) spent above Rs.600/- in which male (12.70%) shares a little higher percentage than female (10.67%). Only a few (6.97%) spent Rs.400-500/- in which male (8.99%) are more than female (5.90%). This shows that the average monthly expenditure on internet recharge by college youth is between Rs.100-200/- in which female are more.

Table 5.2 Network Service by Gender

Sl.No	Characteristics	Gender		Total N=545	
		Male n=189	Female n=356		
I	Access to service providers				
	Airtel	47	108	155	
		(24.87)	(30.34)	(28.44)	
	Jio	56	114	170	
		(29.63)	(32.02)	(31.19)	
	Vodafone	40	52	92	
		(21.16)	(14.61)	(16.88)	
	Idea	12	21	33	
		(6.35)	(5.90)	(6.06)	
	BSNL (Wifi)	21	44	65	
		(11.11)	(12.36)	(11.93)	
	Netsurf (Wifi)	13	17	30	
		(6.88)	(4.78)	(5.50)	
	II	Monthly expenditure on internet (in rupees)			
		Below 100	11	16	27
(5.82)			(4.49)	(4.95)	
100-200		79	174	253	
		(41.80)	(48.88)	(46.42)	
200-300		40	63	103	
		(21.16)	(17.70)	(18.90)	
300-400		18	44	62	
		(9.52)	(12.36)	(11.38)	
400-500		17	21	38	
		(8.99)	(5.90)	(6.97)	
Above 600		24	38	62	
		(12.70)	(10.67)	(11.38)	

Source: Computed Figures in parenthesis are percentages

5.3 Pattern of Using Social Networking Sites (SNS)

Table 5.3 shows the pattern of using Social Networking Sites (SNS) by gender differentiation. The patterns of social networking sites are categorized into most used Social Networking Sites (SNS), favorite Social Networking Sites (SNS) and motives.

The respondents use multiple social networking sites. The most used social networking sites are classified into Facebook and WhatsApp, Instagram and WhatsApp, Facebook and Instagram, Facebook, Instagram and WhatsApp, Facebook, Instagram,

WhatsApp and YouTube, Snapchat, Pinterest, Facebook, WhatsApp, Instagram and YouTube and Twitter, Snapchat, Pinterest, Facebook, WhatsApp, Instagram and YouTube.

Among the respondents, one third (32.11%) use Instagram and WhatsApp where male (32.80%) are more than female (31.74%). One sixth (15.96%) use Facebook, Instagram, WhatsApp and YouTube in which male (17.99%) are more than female (14.89%). One sixth (15.60%) use Facebook and Instagram where female (17.42%) are more than male (12.17%). One sixth (15.05%) use Facebook, Instagram and WhatsApp where female (15.73%) are more than male (13.76%). A little less than a sixth (14.13%) use Facebook and WhatsApp (14.13%) in which male (17.46%) are more than female (12.36%). A few (4.77%) uses Snapchat, Pinterest, Facebook, WhatsApp, Instagram and YouTube where female (5.62%) are more than male (3.17%). The remaining (2.39%) use Twitter, Snapchat, Pinterest, Facebook, WhatsApp, Instagram and Youtube in which male (2.65%) are more than female (2.25%). This shows that all social networking sites users are multiple users in which Instagram and WhatsApp are the most commonly used social networking sites and there is no significant differences in choice of using the social networking sites platform in terms of gender.

The favorite Social Networking Sites (SNS) is classified into Facebook, WhatsApp, Instagram and YouTube.

Among the respondents, almost half (46.06%) admit WhatsApp as the favorite Social Networking Sites where female (49.72%) are more than male (39.15%).

A little less than a third (30.83%) consider Instagram as their favorite social networking sites in which male (39.15%) are more than female (27.81%). While a sixth (15.05%) regards Facebook as their favorite in which female (17.99%) are more than male (13.48%). YouTube is the favorite social networking sites by a few (8.07%) in which female (8.99%) are more than male (6.35%). This indicates that WhatsApp is the favorite Social Networking Sites (SNS) by college students in Mizoram as it is easy to handle and access. Moreover, both females have stronger interest for Instagram as their favorite social networking sites than male respondents.

Motives for using social networking sites are categorized as attractiveness, personal utility/social interaction, information seeking/knowledge building, convenience and entertaining nature.

A little less than a half (45.50%) consider the entertaining feature or platform as the main motive for accessing social networking sites where majority (47.13%) are male over female (43.26%). A fourth (26.42%) believe the convenient nature as the motive for using social networking sites in which female (28.37%) are more than male (22.75%). Also, personal utility/social interaction is regarded as the motive by a little less than a sixth (13.03%) in which female (13.76%) are more than male (11.64%). A tenth (10.28%) consider information seeking/knowledge building where male (12.17%) are more than female (9.27%). Whereas a few (4.77%) admit the attractive nature as the main motive for using social networking sites in which female (5.34%) are more than male (3.70%). This shows that the entertaining nature and features are the main motive for using social networking sites among college youth in Mizoram in which there is no significant differences between male and female.

Table 5.3 Patterns of Social Networking Sites by Gender

Sl.No	Characteristics	Gender		Total N=545
		Male n=189	Female n=356	
I	Most used Social Networking Sites (SNS)			
	Facebook and WhatsApp	33 (17.46)	44 (12.36)	77 (14.13)
	Instagram and WhatsApp	62 (32.80)	113 (31.74)	175 (32.11)
	Facebook and Instagram	23 (12.17)	62 (17.42)	85 (15.60)
	Facebook, Instagram and WhatsApp	26 (13.76)	56 (15.73)	82 (15.05)
	Facebook, Instagram, WhatsApp and YouTube	34 (17.99)	53 (14.89)	87 (15.96)
	Snapchat, Pinterest, Facebook, WhatsApp, Instagram and YouTube	6 (3.17)	20 (5.62)	26 (4.77)
	Twitter, Snapchat, Pinterest, Facebook, WhatsApp, Instagram and YouTube	5 (2.65)	8 (2.25)	13 (2.39)
II	Favorite Social Networking Sites (SNS)			
	Facebook	34 (17.99)	48 (13.48)	82 (15.05)
	WhatsApp	74 (39.15)	177 (49.72)	251 (46.06)
	Instagram	69 (36.51)	99 (27.81)	168 (30.83)
	YouTube	12 (6.35)	32 (8.99)	44 (8.07)
III	Motives			
	Attractiveness	7 (3.70)	19 (5.34)	26 (4.77)
	Personal utility/social interaction	22 (11.64)	49 (13.76)	71 (13.03)
	Information seeking/Knowledge building	23 (12.17)	33 (9.27)	56 (10.28)
	Convenience	43 (22.75)	101 (28.37)	144 (26.42)
	Entertaining	94 (49.74)	154 (43.26)	248 (45.50)

Source: Computed Figures in parenthesis are percentages

5.4 Time Spent (Screen Time) on Social Networking Sites

Table 5.4 presents the time spent (screen time) on social networking sites by gender differences. The time spent (screen time) is presented with length of using social networking sites and time spent per day on social networking sites.

Length of using social networking sites is grouped into less than a year, 1-2 years, 2-3 years, 3-4 years and 45 years.

Among the respondents, a little less than half (47.52%) have been using social networking sites since the last 4- 5 years and even more in which male (51.32%) represents higher percentage than female (45.51%). One third (29.72%) use social networking sites in the past 3-4 years ago where female (30.06%) shares a higher percentage than male (29.10%). A sixth (15.23%) have been using since the last 1-2 years where female (17.42%) are more than male (11.11%). A few (6.06%) have been using social networking sites less than a year in which male (7.41%) are more than female (5.34%) while the remaining 1.47 percent use over the last 2-3 years where female (1.69%) shares a little higher percentage than male (1.06%). Thus, it is clear that today's youth are exposed to social networking sites at an early age since their adolescent stages in which both male and female are involved.

More than a third (37.61%) spent at least 4-5 hours a day on social networking sites where female are majority (39.04) over male (34.92%). A fourth (25.50%) spent at least 3-4 hours in which male (26.98%) shares a little higher percentage than female (24.72%). A sixth (15.05%) spent 1-2 hours in which male (17.99%) are more than female (13.48%). Another sixth (15.0%) spent more than 5 hours where female (16.01%) shares a higher percentage than male (13.23%). A few (5.32%) spent less than an hour in which male (5.82%) are little more than female (5.06%). While the remaining 1.47 percent spent 2-3 hours on social networking sites on a daily basis in which female (1.69%) are more than male (1.06%). This shows that the average time spent (screen time) on social networking sites among college students is 4-5 hours daily in which female spent more time than male youth.

Table 5.4 Time Spent on Social Networking Sites by Gender

Sl.No	Characteristics	Gender		Total N=545
		Male n=189	Female n=356	
I	Length of using Social Networking Sites (SNS)			
	Less than a year	14	19	33
		(7.41)	(5.34)	(6.06)
	1-2 years	21	62	83
		(11.11)	(17.42)	(15.23)
	2-3 years	2	6	8
		(1.06)	(1.69)	(1.47)
	3-4 years	55	107	162
		(29.10)	(30.06)	(29.72)
	4-5 years	97	162	259
		(51.32)	(45.51)	(47.52)
II	Time spent per day on Social Networking Sites (SNS)			
	Less than 1 hour	11	18	29
		(5.82)	(5.06)	(5.32)
	1-2 hours	34	48	82
		(17.99)	(13.48)	(15.05)
	2-3 hours	2	6	8
		(1.06)	(1.69)	(1.47)
	3-4 hours	51	88	139
		(26.98)	(24.72)	(25.50)
	4-5 hours	66	139	205
		(34.92)	(39.04)	(37.61)
	More than 5 hours	25	57	82
		(13.23)	(16.01)	(15.05)

Source: Computed Figures in parenthesis are percentages

5.5 Qualitative section

This section presents the qualitative techniques and tools adopted for the present study. The qualitative techniques are such as case studies and focus group discussions (FGD) among college students in Mizoram.

5.5.1 Case Studies

Case study is one of the qualitative tools in which a systematic investigation is done on one-on-one basis, person to person to learn the underlying problem in-depth by using the qualitative research ethics.

Case 1

Name: Mr. X (fictitious name)

Age: 22

Sex: Male

Educational status: V semester, BA

Location: Southern Mizoram

Intensity of internet use: High

Mr.X is a regular user of internet since his adolescent period. He gets access through his laptop and mobile phone. He is addicted to using the internet especially social networking sites (SNS). He is naturally gifted and skilled in handling the internet and other gadgets. His experiences and expertise allow him to access and create several Facebook and WhatsApp group and Instagram pages. He also owns his own YouTube channel and creates lots of entertainment content. Being fond of gadgets and other electronic appliances, he earns through repairing and serving. His time spent in SNS is unlimited which even distracts his class performance and even being warned by teachers at college and family at home for his untimely engagement especially through his mobile phone.

Raised from a well to do family, his parents wanted him to finish his bachelor course and prepare for civil service exams. But he has other plan to pursue further training or studies and set up his own business in the field of information and technology. His interest in ICT and gadgets disturb his studies as he loses interest in his studies.

Fortunately, his knowledge and skills broaden and expand his social capital by which he picks up lot of friends. Being a content creator, he has many followers both online and offline where people come to him for gadgets repair and seek guidance and advice on ICT. He is positive, happy and satisfied with his life.

Case 2

Name: Mrs. Y (fictitious name)

Age: 20

Sex: Female

Educational status: III semester, BA

Location: Southern Mizoram

Intensity of internet use: Average

Mrs.Y is an average user of social networking sites and has accounts in Facebook, Instagram and YouTube. She regularly uses WhatsApp and Instagram. Communication and entertainment are the main motives for use. She has been a victim of cyber-bullying from her ex-boyfriend but did not file a case. With help from close friends the issue was solved amicably. This has been a lesson learnt for her and now she begins to use SNS with caution.

Avoiding strangers and sharing emotions unnecessarily on online platform has been her stand.

Like any other girls of her age, she is interested in following and stalking over celebrities and gossiping with her friends. SNS does not create a favorable platform for her to meet new friends or extend her social capital. She spent around 5 hours approximately in day on Social Networking Sites (SNS) and this does not interfere her academic performances. She is fast learner and performs well academically.

Apart from academic excellence, she is talented in skills like making paper bags, flowers, knitting etc. With the advice of her friends, she dreams of outsourcing her products online through Instagram. YouTube is one of the main sources of her tutorial and inspiration for her talents. She is shy and does not easily make new friends but stick firmly with her close friends. She is content and happy with her life. She is brought up in

a single parent family and her mother and her close friends are supportive and they are all that she trusts and belong to.

Case 3

Name: Mr. XY (fictitious name)

Age: 22

Sex: Male

Educational status: III semester, BA

Location: Northern Mizoram

Intensity of internet use: High (Online gamer)

Mr. XY lives in a city from a well-to-do family; access to internet and Social Networking Sites (SNS) is simply a normal aspect of daily living. All members of the family are earners and they live a luxuries life. Since his late school days, he was exposed to mobile phone and internet freely. But this does not do him good much. He turns out to be an addicted online-gamer. Initially her only play these games for leisure and fun, but later on could not control his time in gaming.

His sleep and diet patterns are disturbed, could not concentrate in studies and even class attendance also suffers. He even pays online for his gaming accessories and other related matters. He plays from his mobile phone mostly and with friends together in his room, friend's house and other public places. Being with friends most of the time, his smoking habit change and his intake increased drastically. Since the game is played online, sometimes even with strangers in a team or counterpart, he met new friends and his social capital increase from the already maintained social capital to bonding social capital.

Apart from gaming, he also spends equally a lot of his time in social networking sites (SNS) especially in Instagram and WhatsApp. The motives for this are entertainment and communication. As of now, he has no plan of controlling his gaming hours or quitting. He admits that his gaming addiction is seriously hampering his life, health and his relationship with his family members.

Case 4

Name: Mrs. YZ (fictitious name)

Age: 20

Sex: Female

Educational status: III semester, BA

Location: Northern Mizoram

Intensity of internet use: Average

Mrs. YZ is actively operating her accounts in various social networking sites (SNS) both as real and fake account. She has an extrovert type of personality and very out spoken and friendly. She has lots of friends and followers both in face to face and online arena. Mrs. YZ is a multi-talented person with adorable physical looks and figures too. She is highly influential and outgoing.

The motives for access to social networking sites (SNS) are shopping, communication and entertainment and create several accounts and use them for online shopping. She is proud of her beauty and talents. She regularly takes time for photo shooting and posted her photos in Instagram to gain more followers and viewers. Mrs. YZ uses her online fame as a medium for marketing her business by selling make-up items online and advertising them. Due to this she regards herself as self-employed and an independent person. She did not pay heed to hate comments and negative feedbacks instead she loves meeting new people both online and offline. She is well discipline and her online activities did not have any negative consequences in her life and studies. She is content with her life and wanted to make more money online by learning new skills and catching up with new ideas and technological advancement. Mrs. YZ skillfully make use of SNS for enhancing her social capital both bridging and bonding and this acts as a factor for her happy and satisfied life.

Findings:

From the above case studies, it can be concluded that technology and the use of social networking sites are part of our daily life. The impact on youth's social capital and life satisfaction largely depends upon individual's personal perception, knowledge, skills and opportunities.

5.5.2 Focus Group Discussion (FGD)

Focus group discussion is used as a qualitative tool to have an understanding of the issues in a short duration by focusing the key issues through discussion. The method aim to collect data from a selected group rather than conduct form a representative sample based on the relevance and relationship to the subject of the study. The present study focus on the patterns of usage of Social Networking Sites (SNS) and its impact upon their Social Capital and Life Satisfaction among college students.

Focus Group Discussion (FGD): Youth in southern Mizoram

The group consisted of a mix gender (comprising both male and female) who are college going youth. The discussion was started with brief explanation of the topic and the purpose. Since the respondents have already been used to the topic from the data collection period, the meeting started well. With regards to time spent on the internet on daily basis, the average hours were 4-5 hours. This is similar with both male and female. There is no intent of going online for abusing or other illegal activities. Viewing or accessing to adult contents to some extent is common among the male but explained that they were access not solely for the purpose instead as part of other activities only.

The participants have access to at least two (02) Social Networking Sites (SNS) and the motives are usually communication and entertainment. Negative and intimidating comments and feedbacks on others status, post etc. are considered normal and fun. Stalking celebrities, public figures and crushes is common among female population as this creates both envy and comparison. Platforms like YouTube are largely used for learning new skills and gaining new knowledge. Sending or sharing feeling and pictures are basic usages of the Social Networking Sites (SNS) among both male and female.

In terms of social capital, usually college students' use of social networking sites tends to fall under the category of maintained and bonding social capitals to their circles of which they know offline and enhance that relationship online. At the same time, bridging social capital is also common due to online gaming among male and online shopping among female.

Focus Group Discussion (FGD): Youth in northern Mizoram

After a round of introduction and highlighting the topic and points of discussions, the meeting began with listing the most common activities and Social Networking Sites (SNS) accessed along with the average hours spent daily which is 5-6 hours and Instagram and Whatsapp are the most common sites accessed. The group is a mixed gender group and the members are outspoken and actively participated in the discussion.

With the introduction and installation of more internet service providers in market, internet has become glue to our everyday lives. Content creation in YouTube and Instagram is a trending practice among the youth. This in turn gives space for the youth to learn new skills and expose their talents and hidden desires. Online shopping is common among female and online gaming is also a common practice among the male population. Through activities and sharing among their followers and group members, their social networks are largely enhanced. They meet new people online and sometimes become good friends even in offline. This highlights the impact of social networking sites in maintaining, bridging and bonding their social capital. Have more followers is a completion among female and they want to display their best image, day to day activities, hobbies etc. in their SNS platforms.

Findings:

From the Focus Group Discussions, we can conclude that activities and exposure to Social Networking Sites (SNS) gives positive platform for the youth to bring out their talents, hobbies and enhanced their skills and knowledge in various manners. Also, it helps in maintaining, bridging and bonding their social capital. With their engagement in online activates, it is evident that especially the shy and introvert persons have better opportunities to excel and express themselves and even enhance their social capital.

Conclusion

In this chapter, the patterns of using social networking sites among college students are discussed. Mobile phone is the most used and easily available gadget for accessing to internet and Jio is the regarded as the most common internet service available. Instagram and WhatsApp are the most used Social Networking Sites in which WhatsApp is the favorite site. Entertainment is the primary motive for using social networking sites. The next chapter deals with the forms of online social capital.

CHAPTER VI

FORMS OF SOCIAL CAPITAL

The previous chapter focuses on the patterns of using Social Networking Sites (SNS) by college students in Mizoram. This chapter discusses the forms of social capital in online platform with regards to network of online social capital, friendship pattern online, activities online and meetings strangers online.

6.1 Network of Online Social Capital

Table 6.1 shows the network of online social capital by gender. Network of online social capital is categorized into dimensions like number of online friends, gender and age group composition.

The number of online friends is classified into less than 500, 500-1000 and more than 1000 friends. A little less than half (46.79%) of the respondents have less than 500 online friends in which female (50.28%) are more than male (40.21%). A little less than a third (30.09%) have 500-1000 online friends in which male (35.4%) are more than female (27.25%). A little less than a fourth (23.12%) are having more than 1000 online friends/followers in which male (24.34%) are little more than female (22.47%). This shows that the network of online friends/followers is less than 500 where female respondents are more.

Gender of online friends is grouped into mostly opposite gender, mostly same gender and both. Two third (66.06%) admit that the gender of their online friends are both male and female in which the gender composition is evenly balanced with two third (66.29% and 65.61%) each for male and female. A fifth (24.04%) have online friends who are mostly opposite gender where male (27.51%) are more than female (22.19%) are female. A tenth (9.91%) have their online friends who are of the same gender with them in which male (11.5%) are showing higher percentage than female (6.88%). This shows that gender of online friends are both male and female and there is no difference in gender preferences among male and female respondents.

The age group of the network of social capital is grouped into below 18 years, 18-22 years, 23-27 years, 28-32 years, 33-37 years and 38-42 years. A little less than three fourth (71.38%) have their network social capital between the age group 18-22 years in which female (73.60%) shows higher percentage than male (67.20%). A sixth (17.43%) are in the age group 23-27 years in which male (22.22%) are more than female (14.89%). A little less than a tenth (7.16%) are below 18 years in which female (8.15%) are more than male (5.29%). A few (2.20%) are in the age group 28-32 years where male (3.70%) are little more than female (1.40%). The remaining (0.92%) each are in 33-37 years and 38-42 years. This reveals that the age group of the online network of social capital among the respondents is in the age group 18-22 years which indicates similar age group with majority of the college youth where majority are female.

Table 6.1 Network of Social Capital by Gender

Sl.No	Characteristics	Gender		Total N=545
		Male n=189	Female n=356	
I	Number of online friends			
	Less than 500	76	179	255
		(40.21)	(50.28)	(46.79)
	500-1000	67	97	164
		(35.45)	(27.25)	(30.09)
	More than 1000	46	80	126
		(24.34)	(22.47)	(23.12)
II	Gender of online friends			
	Mostly opposite gender	52	79	131
		(27.51)	(22.19)	(24.04)
	Mostly same gender	13	41	54
		(6.88)	(11.52)	(9.91)
	Both	124	236	360
		(65.61)	(66.29)	(66.06)
III	Age groups			
	Below 18 years	10	29	39
		(5.29)	(8.15)	(7.16)
	18-22 years	127	262	389
		(67.20)	(73.60)	(71.38)
	23-27 years	42	53	95
		(22.22)	(14.89)	(17.43)
	28-32 years	7	5	12
		(3.70)	(1.40)	(2.20)
	33-37 years	2	3	5
		(1.06)	(0.84)	(0.92)
	38-42 years	1	4	5
		(0.53)	(1.12)	(0.92)

Source: Computed Figures in parenthesis are percentages

6.2 Friendship Pattern Online

Table 6.2 shows friendship pattern online by gender differences. Friendship pattern online is categorized into four sections namely friendship motives, prior knowledge, medium of interaction and preferences.

Friendship motives are categorized into choice and request. Majority (75.78%) connects to new friends by their own choice in which female (77.25%) has little more percentage than male (73.02%). One fourth (24.22%) only gain new online friends by request or initiation from others in which male (26.98%) are more than female (22.75%). This indicates that the youth are cautious about their online friendship and male are more relaxed and flexible to new friends or strangers.

Prior knowledge about friends is grouped into Yes and No. Half (50.28%) have prior knowledge about their online friends in which male (51.69%) and female (47.62%) shares almost the same proportion. Another half (49.72%) did not know them beforehand where male (52.38%) are more than female (48.31%).

The medium of interaction is classified into online and face to face interaction. Majority (77.25%) admit that their medium of interaction with their online friends is usually at the face-to-face level in which female (78.84%) shares little more percentage than male (76.40%). While a little more than one fifth (22.75%) prefers online interaction in which female (23.60%) are more than male (21.16%).

Preference for interaction among the respondents is classified into online and face to face. A vast majority (84.40%) prefers face to face interaction with their friends over online interaction where male (87.83%) constitutes more than female (82.58%). Whereas, a little less than a sixth (15.60%) prefer online interaction over face-to-face interaction in which female (17.42%) shares little more than male (12.17%). This shows that even as Social Networking Sites (SNS) or online platforms are commonly used the college youth prefers face to face interaction over online interaction in their day-to-day activities.

Table 6.2 Friendship Pattern Online by Gender

Sl.No	Characteristics	Gender		Total N=545
		Male n=189	Female n=356	
I	Friendship motives			
	Choice	138	275	413
		(73.02)	(77.25)	(75.78)
	Request	51	81	132
		(26.98)	(22.75)	(24.22)
II	Prior knowledge about friends			
	Yes	90	184	274
		(47.62)	(51.69)	(50.28)
	No	99	172	271
		(52.38)	(48.31)	(49.72)
III	Medium of interaction			
	Online	40	84	124
		(21.16)	(23.60)	(22.75)
	Face to face	149	272	421
		(78.84)	(76.40)	(77.25)
IV	Preference			
	Online	23	62	85
		(12.17)	(17.42)	(15.60)
	Face to face	166	294	460
		(87.83)	(82.58)	(84.40)

Source: Computed Figures in parenthesis are percentages

6.3 Activities Online

Table 6.3 represents the activities online by gender. Activities online consists of keeping up with others and trending issues; uploading/downloading music/video etc; sharing knowledge, ideas, thoughts etc. and sharing day to day activities and happenings.

Among the respondents, a third (34.31%) randomly engage in social networking sites for keeping oneself updated with others and trending happening and issues in life in which male (38.10%) are little more than female (32.30%).

A little less than a third (31.19%) are engaged in sharing day to day activities and happenings in which female (32.02%) are little more than male (29.63%). For a little more than a fifth (23.30%), the activities online are uploading/downloading music/video

etc. in which female (23.60%) are more than male (22.75%). A little more than a tenth (11.19%) admit sharing knowledge, ideas, thoughts etc. as their main activities online in which female (12.08%) are more active than male (9.52%). Thus, the study shows that keeping up with others and trending issues are the main activities in online platform in which male respondents are actively involved.

Table 6.3 Activities Online by Gender

Sl.No	Characteristics	Gender		Total N=545
		Male n=189	Female n=356	
I	Activities in Social Networking Sites (SNS)			
	Keeping up with others and trending issues	72 (38.10)	115 (32.30)	187 (34.31)
	Uploading/downloading music/video etc	43 (22.75)	84 (23.60)	127 (23.30)
	Sharing knowledge, ideas, thoughts etc	18 (9.52)	43 (12.08)	61 (11.19)
	Sharing day to day activities and happenings	56 (29.63)	114 (32.02)	170 (31.19)

Source: Computed Figures in parenthesis are percentages

6.4 Meeting strangers online

Table 6.4 shows respondents' situation in meeting strangers online by gender. Meeting strangers online is classified into comfortable with strangers online and reason for meeting strangers online.

Comfort with strangers online is grouped into Yes or No option. Majority (78.90%) are not comfortable with meeting strangers online where female (80.90%) shares higher percentage than male (75.13%). While only a fifth (21.10%) are well and comfortable with meeting strangers online where male (24.87%) are male are little more than female (19.10%). This shows that majority of the respondents are not comfortable with meeting strangers online whereas the male respondents are more compatible and flexible in meeting up with new community or strangers in online platform.

Reasons for meeting strangers online is classified into six categories as not applicable (for those responding to the previous question as No); to kill boredom and loneliness, enjoy meeting new people, easy to communicate, more freedom and more fun.

For majority (78.90%) of the respondents the reasons for meeting strangers online are not applicable as they have responded to the previous statement as not being comfortable with strangers online and thus, this section is irrelevant for them.

Among those comfortable with meeting strangers online, a little less than a tenth (6.61%) consider reason for meeting strangers online as simply to kill boredom and loneliness in which male and female are almost at an equal proportion (7.41% and 6.61%). A few (5.14%) enjoys the fun of meeting new people online in which male (5.82%) are little more than female (4.78%). The remaining (4.04 %, 3.30 % and 2.02%) consist of more fun, easy to communicate and more freedom as their reason for meeting strangers online. This indicates that the respondents venture into meeting strangers online simply to ventilate their feelings, to kill boredom and loneliness.

Table 6.4 Meeting Strangers Online by Gender

Sl.No	Characteristics	Gender		Total N=545
		Male n=189	Female n=356	
I	Comfort with strangers online			
	Yes	47 (24.87)	68 (19.10)	115 (21.10)
	No	142 (75.13)	288 (80.90)	430 (78.90)
II	Reason for meeting strangers online			
	Not applicable	151 (79.89)	279 (78.37)	430 (78.90)
	To kill boredom and loneliness	14 (7.41)	22 (6.18)	36 (6.61)
	Enjoy meeting new people	11 (5.82)	17 (4.78)	28 (5.14)
	Easy to communicate	1 (0.53)	17 (4.78)	18 (3.30)
	More freedom	0 (0.00)	11 (3.09)	11 (2.02)
	More fun	12 (6.35)	10 (2.81)	22 (4.04)

Source: Computed Figures in parenthesis are percentages

Conclusion

The present chapter discusses the various forms of social capital online. With regards to formation of social capital online, the youth are focused on their already existing or maintained social capital and bonding social capital. They did not use the online platform to expand or bridge their social capital. Meeting strangers online seems awkward and their basic motive for using Social Networking Sites (SNS) is for entertainment purpose only. The next chapter focuses on the core issues relating to Social Networking Sites, Social Capital and Life Satisfaction including their associations.

CHAPTER VII
SOCIAL NETWORKING SITES, SOCIAL CAPITAL
AND LIFE SATISFACTION

The preceding chapter focuses on the forms of social capital in online platform. This chapter discusses the descriptive statistics on Social Networking Sites (SNS), Social Capital and Life Satisfaction. Also, their associations are measured through statistical tests like t-test, Chi-square, Inter-correlation matrix and ANOVA.

7. Patterns of Social Networking Sites (SNS) used by College Students

To discuss the patterns of social networking sites, various statistical test and analysis are done in order to measure the differences and associations among the variables. In this section, the parametric tests such as ‘t’ test, ANOVA, inter correlation matrix and non-parametric test like chi-square test are used to find out the relationships and associations among the Social Networking Sites (SNS) variables.

Table 7.1 shows respondents use of social networking sites by gender t-test distribution. The respondents use multiple social networking sites. The social networking sites used are Facebook and WhatsApp, Instagram and WhatsApp, Facebook and Instagram, Facebook, Instagram and WhatsApp, Facebook, WhatsApp, Instagram and Youtube, Snapchat, Pinterest, Facebook, WhatsApp, Instagram and Youtube and lastly Twitter, Facebook, WhatsApp, Instagram and Youtube. Among the respondent’s mean scores, the majority (0.32) is Instagram and WhatsApp in which the majority (0.35) mean score are male respondents. Both Facebook, Instagram & WhatsApp and Facebook, WhatsApp, Instagram & Youtube have mean score (0.16) in which majority are female (0.19) respectively.

In order to find out the relationship between gender and most used social networking sites by applying T test, hypothesis is derived as below:

H₀: There is no relationship between most used Social Networking Sites (SNS) and gender.

H₁: There is a relationship between most used Social Networking Sites (SNS) and gender.

Since the P value is less than 0.01, null hypothesis is rejected at 1% level with regards to Facebook & Instagram, Facebook, Instagram & WhatsApp and Facebook,

WhatsApp, Instagram & Youtube use among college youth. Hence, there is a significant difference between male and female with regards to Facebook & Instagram, Facebook, Instagram & WhatsApp and Facebook, Whatsapp, Instagram & Youtube. Based on mean score, the female youth have better use of Facebook & Instagram, Facebook, Instagram & WhatsApp and Facebook, WhatsApp, Instagram & Youtube than male because female are more attracted to the contents and applications of the social networking sites.

Since the P value is less than 0.05, null hypothesis is rejected at 5% level with regards to Facebook, WhatsApp, Instagram and YouTube use among college youth. Hence, there is a significant difference between male and female with regards to Facebook, WhatsApp, Instagram & YouTube use among the respondents. Based on mean score, the female youth have better use Facebook, WhatsApp, Instagram & YouTube because female are more attracted to the contents and applications of the social networking sites.

There is no significance difference between male and female with regard to Instagram & Whatsapp, Snapchat, Pinterest, Facebook, WhatsApp, Instagram & YouTube and Twitter, Facebook, Whatsapp, Instagram & YouTube. Hence, the null hypothesis is accepted at 5% level with regard to Instagram & Whatsapp, Snapchat, Pinterest, Facebook, Whatsapp, Instagram & YouTube and Twitter, Facebook, Whatsapp, Instagram & YouTube because of the fact that in Mizoram, Snapchat and Twitter are not common among the youth population as they are less entertaining and socializing sites for bonding and maintaining their social capital.

Hence, the table reveals that majority of the respondents use Facebook & Instagram, Facebook, Instagram & WhatsApp, Facebook, Whatsapp, Instagram & YouTube and Facebook, WhatsApp, Instagram & YouTube in which majority of them are female.

Table 7.1 Respondents use of SNSs by gender

SNS	Gender				Total N=545		t value	p value
	Male n=189		Female n=356					
	Mean	SD	Mean	SD	Mean	SD		
Facebook and WhatsApp	0.1	0.294	0.17	0.372	0.14	0.349	-2.421	0.016**
Instagram and WhatsApp	0.35	0.478	0.31	0.462	0.32	0.467	1.012	0.312
Facebook and Instagram	0.1	0.294	0.19	0.391	0.16	0.363	-3.118	0.002**
Facebook, Instagram and WhatsApp	0.1	0.294	0.18	0.385	0.15	0.358	-2.86	0.004**
Facebook, WhatsApp, Instagram and YouTube	0.11	0.315	0.19	0.389	0.16	0.367	-2.409	0.016*
Snapchat, Pinterest, Facebook, WhatsApp, Instagram and YouTube	0.06	0.244	0.04	0.195	0.05	0.213	1.175	0.241
Twitter, Facebook, WhatsApp, Instagram and YouTube	0.01	0.103	0.03	0.173	0.02	0.153	-1.717	0.087
Overall used social networking sites (SNS)	3.02	1.614	3.15	1.554	1.00	1.541	-0.890	.374

Source: Computed *p<0.05 **p<0.01

Table 7.2 shows respondents use of social networking sites by domicile T-test distribution. The respondents use multiple social networking sites. The social networking sites used are Facebook and WhatsApp, Instagram and WhatsApp, Facebook and Instagram, Facebook, Instagram and WhatsApp, Facebook, WhatsApp, Instagram and YouTube, Snapchat, Pinterest, Facebook, WhatsApp, Instagram and YouTube and lastly Twitter, Facebook, WhatsApp, Instagram and YouTube. Among the respondent's mean scores, the majority (1) is overall used social networking sites in which the majority (3.32) mean are rural respondents. Instagram and WhatsApp have mean score (0.32) in which majority (0.36) are rural respondents.

In order to find out the relationship between domicile and most used Social Networking Sites (SNS) by applying t test, hypothesis is derived as below:

H₀: There is no relationship between used Social Networking Sites (SNS) and domicile.

H₁: There is a relationship between used Social Networking Sites (SNS) and domicile.

Since the P value is less than 0.05, null hypothesis is rejected at 5% level with regards to Overall used Social Networking Sites (SNS). Hence, there is a significant difference between rural and urban with regards to overall used Social Networking Sites (SNS). Based on the mean score, the rural youth have better use of the overall social networking sites because in rural areas the youth find Social Networking Sites (SNS) are areas entertainment and leisure time activities unlike urban youth who have more exposures of various activities for entrainment and leisure time activities.

There is no significance difference between rural and urban youth with regards to Facebook and Whatsapp Instagram & Whatsapp, Facebook and Instagram, Facebook, Instagram and Whatsapp, Facebook, Whatsapp, Instagram and YouTube, Snapchat, Pinterest, Facebook, Whatsapp, Instagram & YouTube and Twitter, Facebook, WhatsApp, Instagram & YouTube. Hence, the null hypothesis is accepted at 5% level with regard to Facebook and Whatsapp Instagram & Whatsapp, Facebook and Instagram, Facebook, Instagram and Whatsapp, Facebook, WhatsApp, Instagram and YouTube, Snapchat, Pinterest, Facebook, WhatsApp, Instagram & YouTube and Twitter, Facebook, WhatsApp, Instagram & YouTube because of the fact that in Mizoram, usage of Social Networking Sites (SNS) are commonly for the sole purpose of communication and entertainment. Therefore, there is no much difference in the level and nature of using social networking sites between rural and urban youth.

Hence, the table reveals that majority of youth are exposed to multiple Social Networking Sites (SNS) in which majority of them are from rural areas. Further, there is a significant difference between rural and urban respondents.

Table 7.2 Respondents use of SNS by Domicile

SNS	Domicile				Total N=545		t value	p value
	Rural n=174		Urban n=371		Mean	SD		
	Mean	SD	Mean	SD				
Facebook and WhatsApp	0.13	0.34	0.15	0.353	0.14	0.349	-0.423	0.673
Instagram and WhatsApp	0.36	0.48	0.3	0.461	0.32	0.467	1.188	0.236
Facebook and Instagram	0.15	0.358	0.16	0.366	0.16	0.363	-0.29	0.772
Facebook, Instagram and WhatsApp	0.15	0.358	0.15	0.358	0.15	0.358	-0.046	0.963
Facebook, WhatsApp, Instagram and YouTube	0.15	0.358	0.16	0.371	0.16	0.367	-0.451	0.652
Snapchat, Pinterest, Facebook, WhatsApp, Instagram and YouTube	0.03	0.183	0.05	0.226	0.05	0.213	-1.069	0.286
Twitter, Facebook, WhatsApp, Instagram and YouTube	0.03	0.168	0.02	0.145	0.02	0.153	0.485	0.628
Overall used Social Networking Sites (SNS)	3.32	1.72	3.01	1.494	1	1.541	2.048	.041*

Source: Computed

*p<0.05

**p<0.01

Table 7.3 shows respondents' privacy concern in social networking sites and gender t-test distribution. The indicators of privacy include protection of personal privacy, trust in safety of personal information, worry about bridging personal information, meeting new people, stay in touch with friends and popularity. Among the respondent's mean scores, the majority (10.27) is overall privacy concern in which the majority (10.52) mean score are female respondents. Protection of privacy have mean score (2.09) in which majority are female (2.13).

In order to find out the relationship between privacy concerns in social networking sites and gender by applying t- test, hypothesis is derived as below:

H₀: There is no relationship between privacy concern in Social Networking Sites (SNS) and gender.

H₁: There is a relationship between privacy concern in Social Networking Sites (SNS) and gender.

Since the P value is less than 0.01, null hypothesis is rejected at 1% level with regards to trust in safety of personal information among the college youth. Hence, there is a significant difference between male and female with regards to trust in safety of personal information. Based on mean score, the female are more concern about their privacy on social network platform than their male counterparts because they are more cautious, aware and sensitive about their personal safety and privacy displayed in Social Networking Sites (SNS).

There is no significance difference between male and female with regard to personal privacy, worry about bridging personal information, meeting new people, stay in touch with friends and popularity. Hence, the null hypothesis is accepted at 5% level with regard to personal privacy, worry about bridging personal information, meeting new people, stay in touch with friends and popularity because the youth are adventurous and attracted to venture new things, ideas and seek information and entertainment through Social Networking Sites (SNS).

Hence, the table reveals that majority of the respondents are concern about their privacy in Social Networking Sites (SNS) towards trust in safety of their personal information in which majority of them are female. Further, there is a significant difference between male and female.

Table 7.3 Privacy Concern by Gender

Privacy concern	Gender				Total N=545		t value	p value
	Male n=189		Female n=356		Mean	SD		
	Mean	SD	Mean	SD				
Protection of privacy	2.01	1.144	2.13	1.112	2.09	1.123	-1.191	0.234
Trust in personal information	1.29	1.244	1.6	1.217	1.49	1.234	-2.74	.006**
Worry about personal information	1.77	1.258	1.86	1.209	1.83	1.226	-0.826	0.409
Social bridging	1.56	0.947	1.61	0.974	1.59	.964	-0.595	0.553
Social bonding	1.73	0.932	1.87	0.949	1.82	.944	-1.6	0.11
Popularity	1.47	0.981	1.45	1.013	1.46	1.001	0.15	0.881
Overall privacy concern	9.82	3.972	10.52	3.684	10.27	3.797	-1.982	0.48

Source: Computed

*p<0.05

**p<0.01

Table 7.4 shows respondents' privacy concern in Social Networking Sites (SNS) and domicile t-test distribution. The indicators of privacy include protection of personal privacy, trust in safety of personal information, worry about bridging personal information, meeting new people, stay in touch with friends and popularity. Among the respondent's mean scores, the majority (10.27) is overall privacy concern in which the majority (10.52) mean score are female respondents. Protection of privacy have mean score (2.09) in which majority are female (2.24).

In order to find out the relationship between privacy concerns in social networking sites and domicile by applying t test, hypothesis is derived as below:

H₀: There is no relationship between privacy concern in Social Networking Sites (SNS) and domicile.

H₁: There is a relationship between privacy concern in Social Networking Sites (SNS) and domicile.

Since the P value is less than 0.05, null hypothesis is rejected at 5% level with regards to protection of personal privacy among college youth. Hence, there is a significant difference between rural and urban with regards to protection of personal privacy.

Based on mean score, the rural youth are more concern about their privacy on social network platform than their urban counterparts because rural population are more conservative and less expose to the risk and concerns about their privacy on Social Networking Sites (SNS).

There is no significance difference between rural and urban population with regards to trust in safety of personal information, worry about bridging personal information, meeting new people, stay in touch with friends and popularity.

Hence, the null hypothesis is accepted at 5% level with regard to trust in safety of personal information, worry about bridging personal information, meeting new people, stay in touch with friends and popularity because of the fact that the youth are seeking modernity and have the tendency to keep in trend with the happenings around the world and thus are less concerned about their privacy.

Hence, the table reveals that majority of the respondents who are in rural areas shows concern about the protection of their privacy in social networking sites in which majority of them are male. Further, there is a significant difference between male and female.

Table 7.4 Privacy Concern by Domicile

Privacy concern	Domicile				Total N=545		t value	p value
	Rural n=174		Urban n=371		Mean	SD		
	Mean	SD	Mean	SD				
Protection of privacy	2.24	1.08	2.02	1.14	2.09	1.123	2.116	0.035*
Trust in personal information	1.55	1.21	1.46	1.24	1.49	1.234	0.732	0.464
Worry about personal information	1.89	1.21	1.8	1.23	1.83	1.226	0.755	0.451
Social bridging	1.6	0.99	1.58	0.95	1.59	.964	0.142	0.887
Social bonding	1.9	0.89	1.78	0.97	1.82	.944	1.363	0.174
Popularity	1.52	0.97	1.43	1.02	1.46	1.001	0.979	0.328
Overall privacy concern	9.31	3.776	9.33	4.305	10.27	3.797	-0.066	0.948

Source: Computed

*p<0.05

**p<0.01

Table 7.5 shows respondents' feedback/comments received in social networking sites and gender t-test distribution. The feedback/comments received are towards profile pictures/display pictures (DP), wall post/tweet etc., status update/stories/highlights and posts in groups. Among the respondent's mean scores, the majority (8.06) is overall feedback/comments received in which the majority (8.09) mean score are female respondents. Status update/stories/highlights have mean score (2.22) in which majority are female (2.24).

In order to find out the relationship between respondents' feedback/comments received in social networking sites and gender by applying t test, hypothesis is derived as below:

H₀: There is no relationship between feedback/comments received in Social Networking Sites (SNS) and gender.

H₁: There is a relationship between feedback/comments received in Social Networking Sites (SNS) and gender.

Since the P value is less than 0.05, null hypothesis is rejected at 5% level with regards to feedback/comments received towards wall post/tweet etc use among college youth. Hence, there is a significant difference between male and female with regards to wall post/tweet etc. Based on mean score, the female youth have more feedback/comments received on their wall post/tweet etc. because their activities received more attention and interest due to the contents or emotions attached to them especially by their male counterparts on social networking sites.

There is no significance difference between male and female with regards to feedback/comments received towards profile pictures/display pictures (DP), status update/stories/highlights and posts in groups. Hence, the null hypothesis is accepted at 5% level with regards to feedback/comments received towards profile pictures/display pictures (DP), status update/stories/highlights and posts in groups because the pattern and nature of receiving feedback/comments online are the same for both male and female.

Hence, the table reveals that majority of the respondents received feedback/comments towards their wall post/tweet etc. in which majority of are female.

Table 7.5 Feedback/Comments Received Online by Gender

Feedback/comments	Gender				Total N=545		t value	p value
	Male n=189		Female n=356		Mean	SD		
	Mean	SD	Mean	SD				
Profile/Dp Photos	2.03	0.775	2.07	0.78	2.06	.778	-0.666	0.506
Wall Post/Tweet	2.08	0.398	2	0.408	2.03	.406	2.274	0.024*
Status Update	2.2	0.497	2.24	0.515	2.22	.509	-0.771	0.441
Group Posts	1.71	0.541	1.78	0.569	1.76	.560	-1.451	0.148
Overall feedback/comments received	8.02	1.222	8.09	1.141	8.06	1.169	-0.662	0.508

Source: Computed

***p<0.05**

****p<0.01**

Table 7.6 shows respondents' feedback/comments received in Social Networking Sites (SNS) and gender t-test distribution. The feedback/comments received are towards profile pictures/display pictures (DP), wall post/tweet etc., status update/stories/highlights and posts in groups. Among the respondent's mean scores, the majority (8.06) is overall feedback/comments received in which the majority (8.07) mean score are rural respondents. Status update/stories/highlights have mean score (2.22) in which majority are rural (2.23).

In order to find out the relationship between feedback/comments received in social networking sites and domicile by applying t test, hypothesis is derived as below:

H₀: There is no relationship between feedback/comments received in Social Networking Sites (SNS) and domicile.

H₁: There is a relationship between feedback/comments received in Social Networking Sites (SNS) and domicile.

There is no significance difference between rural and urban with regards to feedback/comments received towards profile pictures/display pictures (DP), wall post/tweet etc., status update/stories/highlights and posts in groups. Hence, the null

hypothesis is accepted at 5% level with regards to feedback/comments received are towards profile pictures/display pictures (DP), wall post/tweet etc., status update/stories/highlights and posts in groups because

Hence, the table reveals that majority of the respondents received feedback/comments received are towards profile pictures/display pictures (DP), wall post/tweet etc., status update/stories/highlights and posts in groups in which majority of are rural.

Table 7.6 Feedback/Comments Received Online by Domicile

Feedback/comments	Domicile				Total N=545		t value	p value
	Rural n=174		Urban n=371		Mean	SD		
	Mean	SD	Mean	SD				
Self-Profile/Dp Photos	2.01	0.86	2.08	0.737	2.06	.778	-0.882	0.378
Self-Wall Post/Tweet	2.03	0.429	2.02	0.395	2.03	.406	0.336	0.737
Self-Status Update	2.23	0.509	2.22	0.509	2.22	.509	0.189	0.85
Self-Group Posts	1.79	0.53	1.74	0.573	1.76	.560	1.091	0.276
Overall feedback/comments given	8.07	1.171	8.06	1.17	8.06	1.169	0.09	0.928

Source: Computed

***p<0.05**

****p<0.01**

Table 7.7 shows respondents display concern in Social Networking Sites (SNS) and gender t-test distribution. The concerns regarding display in Social Networking Sites (SNS) are categorized into dating history, financial information, gossip between friends, intimate secrets, lifestyle related issues (photos, blogs, history etc.), professional/work related information and religious/political beliefs. Among the respondent's mean scores, the majority (9.33) is overall display in which the majority (9.41) mean score are male respondents. Lifestyle related issues (photos, blogs, history etc.) have mean score (1.64) in which majority are male (1.66).

In order to find out the relationship between display concern in social networking sites and gender by applying t test, hypothesis is derived as below:

H₀: There is no relationship between display concern in Social Networking Sites (SNS) and gender.

H₁: There is a relationship between display concern in Social Networking Sites (SNS) and gender.

There is no significance difference between male and female with regard to dating history, financial information, gossip between friends, intimate secrets, lifestyle related issues (photos, blogs, history etc.), professional/work related information and religious/political beliefs. Hence, the null hypothesis is accepted at 5% level with regard to dating history, financial information, gossip between friends, intimate secrets, lifestyle related issues (photos, blogs, history etc.), professional/work related information and religious/political beliefs because youth are outgoing and want to keep in pace with the trending world and thus, they are less concern about the contents of their display in Social Networking Sites (SNS).

Hence, the table reveals that majority of the respondents are less concern about their display content in Social Networking Sites (SNS) with regards to dating history, financial information, gossip between friends, intimate secrets, lifestyle related issues (photos, blogs, history etc), professional/work related information and religious/political beliefs in which majority of them are male.

Table 7.7 Display Concern on SNS by Gender

Display	Gender				Total N=545		t value	P value
	Male n=189		Female n=356		Mean	SD		
	Mean	SD	Mean	SD				
Dating history	1.05	0.969	0.96	0.951	.99	.958	1.068	0.286
Financial information	1.26	0.959	1.27	1.021	1.27	.999	-0.058	0.954
Gossip between friends	1.41	0.939	1.45	1.037	1.43	1.004	-0.479	0.632
Intimate secrets	1.31	1.067	1.29	1.075	1.30	1.071	0.124	0.901
Lifestyle related (eg photos, blogs, history etc)	1.66	0.93	1.63	0.951	1.64	.943	0.319	0.75
Professional/work related information	1.43	0.923	1.4	0.958	1.41	.945	0.319	0.75
Religious/political beliefs	1.3	0.909	1.28	0.938	1.29	.927	0.152	0.879
Overall display	9.41	4.247	9.28	4.087	9.33	4.140	0.328	0.743

Source: Computed

***p<0.05**

****p<0.01**

Table 7.8 shows respondents display concern in Social Networking Sites (SNS) and domicile by t-test distribution. The concerns regarding display in Social Networking Sites (SNS) are categorized into dating history, financial information, gossip between friends, intimate secrets, lifestyle related issues (photos, blogs, history etc.), professional/work related information and religious/political beliefs. Among the respondent's mean scores, the majority (9.33) is overall display in which the majority (9.33) mean score are urban residents. Lifestyle related issues (photos, blogs, history etc.) have mean score (1.64) in which majority are urban residents (1.65).

In order to find out the relationship between display concern in social networking sites and domicile by applying t- test, hypothesis is derived as below:

H₀: There is no relationship between display concern in Social Networking Sites (SNS) and domicile.

H₁: There is a relationship between display concern in Social Networking Sites (SNS) and domicile.

There is no significance difference between rural and urban with regards to dating history, financial information, gossip between friends, intimate secrets, lifestyle

related issues (photos, blogs, history etc.), professional/work related information and religious/political beliefs. Hence, the null hypothesis is accepted at 5% level with regard to dating history, financial information, gossip between friends, intimate secrets, lifestyle related issues (photos, blogs, history etc.), professional/work related information and religious/political beliefs because youth are outgoing and want to keep in pace with the trending world and thus, they are less concern about the contents of their display in Social Networking Sites (SNS).

Hence, the table reveals that majority of the respondents are less concern about their display content in Social Networking Sites (SNS) with regards to dating history, financial information, gossip between friends, intimate secrets, lifestyle related issues (photos, blogs, history etc.), professional/work related information and religious/political beliefs in which majority of them are male.

Table 7.8 Display Concern on SNS by Domicile

Display	Domicile				Total N=545		t value	P value
	Rural n=174		Urban n=371					
	Mean	SD	Mean	SD	Mean	SD		
Dating history	1.07	0.95	0.95	0.96	.99	.958	1.469	0.143
Financial information	1.29	1.02	1.26	0.99	1.27	.999	0.399	0.69
Gossip between friends	1.43	0.987	1.44	1.013	1.43	1.004	-0.154	0.878
Intimate secrets	1.34	1.023	1.28	1.094	1.30	1.071	0.611	0.541
Lifestyle related (eg photos, blogs, history etc.)	1.6	0.93	1.65	0.95	1.64	.943	-0.599	0.55
Professional/work related information	1.37	0.927	1.43	0.954	1.41	.945	-0.64	0.523
Religious/political beliefs	1.2	0.925	1.33	0.927	1.29	.927	-1.502	0.134
Overall display	9.31	3.776	9.33	3.305	9.33	4.140	0.66	0.948

Source: Computed

*p<0.05

**p<0.01

Table 7.9 shows Pearson's Inter Correlation Matrix of feedback received in SNS. In this study feedback received are classified into various aspects like towards

profile pictures/display pictures (DP), wall post/tweet etc, status update/stories/highlights and posts in groups.

The correlation coefficient between wall post/tweets etc and group post value is $-.183^{**}$ which indicates a negative correlation between wall post/tweets etc and group post received. With regards to wall post/tweet etc, the P value $.166^{**}$ is significant at 0.01 level which shows that there is a weak positive correlation between wall post/tweet etc. and group post. About overall feedback from others, the P values ($.659^{**}$, $.299^{**}$, $.555^{*}$ and $.453^{**}$) are significant at 0.01 level which shows that there is a moderate positive correlation between overall feedback from others and all other aspects like profile pictures/display pictures (DP), wall post/tweet etc., status update/stories/highlights and posts in groups.

Hence, the table shows that there is a moderate positive correlation with all aspects across overall feedback/comments received.

Table 7.9 Inter Correlation Matrix of Feedback Received in SNS

Sl.No	Feedback received	1	2	3	4	5
1	About profile/dp photos	1				
2	About wall post/tweet	0.019	1			
3	About status update	0.028	0.061	1		
4	About group posts	-0.052	$-.183^{**}$	$.166^{**}$	1	
5	Overall feedback from others	$.659^{**}$	$.299^{**}$	$.555^{**}$	$.453^{**}$	1

Source: Computed ** Correlation is significant at the 0.01 level (2-tailed)

Table 7.10 shows Pearson's Inter Correlation Matrix of feedback/comments towards others in SNS. In this study, feedback/comments given towards others are classified into various aspects like towards profile pictures/display pictures (DP), wall post/tweet etc, status update/stories/highlights and posts in groups.

The correlation coefficient between profile/dp photo and status update/story etc, the P value is $.112^{**}$ which indicates a weak correlation between feedback/comments given to others on their profile/dp photo and status update/story etc. With regards to profile picture/dp photos and group post, the P value $-.166^{**}$ is significant at 0.01 level which shows that there is a weak positive correlation between profile/dp photo and

group post. About overall comments/feedbacks given towards others, the P values (.475**,.505**, .581* and .412** are significant at 0.01 level which shows that there is a moderate positive correlation between overall feedback from others and all other aspects like profile pictures/display pictures (DP), wall post/tweet etc, status update/stories/highlights and posts in groups.

Hence, the table shows that there is a moderate positive correlation with all aspects across overall feedback/comments received.

Table 7.10 Inter Correlation Matrix of Feedback Given

Sl.No	Feedback towards others	1	2	3	4	5
1	About profile/dp photos	1				
2	About wall post/tweet	0.04	1			
3	About status update	.112**	0.061	1		
4	About group posts	-.166**	-0.079	-0.018	1	
5	Overall feedback towards others	.475**	.505**	.581**	.412**	1

Source: Computed **Correlation is significant at the 0.01 level (2-tailed)

Table 7.11 shows Pearson’s Inter Correlation Matrix of display concerns in SNS taking into consideration of the indicators like dating history, financial information, gossip between friends, intimate secrets, lifestyle related (eg photos, blogs, history etc.), professional/work related information and religious/political beliefs.

The correlation coefficient between dating history and financial information, the P value is .361** which indicates a weak positive correlation between dating history and financial information. There is a weak correlation between gossip between friends, dating history and financial information at 0.01 level (.287** and .296**). Intimate secrets have correlation with dating history, financial information and gossip between friends at 0.01 level of significance (.265**, .278** and .450**) which also indicates a weak positive correlation. There is a weak positive correlation between lifestyle related matters with dating history, financial information, gossip between friends and intimate secrets with the P value (.166**, .126**, .312** and .298**) at 0.01 level. Professional/work related information have correlation with dating history, financial

information, gossip between friends, intimate secrets and lifestyle related matters at 0.01 level of significance (.191**, .169**, .172**, .229** and .336**) which indicates a weak positive correlation. Religious/political beliefs have correlation with dating history, financial information, gossip between friends, intimate secrets, lifestyle related matters and professional/work related information at 0.01 level of significance (.186**, .250**, .201**, .193**, .245** and .410**). With regards to overall display concern on SNS, the P values (.580**, .592**, .652**, .660**, .581**, .582** and .575**) are significant at 0.01 level which shows that there is moderate correlation between overall display concern on SNS and dating history, financial information, lifestyle related matters, professional/work related information and religious/political beliefs.

Hence, the table shows that there is a moderate positive correlation with all aspects across display concern.

Table 7.11 Inter Correlation Matrix of Display Concern in SNS

Sl.No	Display concern	1	2	3	4	5	6	7	8
1	Dating history	1							
2	Financial information	.361**	1						
3	Gossip between friends	.287**	.296**	1					
4	Intimate secrets	.265**	.279**	.450**	1				
5	Lifestyle related (eg photos, blogs, history etc.),	.166**	.126**	.312**	.298**	1			
6	Professional/work related information	.191**	.169**	.172**	.229**	.336**	1		
7	Religious/political beliefs	.186**	.250**	.201**	.193**	.245**	.410**	1	
8	Overall display concern on SNSs	.580**	.592**	.652**	.660**	.581**	.582**	.575**	1

Source: Computed **Correlation is significant at the 0.01 level (2-tailed)

Table 7.12 shows Pearson's Inter Correlation Matrix of display concerns in SNS taking into consideration of the indicators like dating history, financial information, gossip between friends, intimate secrets, lifestyle related (eg photos, blogs, history etc), professional/work related information and religious/political beliefs.

The correlation coefficient between protection of privacy and trust in personal information, the P value is .428** which indicates a moderate positive correlation between protection of privacy and trust in personal information. Between trust in

personal information and worry about personal information, the P value (.101*) is significant at 0.05 level indicates a weak positive correlation. There is a weak positive correlation between gossip between friends, dating history and financial information at 0.01 level (.287** and .296**). Intimate secrets have correlation with dating history, financial information and gossip between friends at 0.01 level of significance (.265**, .278** and .450**). There is a correlation between lifestyle related matters with dating history, financial information, gossip between friends and intimate secrets at 0.01 level (.166**, .126**, .312** and .298**). Professional/work related information have correlation with dating history, financial information, gossip between friends, intimate secrets and lifestyle related matters at 0.01 level of significance (.191**, .169**, .172**, .229** and .336**). Religious/political beliefs have correlation with dating history, financial information, gossip between friends, intimate secrets, lifestyle related matters and professional/work related information at 0.01 level of significance (.186**, .250**, .201**, .193**, .245** and .410**). With regards to overall display concern on SNS, the P values (.580**, .592**, .652**, .660**, .581**, .582** and .575**) are significant at 0.01 level which shows that there is moderate correlation between overall display concern on SNS and dating history, financial information, lifestyle related matters, professional/work related information and religious/political beliefs. Further, the value shows there is a strong positive correlation between overall display concern on SNS and intimate secrets.

Table 7.12 Inter Correlation Matrix of Privacy Concerns in SNS

Sl.No	Privacy concern	1	2	3	4	5	6	7
1	Protection of privacy	1						
2	Trust in personal information	.428**	1					
3	Worry about personal information	.101*	0.051	1				
4	Social bridging	.153**	.159**	.159**	1			
5	Social bonding	.261**	.269**	.109*	.429**	1		
6	Popularity	.128**	.118**	.130**	.416**	.360**	1	
7	Overall privacy concern in SNS	.605**	.606**	.471**	.618**	.653**	.577**	1

Source: Computed **Correlation is significant at the 0.01 level (2-tailed)

Table 7.13 shows Pearson's Inter Correlation Matrix of display concerns in SNS taking into consideration the various social networking sites used like Facebook & Whatsapp, Instagram & Whatsapp, Facebook & Instagram, Facebook, Instagram & Whatsapp, Facebook, WhatsApp, Instagram & YouTube, Snapchat, Pinterest, Facebook, WhatsApp, Instagram & YouTube and Twitter, Facebook, WhatsApp, Instagram & YouTube.

The correlation coefficient between Facebook & Whatsapp and Facebook & Instagram value is .944* which indicates a very strong positive correlation between Facebook & WhatsApp and Facebook & Instagram. With regards to Facebook, Instagram & Whatsapp, the P value (.964** and .965**) are significant at 0.01 level which shows that there is a very strong positive correlation between Facebook, Instagram & WhatsApp and Facebook & Instagram. For Facebook, WhatsApp, Instagram and YouTube, the P value (.931**, .876** and .896**) are significant at 0.01 level which shows that there is a strong positive correlation between Facebook & WhatsApp, Facebook & Instagram and Facebook, Instagram & WhatsApp. With regards to Snapchat, Pinterest, Facebook, Whatsapp, Instagram & YouTube, the P values (.107*, .098* and .90*) are significant at 0.05 levels and .117** at 0.01 level which indicates weak positive correlation between Facebook & Whatsapp, Facebook, Instagram & WhatsApp, Facebook, WhatsApp, Instagram & YouTube and Facebook and Instagram. About overall SNS, the P values (.931**, .355**, .910**, .920**, .898** and .224** are significant at 0.01 level and .095* at 0.05 level which indicates that there is a strong positive correlation between overall SNS.

Hence, the table shows that there is a strong positive correlation between overall SNS.

Table 7.13 Inter Correlation Matrix of SNS

Sl. No	SNS	1	2	3	4	5	6	7	8
1	Facebook and WhatsApp	1							
1	Instagram and Whatsapp	0.071	1						
3	Facebook and Instagram	<i>.944**</i>	0.04	1					
4	Facebook, Instagram and WhatsApp	<i>.964**</i>	0.051	<i>.965**</i>	1				
5	Facebook, WhatsApp, Instagram and YouTube	<i>.931**</i>	0.076	<i>.876**</i>	<i>.896**</i>	1			
6	Snapchat, Pinterest, Facebook, WhatsApp, Instagram and YouTube	<i>.107*</i>	-0.025	<i>.117**</i>	<i>.098*</i>	<i>.090*</i>	1		
7	Twitter, Facebook, WhatsApp, Instagram and YouTube	0.006	-0.004	-0.001	0.001	-0.002	-0.035	1	
8	Overall SNS	<i>.931**</i>	<i>.355**</i>	<i>.910**</i>	<i>.920**</i>	<i>.898**</i>	<i>.224**</i>	<i>.094*</i>	1

Source: Computed **Correlation is significant at the 0.01 level (2-tailed)

Table 7.14 shows the Chi-square test for relationship between respondents' use of favorite Social Networking Sites (SNS) and monthly expenditure for accessing internet. Facebook, WhatsApp, Instagram and YouTube are the most common or favorite Social Networking Sites (SNS) among the respondents. The monthly expenditure on internet is classified into 6 levels such as below Rs.100, Rs.100-200, Rs.200-300, Rs.300-400, Rs.400-500 and above Rs.600. A little less than half (46.73%) spent between Rs.100-200 on internet pack for accessing to Social Networking Sites (SNS) in which half (50.60%) of the respondents are Whatsapp users.

In order to find out the relationship between Social Networking Sites (SNS) and monthly expenditure on internet by applying Chi-square test, hypothesis has been formulated in such a way as:

H₀: There is no relationship between accessing to favorite Social Networking Sites (SNS) and monthly expenditure on internet.

H₁: There is a relationship between accessing to favorite Social Networking Sites (SNS) and monthly expenditure on internet.

Since the P value is greater than 0.05, the null hypothesis is accepted at 5% level with regards to favorite Social Networking Sites (SNS) and monthly expenditure. Hence, there is no significant relationship between accessing to favorite Social Networking Sites (SNS) and monthly expenditure on internet. This is due to the fact that internet services along with the tariff or bills are at low and easily accessible rates and thus, the access to Social Networking Sites (SNS) does not have any linkage with the expenditures.

Table 7.14 Favorite SNS and Monthly Expenditure (in Rupees)

Expenditure (in rupees)	Favorite Social Networking Sites (SNS)				Total N=545	x ² value	P value
	Facebook n=82	WhatsApp n=251	Instagram n=168	YouTube n=44			
Below 100	3	14	8	2	27	22.947a	0.085
	(3.66)	(5.58)	(4.76)	(4.55)	(4.95)		
100-200	39	127	66	21	253		
	947.56)	(50.6)	(39.29)	(47.73)	(46.42)		
200-300	14	39	41	9	103		
	(17.07)	(15.54)	(24.4)	(20.45)	(18.9)		
300-400	6	35	20	1	62		
	(7.32)	(13.94)	(11.9)	(2.27)	(11.38)		
400-500	11	12	12	3	38		
	(13.41)	(4.78)	(7.14)	(6.82)	(6.97)		
Above 600	9	24	21	8	62		
	(10.98)	(9.56)	(12.5)	(18.18)	(11.38)		

Source: Computed

*p<0.05

**p<0.01

Table 7.15 shows Chi-square test for respondents' use of favorite Social Networking Sites (SNS) and daily screen time for accessing internet. Facebook, WhatsApp, Instagram and YouTube are the most common or favorite social networking sites among the respondents. The daily screen time is classified into 6 different levels of hours such as less than 1 hour, 1-2 hours, 2-3 hours, 3-4 hours, 4- hours and more than 5 hours. A little more than one third (37.61%) spent between 4-5 hours a day on accessing

to internet in which a little less than half (45.12%) considered Facebook as their favorite Social Networking Sites (SNS).

In order to find out the relationship between Social Networking Sites (SNS) and daily screen time on internet by applying Chi-square test, hypothesis has been formulated in such a way as:

H₀: There is no relationship between accessing to favorite Social Networking Sites (SNS) and daily screen time on internet.

H₁: There is a relationship between accessing to favorite Social Networking Sites (SNS) and daily screen time on internet.

Since the P value is greater than 0.05, the null hypothesis is accepted at 5% level with regards to accessing to favorite Social Networking Sites (SNS) and daily screen time on internet. Hence, there is no significant relationship between accessing to favorite Social Networking Sites (SNS) and daily screen time on internet because the youth are randomly and casually using and accessing to their favorite Social Networking Sites (SNS) simply for entertainment and thus the screen time is not focused on a particular activity or program so the level of concentration and focus is relatively reduced.

Table 7.15 Chi Square Test for Favorite SNS and Daily Screen Time

Screen Time (in hours)	Favorite Social Networking Sites (SNS)				Total N=545	X ² Value	P Value
	Facebook n=82	WhatsApp n=251	Instagram n=168	YouTube n=44			
Less than 1 hour	7	10	8	4	29	14.780a	0.467
	(8.54)	(3.980)	(4.760)	(99.09)	(95.32)		
1-2 hours	9	43	22	8	82		
	910.98)	(17.13)	913.10	918.18)	(15.05)		
2-3 hours	1	4	2	1	8		
	(1.22)	(1.59)	(1.19)	(2.27)	(1.47)		
3-4 hours	17	68	40	14	139		
	920.73)	(27.09)	(23.81)	(31.82)	(25.5)		
4-5 hours	37	88	65	15	205		
	(45.12)	(35.06)	(38.69)	934.09)	(37.61)		
More than 5 hours	11	38	31	2	82		
	(13.41)	(15.14)	(18.45)	(4.55)	(15.05)		

Source: Computed

*p<0.05

**p<0.01

Table 7.16 shows the Chi-square test for relationship between favorite Social Networking Sites (SNS) and motives for accessing internet. Facebook, WhatsApp, Instagram and YouTube are the most common or favorite Social Networking Sites (SNS) among the respondents. The motivation factors for using Social Networking Sites (SNS) are classified as attractiveness, personal utility/social interaction, information seeking/knowledge building, convenience and entertainment. Among the respondents, a little less than half (45.50%) use Social Networking Sites (SNS) due to its entertaining feature in which a little more than two third (63.69%) are Instagram users.

In order to find out the relationship between social networking sites and motives for accessing social networking sites by applying Chi-square test, a hypothesis has been formulated as below:

H_0 : There is no relationship between accessing to favorite Social Networking Sites (SNS) and motives for accessing Social Networking Sites (SNS).

H_1 : There is a relationship between accessing to favorite Social Networking Sites (SNS) and motives for accessing Social Networking Sites (SNS).

Since the P value is less than 0.01, the null hypothesis is rejected at 1% level and the alternative hypothesis is accepted. Hence, there is a strong positive significant relationship between accessing to favorite Social Networking Sites (SNS) and motives. This is because entertainment is the strongest single motive for using Social Networking Sites (SNS) among college youth in Mizoram.

Table 7.16 Motives and Favorite SNS

Motives	Favorite Social Networking Sites (SNS)				Total N=545	x2 value	p value
	Facebook n=82	WhatsApp n=251	Instagram n=168	YouTube n=44			
Attractiveness	6	12	6	2	26	76.372a	.000**
	(7.32)	(4.78)	(3.57)	(4.55)	(4.77)		
Personal utility/social interaction	6	49	9	7	71		
	(7.32)	(19.52)	(5.36)	(15.91)	(13.03)		
Information seeking/ Knowledge building	17	21	16	2	56		
	(20.73)	(8.37)	(9.52)	(4.55)	(10.28)		
Convenience	9	89	30	16	144		
	(10.98)	(35.46)	(17.86)	(36.36)	(26.42)		
Entertaining	44	80	107	17	248		
	(53.66)	(31.87)	(63.69)	(38.64)	(45.50)		

Source: Computed

***p<0.05**

****p<0.01**

Table 7.17 shows ANOVA test for respondents age group classification and concern about privacy in Social Networking Sites (SNS). Privacy concern is represented with indicators like dating history, financial information, gossip between friends, intimate secrets, professional/work related information and religious/political beliefs. The overall mean has a majority mean score of 9.33 in which majority (9.65) are above 25 years of age. Concern about lifestyle related issues has the mean score (1.64) in which the age group 22-25 are majority with mean score 1.87.

In order to find out the relationship between age group classification and concern about privacy in Social Networking Sites (SNS) by using ANOVA test, a hypothesis has been formulated in such a way as:

H₀: There is no relationship between age group classification and concern about privacy in Social Networking Sites (SNS).

H₁: There is a relationship between age group classification and concern about privacy in Social Networking Sites (SNS).

Since P value is less than 0.01, null hypothesis is rejected at 1% level with regards to lifestyle related (eg photos, blogs, history etc.). Hence, there is a significant difference among age group in years with regards to concern about lifestyle related (eg

photos, blogs, history etc.) because youth wants to share their day to day activities through their status updates, photos etc in order to gain or receive attention from others. Therefore, this creates a tendency to be concern about their display on Social Networking Sites (SNS).

There is no significance difference among age group in years with regards to privacy concern indicators like dating history, financial information, gossip between friends, intimate secrets, lifestyle related (eg photos, blogs, history etc.), professional/work related information and religious/political beliefs. Hence, the null hypothesis is accepted at 5% level with regard to dating history, financial information, gossip between friends, intimate secrets, professional/work related information and religious/political beliefs because the youth are less concern about dating history, financial information, gossip between friends, intimate secrets, professional/work related information and religious/political beliefs and they want to keep them private unlike their day-to-day activities (lifestyles).

Table 7.17 Display Concern on SNS by Age

Display Concern	Age group (in years)						Total N=545		F value	P value
	17-21 n=428		22-25 n=100		25 above n=17		Mean	SD		
	Mean	SD	Mean	SD	Mean	SD				
Dating history	1.02	0.965	0.86	0.943	0.94	0.827	0.99	0.958	1.134	0.323
Financial information	1.28	1.014	1.23	0.962	1.12	0.857	1.27	0.999	0.311	0.733
Gossip between friends	1.4	0.999	1.58	1.027	1.53	0.943	1.43	1.004	1.425	0.241
Intimate secrets	1.28	1.091	1.35	1.009	1.53	0.943	1.30	1.071	0.588	0.556
Lifestyle related (eg photos, blogs, history etc)	1.59	0.938	1.87	0.96	1.59	0.795	1.64	0.943	3.726	.025*
Professional/Work related information	1.41	0.958	1.38	0.919	1.53	0.8	1.41	0.945	0.188	0.828
Religious/Political beliefs	1.28	0.931	1.3	0.937	1.41	0.795	1.29	0.927	0.174	0.841
Overall display Concern on SNS	9.26	4.091	9.57	4.293	9.65	4.623	9.33	4.14	0.283	0.753

Source: Computed

*p<0.05

**p<0.01

Table 7.18 shows ANOVA test for respondents' age group classification and feedback/comments received in Social Networking Sites (SNS). Age group is classified into 17-21 years, 22-25 years and above 25 years of age. The feedback/comments received in SNS are classified into various dimensions like about self-profile/dp photos, about self-wall post/tweet, about self-status update and about self-group posts. Among the respondents, overall feedback/comments have the majority mean score (8.06) in which 17-21 years age group are majority (8.11). Status update has a mean score of 2.22 in which majority (2.23) falls in the age group 17-21 years.

In order to find out the relationship between age and feedback received on SNS by applying chi-square test, hypothesis has been formulated in such a way as:

H₀: There is no relationship between age and feedback received on SNS.

H₁: There is a relationship between age and feedback received on SNS.

There is no significance difference among age group inn years with regards to all dimensions concerning feedback/comments received in SNS about self-profile/dp photos, about self-wall post/tweet, about self-status update and about self-group posts, since P value is greater than 0.05. Hence, the null hypothesis is accepted at 5% level with regards to all dimensions concerning feedback/comments received in SNS about self-profile/dp photos, about self-wall post/tweet, about self-status update and about self-group posts because the feedback received from social networking sites have little significance on their life and that did not create enough impact towards their day to day lives.

Table 7.18 Feedback Received on SNS by Age

Feedback received on SNS	Age group (in years)						Total N=545		F value	P value
	17-21 n=428		22-25 n=100		25 above n=17					
	Mean	SD	Mean	SD	Mean	SD	Mean	SD		
Profile/Dp photos	2.09	0.759	1.91	0.83	2	0.866	2.06	0.778	2.312	0.1
Wall Post/Tweet	2.04	0.403	1.99	0.389	1.82	0.529	2.03	0.406	2.862	0.058
Status update	2.23	0.509	2.21	0.518	2.06	0.429	2.22	0.509	1.012	0.364
Group posts	1.74	0.555	1.76	0.571	2.06	0.556	1.76	0.56	2.62	0.074
Overall feedback/comment	8.11	1.14	7.87	1.261	7.94	1.298	8.06	1.169	1.838	0.16

Source: Computed

***p<0.05**

****p<0.01**

Table 7.19 shows ANOVA test for respondents' age group classification and feedback/comments given in Social Networking Sites (SNS). Age group is classified into 17-21 years, 22-25 years and above 25 years of age. The feedback/comments given in SNS are classified into various dimensions like about profile/dp photos, wall post/tweet, status update and about self-group posts. Among the respondents, overall feedback/comment has the majority mean score (8.11) in which 17-21 years age group is majority (8.13). Comment/feedback given towards others profile/dp photos has a mean score of 2.21 in which majority (2.24) falls in the age group 22-25 years.

In order to find out the relationship between age and feedback given towards others on SNS by ANOVA, hypothesis has been formulated in such a way as:

H₀: There is no relationship between age and feedback towards others on SNS.

H₁: There is a relationship between age and feedback towards others on SNS.

Since P value is less than 0.05, null hypothesis is rejected at 5% level with regards to domains of Feedback/comments towards group posts. Hence, there is a significant difference among age group in years of college youth with regards to domains of Feedback/comments towards group posts because the youth use Social Networking Sites (SNS) for communication and expressing their thoughts and feelings through group posts and comments.

There is no significance difference among age group in years with regards to all dimensions concerning feedback/comments received in SNS about profile/dp photos, about wall post/tweet, about status update and overall feedback/comment given since P value is greater than 0.05. Hence, the null hypothesis is accepted at 5% level with regards to dimensions concerning feedback/comments received in SNS about profile/dp photos, about wall post/tweet, status and overall feedback/comment because the domains have little impact on their lives and are not interested to express themselves.

Table 7.19 Feedback Given on SNS by Age

Feedback given on SNS	Age group (in years)						Total N=545		F value	P value
	17-21 n=428		22-25 n=100		25 above n=17		Mean	SD		
	Mean	SD	Mean	SD	Mean	SD				
Profile/Dp Photos	2.21	0.499	2.24	0.534	2.06	0.429	2.21	0.503	0.941	0.391
Wall Post/Tweet	1.94	0.514	1.98	0.512	1.71	0.47	1.94	.513	2.084	0.125
Status Update	2.1	0.523	2.08	0.545	2	0.354	2.09	.522	0.343	0.709
Group Posts	1.87	0.55	1.75	0.575	2.12	0.6	1.86	.559	3.91	0.021*
Overall Comments/ Feedback	8.13	1.060	8.05	.903	7.88	1.054	8.11	1.032	0.69	0.502

Source: Computed

***p<0.05**

****p<0.01**

Table 7.20 shows ANOVA test for respondents' age group classification and privacy concern in Social Networking Sites (SNS). Age group is classified into 17-21 years, 22-25 years and above 25 years of age. The indicators of privacy include protection of personal privacy, trust in safety of personal information, worry about bridging personal information, meeting new people, stay in touch with friends and overall privacy concern. Among the respondents, overall privacy concern has the majority mean score (10.27) in which 17-21 years age group is majority (10.38). Protection of privacy has a mean score of 2.09 in which majority (2.17) falls in the age group 17-21 years.

In order to find out the relationship between age and privacy concern on SNS by applying ANOVA, hypothesis has been formulated in such a way as:

H₀: There is no relationship between age and privacy concern on SNS.

H₁: There is a relationship between age and privacy concern on SNS.

Since P value is less than 0.05, null hypothesis is rejected at 5% level with regards to protection of privacy, trust in personal information and popularity. Hence, there is a significant difference among age group in years of college youth with regards to domains of protection of privacy, trust in personal information and popularity because they believe in protection of their privacy, safety of their personal information and are attracted by the popularity of the sites.

There is no significance difference among age group inn years with regards to privacy dimensions like worry about personal information, meeting new people and stay in touch with friends, popularity and overall privacy concern since the P value is greater than 0.05. Hence, the null hypothesis is accepted at 5% level with regards to dimensions concerning worry about personal information, meeting new people and stay in touch with friends, popularity and overall privacy concern because the youth show little or no emotional differences in terms of age group as they engage in Social Networking Sites (SNS).

Table 7.20 Privacy Concern by Age

Privacy concern	Age group (in years)						Total N=545		F value	P value
	17-21 n=428		22-25 n=100		25 above n=17		Mean	SD		
	Mean	SD	Mean	SD	Mean	SD				
Protection of privacy	2.17	1.101	1.87	1.152	1.41	1.176	2.09	1.123	6.168	.002*
Trust in personal information	1.56	1.229	1.34	1.224	0.59	1.004	1.49	1.234	6.095	.002*
Worry about personal information	1.85	1.218	1.76	1.28	1.71	1.16	1.83	1.226	0.295	0.745
Social bridging	1.59	0.982	1.6	0.91	1.53	0.874	1.59	.964	0.039	0.962
Social bonding	1.81	0.95	1.85	0.957	1.82	0.728	1.82	.944	0.07	0.932
Popularity	1.41	1.005	1.61	1.004	1.82	0.728	1.46	1.001	2.87	.058*
Overall privacy concern	10.38	3.819	10.03	3.810	8.88	2.870	10.27	3.797	1.528	0.218

Source: Computed

*p<0.05

**p<0.01

8. Forms of Social Capital among College Students

In order to discuss and analyze the various forms of social capital, a series of statistical test and analysis are done in order to measure the differences and associations among the variables. In this section, T test is used to identify the relationship with certain variables of social capital by gender and domicile. Chi-square is also used in the same manner. ANOVA is used to analyze the associations with age groups. Inter-correlation matrix is also conducted to understand the validity and relationship among the variables. Different test is conducted based on the objectives and hypothesis.

Table 8.1 shows respondents' patterns of formation of social capital in SNS and gender by t-test distribution. Gender is classified into male and female. Patterns of formation of Social Capital is categorized into close friends, co-workers, family, friends, people that live far away and strangers/people not know earlier. Among the respondent's mean scores, the majority (10.61) is overall patterns in which the majority (10.57) mean score are male respondents. Close friends have mean score (2.40) in which majority are female (2.42).

In order to find out the relationship between respondents' patterns of formation of Social Capital in SNS and gender by applying t- test, hypothesis is derived as below:

H₀: There is no relationship between patterns of formation of Social Capital in SNS and gender

H₁: There is a relationship between patterns of formation of social capital in SNS and gender

Since the P value is less than 0.05, null hypothesis is rejected at 5% level with regards to formation of Social Capital in SNS with family and strangers/people not know before. Hence, there is a significant difference between male and female with regards to formation of Social Capital in SNS with family and strangers/people not know before. Based on the mean score, the female youth are stronger in formation of social capital with their close friends on social networking sites because they like to discuss their issues and life matters with their dear ones and even more through Social Networking Sites (SNS) which offers easy platform.

There is no significance difference between male and female with regards to formation of social capital in SNS with close friends, co-workers, friends, people that live far away and overall patterns of Social Networking Sites (SNS). Hence, the null hypothesis is accepted at 5% level with regards to formation of social capital in SNS with close friends, co-workers, friends, people that live far away and overall patterns of social networking sites because use of Social Networking Sites (SNS) did not create opportunities for extending their domains of Social Capital.

Table 8.1 Patterns of Forming Social Capital in SNS by Gender

Patterns	Gender				Total N=545		t value	P value
	Male n=189		Female n=356					
	Mean	SD	Mean	SD	Mean	SD		
Close friends	2.36	0.836	2.42	0.847	2.40	.843	-0.777	0.438
Co-workers	1.44	0.84	1.36	0.885	1.39	.870	1.065	0.287
Family	1.86	0.864	2.04	0.8	1.98	.827	-2.407	.017*
Friends	2.27	0.734	2.37	0.717	2.33	.724	-1.455	0.147
People that live far away	1.7	0.856	1.66	0.815	1.68	.829	0.468	0.64
Strangers/people you do not already know	0.93	0.894	0.78	0.76	.83	.811	1.966	.050*
Overall patterns of formation of social capital in SNS	10.57	2.993	10.63	2.642	10.61	2.767	-0.265	0.791

Source: Computed***p<0.05******p<0.01**

Table 8.2 shows t-test for respondents' patterns of formation of Social Capital in SNS and gender by t-test distribution. Gender is classified into male and female. Patterns of formation of Social Capital are categorized into close friends, co-workers, family, friends, people that live far away and strangers/people not know earlier. Among the respondent's mean scores, the majority (10.61) is overall patterns in which the majority (10.34) mean score are rural respondents. Close friends have mean score (2.40) in which majority are urban (2.47).

In order to find out the relationship between respondents' patterns of formation of social capital in SNS and gender by applying t- test, hypothesis is derived as below:

H₀: There is no relationship between patterns of formation of Social Capital in SNS and domicile.

H₁: There is a relationship between patterns of formation of Social Capital in SNS and domicile.

Since the P value is less than 0.05, null hypothesis is rejected at 5% level with regards to formation of Social Capital in SNS with close friends. Hence, there is a significant difference between rural and urban with regards to formation of Social Capital in SNS with close friends. Based on the mean score, urban youth are stronger in

formation of Social Capital with their close friends on Social Networking Sites (SNS) because they are more exposed and open to new challenges and opportunities in life.

There is no significance difference between rural and urban with regards to formation of Social Capital in SNS with co-workers, family, friends, people that live far away and strangers/people not know earlier and overall patterns of Social Networking Sites (SNS). Hence, the null hypothesis is accepted at 5% level with regards to formation of Social Capital in SNS with co-workers, family, friends, people that live far away and strangers/people not know earlier because both sections of the youth are content to the already existing Social Capital or their already existing network and are least concern about bridging their Social Capital.

Table 8.2 Patterns of Forming Social Capital in SNS by Domicile

Patterns	Domicile				Total N=545		t value	p value
	Rural n=174		Urban n=371		Mean	SD		
	Mean	SD	Mean	SD				
Close friends	2.24	0.955	2.47	0.775	2.40	.843	-2.78	0.006**
Co-workers	1.41	0.925	1.38	0.844	1.39	.870	0.306	0.76
Family	1.96	0.856	1.99	0.814	1.98	.827	-0.415	0.678
Friends	2.32	0.781	2.34	0.696	2.33	.724	-0.339	0.735
People that live far away	1.66	0.865	1.68	0.812	1.68	.829	-0.378	0.706
Strangers/people you do not already know	0.76	0.797	0.87	0.816	.83	.811	-1.481	0.139
Overall patterns of formation of social capital in SNS	10.34	3.021	10.74	2.633	10.61	2.767	-1.498	0.134

Source: Computed

*p<0.05

**p<0.01

Table 8.3 shows Pearson's Inter Correlation Matrix of Social Networking Sites (SNS) and Social Capital taking into consideration of the domains like Offline Bonding Social Capital, Offline Bridging Social Capital, Online Bonding Social Capital and Online Bridging Social Capital.

The correlation coefficient between Offline Bridging Social Capital and Offline Bonding Social Capital, the P value is .383** which indicates a moderate positive

correlation between Offline Bridging Social Capital and Offline Bonding Social Capital. Between Social Capital (Offline Bonding) and Social Capital (Offline Bridging) and Social Capital (Online Bonding), the P value (.883** and .370**) is significant at 0.01 level which indicates both strong and weak positive correlation. There is a moderate positive correlation between Social Capital (Online Bridging) with Social Capital (Offline Bonding), Social Capital (Offline Bridging) and Social Capital (Online Bonding) at 0.01 level (.450**, .720** and .486**).

Hence, the table shows that Social Capital (Online Bonding) have positive relationship with all the domains of Social Capital but did not have any significant relationship with Social Networking Sites (SNS). This shows that respondents use of Social Networking Sites (SNS) did not have any association with their Social Capital.

Table 8.3 Inter Correlation Matrix of SNS and Social Capital

Sl.No	Characteristics	1	2	3	4	5
1	Social Network Sites	1				
2	Social Capital (Offline Bonding)	0.026	1			
3	Social Capital (Offline Bridging)	0.026	.383**	1		
4	Social Capital (Online Bonding)	0.04	.883**	.370**	1	
5	Social Capital (Online Bridging)	0.004	.450**	.720**	.486**	1

Source: Computed **Correlation is significant at the 0.01 level (2-tailed)

Table 8.4 shows Pearson's Inter Correlation Matrix of Social Networking Sites (SNS) and Social Capital (Offline) with dimensions on Bonding and Bridging.

The correlation coefficient between Social Capital (Offline Bonding) and Social Capital (Offline Bridging), the P value is .383** which indicates a moderate positive correlation between Social Capital (Offline Bonding) and Social Capital (Offline Bridging).

This shows that respondents use of Social Networking Sites (SNS) did not have any association with their Social Capital.

Table 8.4 Inter Correlation Matrix of SNS and Social Capital (Offline)

Sl.No	Characteristics	1	2	3
1	Social Networking Sites (SNS)	1		
2	Social Capital (Offline Bonding)	.026	1	
3	Social Capital (Offline Bridging)	.026	.383**	1

Source: Computed **Correlation is significant at the 0.01 level (2-tailed)

Table 8.5 shows Pearson's Inter Correlation Matrix of Social Networking Sites (SNS) and Social Capital (Online) with dimensions on Bonding and Bridging.

The correlation coefficient between Social Capital (Online Bridging) and Social Capital (Online Bonding), the P value is .486** which indicates a moderate positive correlation between Social Capital (Online Bridging) and Social Capital (Online Bonding).

This shows that Social Networking Sites (SNS) have no relationship with Online Social Capital whereas the two dimensions of Online Social Capital i.e. Bonding and Bridging are correlated.

Table 8.5 Inter Correlation Matrix of SNS and Social Capital (Online)

Sl.No	Characteristics	1	2	3
1	Social Networking Sites (SNS)	1		
2	Social Capital (Online Bonding)	.040	1	
3	Social Capital (Online Bridging)	.004	.486**	1

Source: Computed **Correlation is significant at the 0.01 level (2-tailed)

Table 8.6 shows Pearson's Inter Correlation Matrix of Offline and Online Social Capital like Offline Bonding, Offline Bridging, Online Bonding and Online Bridging.

The correlation coefficient between Social Capital (Offline Bridging) and Social Capital (Offline Bonding), the P value is .383** which indicates a moderate positive correlation between Social Capital (Offline Bridging) and Social Capital (Offline Bonding). Between Social Capital (Online Bonding) and Social Capital (Offline Bonding), Social Capital (Offline Bridging) and Social Capital (Online Bonding), the P value (.40**, .720** and .486**) is significant at 0.01 level which indicates strong positive relationship between Social Capital (Online Bonding) and Social Capital (Offline Bonding), Social Capital (Offline Bridging) and Social Capital (Online Bonding).

This shows that Social Networking Sites (SNS) have no relationship with Online Social Capital whereas the two dimensions of Online Social Capital i.e. Bonding and Bridging are correlated.

Table 8.6 Inter Correlation Matrix of Offline and Online Social Capital

Sl.No	Social Capital	1	2	3	4
1	Social Capital (Offline Bonding)	1			
2	Social Capital (Offline Bridging)	.383**	1		
3	Social Capital (Online Bonding)	.883**	.370**	1	
4	Social Capital (Online Bridging)	.450**	.720**	.486**	1

Source: Computed **Correlation is significant at the 0.01 level (2-tailed)

Table 8.7 shows ANOVA test for respondents' age group classification and formation of Social Capital in Social Networking Sites (SNS). Gender is classified into male and female. Patterns of formation of Social Capital are categorized into close friends, co-workers, family, friends, people that live far away and strangers/people not know earlier. Among the respondent's mean scores, the majority (10.61) is overall patterns in which the majority (10.61) mean score are above 25 years of age. 22-25 years of age have mean score (2.40) in which majority are female (2.44).

In order to find out the relationship between age and formation of Social Capital on SNS by applying ANOVA, hypothesis has been formulated in such a way as:

H₀: There is no relationship between age and formation of Social Capital on SNS.

H₁: There is a relationship between age and formation of Social Capital on SNS.

Since P value is less than 0.01, null hypothesis is rejected at 1% level with regards to formation of Social Capital with strangers/people not known earlier. Hence, there is a significant difference among age group in years of college youth with regards to formation of Social Capital with strangers/people not known earlier because

There is no significance difference among age group in years with regards to patterns of formation of Social Capital in SNS with close friends, co-workers, family, friends, people that live far away and overall patterns of formation of Social Capital since the P value is greater than 0.05. Hence, the null hypothesis is accepted at 5% level with regards to formation of Social Capital in SNS with close friends, co-workers, family, friends, people that live far away and overall patterns of formation of Social Capital because the youth no matter what the age group are, they are not using social networking sites to bridge their social capital instead the network remains the same with their already existing social capital.

Table 8.7 Formation of Social Capital by Age

Formation of social capital	Age group (in years)						Total N=545		F value	P value
	17-21 n=428		22-25 n=100		25 above n=17					
	Mean	SD	Mean	SD	Mean	SD	Mean	SD		
Close friends	2.4	0.859	2.44	0.743	2	0.935	2.40	.843	2.038	0.131
Co-workers	1.37	0.885	1.41	0.83	1.71	0.686	1.39	.870	1.222	0.296
Family	2.02	0.822	1.85	0.857	1.76	0.664	1.98	.827	2.35	0.096
Friends	2.36	0.715	2.27	0.763	2	0.612	2.33	.724	2.486	0.084
People that live far away	1.69	0.81	1.59	0.9	1.88	0.857	1.68	.829	1.103	0.333
Strangers/people you do not already know	0.77	0.795	1.04	0.852	1.24	0.664	.83	.811	6.838	0.001**
Overall patterns of formation of social capital	10.60	2.916	10.59	2.980	10.61	2.729	10.61	2.767	.002	.998

Source: Computed

*p<0.05

**p<0.01

9. Level of Life Satisfaction and SNS among College Students

In this section, life satisfaction is analyzed and discussed with statistical tests in order to measure the differences and associations among the variables. In this section, t-test is used to identify the relationship with certain variables of life satisfaction by gender and domicile. Chi-square is also used in the same manner. Pearson's correlation matrix is used to analyze and understand the validity and relationship among the variables. Different test is conducted based on the objectives and hypothesis.

Table 9.1 shows descriptive statistics of Life Satisfaction by gender. Gender is classified into male and female. For measurement of Life Satisfaction there are five indicators which are in the form of statements like in most ways my life is close to my ideal, The conditions of my life are excellent, I am satisfied with my life., So far I have gotten the important things I want in life and If I could live my life over, I would change almost nothing. Among the respondents mean scores, the majority (5.12) agreed that they are close to their ideals in most ways of their life, in which female scores higher with 5.21 mean scores. The overall mean score for Life Satisfaction is 22.71.

Table 9.1 Descriptive Statistics for Life Satisfaction

Characteristics	Male n=189		Female n=356		Total N=545	
	Mean	SD	Mean	SD	Mean	SD
In most ways my life is close to my ideal	4.95	1.862	5.21	1.698	5.12	1.759
The conditions of my life are excellent	4.51	1.539	4.40	1.499	4.44	1.512
I am satisfied with my life.	4.56	1.661	4.58	1.568	4.57	1.599
So far I have gotten the important things I want in life	4.39	1.579	4.50	1.495	4.46	1.524
If I could live my life over, I would change almost nothing	4.20	1.705	4.07	1.563	4.12	1.613
Life Satisfaction	22.60	6.110	22.77	5.669	22.71	5.821

Source: Computed

Table 9.2 shows the Chi-square test for relationship between favorite Social Networking Sites (SNS) and Life Satisfaction. Facebook, Whatsapp, Instagram and YouTube are the most common or favorite Social Networking Sites (SNS) among the respondents. Life Satisfaction (binned) are classified into moderate (6-20) and high (21+). Among the respondents, a little less than half (46.1%) use Whatsapp in which one third (33.6%) have high (21+) Level of Life Satisfaction.

In order to find out the relationship between favorite social networking sites and Levels of Life Satisfaction by applying Chi-square test, a hypothesis has been formulated as below:

H₀: There is no relationship between accessing to favorite Social Networking Sites (SNS) and Level of Life Satisfaction.

H₁: There is a relationship between accessing to favorite Social Networking Sites (SNS) and Level of Life Satisfaction.

Since the P value is greater than 0.05, the null hypothesis is accepted at 5% level and the alternative hypothesis is rejected with regards to favorite Social Networking Sites (SNS) and Level of Life Satisfaction.

Therefore, there is no significant relationship between accessing to favorite Social Networking Sites (SNS) and Level of Life Satisfaction.

Table 9.2 Levels of Life Satisfaction and Favorite SNS

Favorite Social Networking Sites (SNS)	Life Satisfaction (binned)		Total	x ² value	P value
	Moderate (6 - 20)	High (21+)			
Facebook	31	51	82	5.751a	0.124
	(5.7)	(9.4)	(15)		
WhatsApp	68	183	251		
	(12.5)	(33.6)	(46.1)		
Instagram	43	125	168		
	(7.9)	(22.9)	(30.8)		
YouTube	9	35	44		
	(1.7)	(6.4)	(8.1)		

Source: Computed

*p<0.05

**p<0.01

Table 9.3 shows Pearson’s Inter Correlation Matrix of Social Networking Sites (SNS) and Level of Life Satisfaction.

The correlation coefficient between Facebook & Instagram and Facebook & Whatsapp, value is .944** which indicates a very strong positive correlation between Facebook & Instagram and Facebook & Whatsapp. Between Facebook, Instagram & Whatsapp and Facebook & Whatsapp and Facebook and Instagram, the P value (.964** and .965**) is significant at 0.01 level which indicates a very strong positive relationship between Facebook, Instagram & Whatsapp and Facebook & Whatsapp and Facebook and Instagram.

This shows that Social Networking Sites (SNS) have no relationship with the Levels of Life Satisfaction of the college youth.

Table 9.3 Correlation Matrix of Most Used SNS and Level of Life Satisfaction

Sl.No	Social Networking Sites (SNS)	1	2	3	4	5	6	7	8
1	Facebook and Whatsapp	1							
2	Instagram and Whatsapp	0.071	1						
3	Facebook and Instagram	.944**	0.04	1					
4	Facebook, Instagram and Whatsapp	.964**	0.051	.965**	1				
5	Facebook, Whatsapp, Instagram and YouTube	.931**	0.076	.876**	.896**	1			
6	Snapchat, Pinterest, Facebook, Whatsapp, Instagram and YouTube	.107*	-0.025	.117**	.098*	.090*	1		
7	Twitter, Facebook, Whatsapp, Instagram and YouTube	0.006	-0.004	-0.001	0.001	-0.002	-0.035	1	
8	Level of Life Satisfaction	0.018	0.017	0.009	0.019	0.014	-0.024	-0.04	1

Source: Computed **Correlation is significant at the 0.01 level (2-tailed)

10. Life Satisfaction and Social Capital

In this section, the association between Life Satisfaction and Social Capital is analyzed and discussed with statistical tests in order to measure the differences and associations among the variables. In this section, t- test is used to identify the relationship with certain variables of Life Satisfaction by gender and domicile. Chi-square is also used in the same manner. ANOVA is used to analyze the associations with age groups. Inter-correlation matrix is also conducted to understand the validity and relationship among the variables. Different test is conducted based on the objectives and hypothesis.

Table 10.1 shows Chi-square test for relationship between Level of Life Satisfaction (binned) and Social Capital (binned). The Social Capital (binned) has been categorized into low (≤ 6), moderate (7-12) and high (13+). Level of Life Satisfaction (binned) is also divided into moderate (6-20) and high (21+). Among the respondents, a little less than three fourth (72.29%) have high (21+) Level of Life Satisfaction in which

a little more than three fourth (73.33%) are having moderate (7-12) level network of social capital.

In order to find out the relationship between Level of Life Satisfaction (binned) and Social Capital (binned) by applying Chi-square test, hypothesis has been formulated as follows:

H₀: There is no relationship between Level of Life Satisfaction (binned) and Social Capital (binned).

H₁: There is a relationship between Level of Life Satisfaction (binned) and Social Capital (binned).

Since the P value is less than 0.01, null hypothesis is rejected at 1% level of significance which indicates that there is a strong positive significant relationship between Level of Life Satisfaction (binned) and Social Capital (binned).

Table 10.1 Life Satisfaction and Level of Social Capital

Life Satisfaction (Binned)	Level of Social Capital (binned)			Total	x ² value	P value
	Low (<= 6)	Moderate (7 – 12)	High (13+)			
Moderate (6 - 20)	18 (50)	100 (26.67)	33 (24.63)	151 (27.71)	9.770a	0.008**
High (21+)	18 (50)	275 (73.33)	101 (75.37)	394 (72.29)		

Source: Computed

*p<0.05

**p<0.01

Table 10.2 shows Chi-square test for relationship between Level of Life Satisfaction and Social Capital (Offline Bonding). The Social Capital (Offline Bonding) has been categorized into low (<17), moderate (17-22) and high (22+). Level of Life Satisfaction is also divided into extremely dissatisfied, dissatisfied, slightly dissatisfied, neutral, slightly satisfied, satisfied and extremely satisfied. Among the respondents, more than one third (34.86%) are slightly satisfied with their present life in which a little more than a sixth (17.80) have low social capital (offline bonding).

In order to find out the relationship between Level of Life Satisfaction and Social Capital (Offline Bonding) by applying Chi-square test, hypothesis has been formulated as follows:

H₀: There is no relationship between Level of Life Satisfaction and Social Capital (Offline Bonding).

H₁: There is a relationship between Level of Life Satisfaction and Social Capital (Offline Bonding).

Since the P value is less than 0.01, null hypothesis is rejected at 1% level of significance which indicates that there is a strong positive significant relationship between Level of Life Satisfaction (binned) and Social Capital (binned).

Table 10.2 Level of Life Satisfaction and Social Capital (Offline Bonding)

Level of Life satisfaction	Social Capital (offline Bonding) (Binned)				x ² value	p value
	Low (< 17)	Moderate (17 - 22)	High (22+)	Total		
Extremely Dissatisfied	11 (2.02)	5 (0.92)	0 (0.00)	16 (2.94)	16.412a	0.173
Dissatisfied	19 (3.49)	13 (2.39)	1 (0.18)	33 (6.06)		
Slightly Dissatisfied	54 (9.91)	39 (7.16)	9 (1.65)	102 (18.72)		
Neutral	11 (2.02)	13 (2.39)	0 (0.00)	24 (4.40)		
Slightly Satisfied	97 (17.80)	82 (15.05)	11 (2.02)	190 (34.86)		
Satisfied	52 (9.54)	69 (12.66)	12 (2.20)	133 (24.40)		
Extremely Satisfied	21 (3.85)	20 (3.67)	6 (1.10)	47 (8.62)		

Source: Computed

*p<0.05

**p<0.01

Table 10.3 shows Chi-square test for relationship between Level of Life Satisfaction and Social Capital (Offline Bonding). The social capital (offline bridging) has been categorized into low (<17), moderate (17-22) and high (22+). Level of Life Satisfaction is also divided into extremely dissatisfied, dissatisfied, slightly dissatisfied, neutral, slightly satisfied, satisfied and extremely satisfied. Among the respondents, a little more than a third (34.86%) are slightly satisfied with their present life in which two fifth (41.56) have high social capital (offline bridging).

In order to find out the relationship between Level of Life Satisfaction and Social Capital (Offline Bridging) by applying Chi-square test, hypothesis has been formulated as follows:

H₀: There is no relationship between Level of Life Satisfaction and Social Capital (Offline Bridging).

H₁: There is a relationship between Level of Life Satisfaction and Social Capital (Offline Bridging).

From the above Chi square test, the χ^2 value is found to be 35.446a. Since the P value is less than 0.01, null hypothesis is rejected at 1% level of significance which indicates that there is a strong positive significant relationship between Level of Life Satisfaction (binned) and Social Capital (binned). Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted.

Table 10.3 Level of Life Satisfaction and Social Capital (offline bridging)

Levels of life satisfaction	Social Capital (offline Bridging) (binned)				x ² value	p value
	Low (< 18)	Moderate (18 - 19)	High (20+)	Total		
Extremely Dissatisfied	7 (4.07)	9 (3.04)	0 (0.00)	16 (2.94)	35.446a	0.000**
Dissatisfied	15 (8.72)	17 (5.74)	1 (1.30)	33 (6.06)		
Slightly Dissatisfied	48 (27.91)	43 (14.53)	11 (14.29)	102 (18.72)		
Neutral	11 (6.40)	12 (4.05)	1 (1.30)	24 (4.40)		
Slightly Satisfied	53 (30.81)	105 (35.47)	32 (41.56)	190 (34.86)		
Satisfied	26 (15.12)	81 (27.36)	26 (33.77)	133 (24.40)		
Extremely Satisfied	12 (6.98)	29 (9.80)	6 (7.79)	47 (8.62)		

Source: Computed

*p<0.05

**p<0.01

Table 10.4 shows Chi-square test for relationship between Level of Life Satisfaction and Social Capital (Online Bonding). The Social Capital (Online Bonding) has been categorized into low (<15), moderate (15-20) and high (20+). Level of life

satisfaction is also divided into extremely dissatisfied, dissatisfied, slightly dissatisfied, neutral, slightly satisfied, satisfied and extremely satisfied. Among the respondents, a little more than a third (34.86%) are slightly satisfied with their present life in which a little less than two fifth (38.31) have moderate social capital (online bonding).

In order to find out the relationship between Level of Life Satisfaction and Social Capital (Online Bonding) by applying Chi-square test, hypothesis has been formulated as follows:

H₀: There is no relationship between Level of Life Satisfaction and Social Capital (Online Bonding).

H₁: There is a relationship between Level of Life Satisfaction and Social Capital (Online Bonding).

From the above chi square test, the χ^2 value is found to be 29.753^a. Since the P value is less than 0.01, null hypothesis is rejected at 1% level of significance which indicates that there is a highly positive significant relationship between Level of Life Satisfaction and Social Capital (Online Bonding) with the p value at .001** level (0.003). Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted.

Table 10.4 Level of Life Satisfaction and Social Capital (Online Bonding)

Level of Life Satisfaction	Social Capital (online bonding) (Binned)				x ² value	p value
	Low (< 15)	Moderate (15 - 20)	High (20+)	Total		
Extremely Dissatisfied	12	4	0	16	29.753 ^a	.003**
	(5.33)	(1.53)	(0.00)	(2.94)		
Dissatisfied	20	12	1	33		
	(8.89)	(4.60)	(1.69)	(6.06)		
Slightly Dissatisfied	47	41	14	102		
	(20.89)	(15.71)	(23.73)	(18.72)		
Neutral	8	15	1	24		
	(3.56)	(5.75)	(1.69)	(4.40)		
Slightly Satisfied	76	100	14	190		
	(33.78)	(38.31)	(23.73)	(34.86)		
Satisfied	43	69	21	133		
	(19.11)	(26.44)	(35.59)	(24.40)		
Extremely Satisfied	19	20	8	47		
	(8.44)	(7.66)	(13.56)	(8.62)		

Source: Computed

*p<0.05

**p<0.01

Table 10.5 shows Chi-square test for relationship between Level of Life Satisfaction and Social Capital (Online Bonding). The Social Capital (Online Bridging) has been categorized into low (<17), moderate (17-22) and high (22+). Level of life satisfaction is also divided into extremely dissatisfied, dissatisfied, slightly dissatisfied, neutral, slightly satisfied, satisfied and extremely satisfied. Among the respondents, a little more than a third (34.86%) are slightly satisfied with their present life in which a little less than two fifth (38.98) have moderate social capital (online bridging).

In order to find out the relationship between Level of Life Satisfaction and Social Capital (Online Bridging) by applying Chi-square test, hypothesis has been formulated as follows:

H₀: There is no relationship between Level of Life Satisfaction and Social Capital (Online Bridging).

H₁: There is a relationship between Level of Life Satisfaction and Social Capital (Online Bridging).

Since the P value is less than 0.01, null hypothesis is rejected at 1% level of significance and the alternate hypothesis is accepted. Hence, there is a highly positive significant relationship between Level of Life Satisfaction and Social Capital (Online Bridging).

Table 10.5 Chi Square Test of Level of Life satisfaction and Social Capital (Online bridging)

Levels of life satisfaction	Social Capital (online bridging) (binned)				x ² value	p value
	Low (< 17)	Moderate (17 - 22)	High (22+)	Total		
Extremely Dissatisfied	7	6	3	16	38.767a	0.00**
	(3.03)	(2.54)	(3.85)	(2.94)		
Dissatisfied	17	15	1	33		
	(7.36)	(6.36)	(1.28)	(6.06)		
Slightly Dissatisfied	62	29	11	102		
	(26.84)	(12.29)	(14.10)	(18.72)		
Neutral	17	5	2	24		
	(7.36)	(2.12)	(2.56)	(4.40)		
Slightly Satisfied	69	92	29	190		
	(29.87)	(38.98)	(37.18)	(34.86)		
Satisfied	39	70	24	133		
	(16.88)	(29.66)	(30.77)	(24.40)		
Extremely Satisfied	20	19	8	47		
	(8.66)	(8.05)	(10.26)	(8.62)		

Source: Computed

*p<0.05

**p<0.01

11. Association between Social Networking Sites and Bridging Social Capital

In this section, the associations between social networking sites and is analyzed and discussed with statistical tests in order to measure the differences and associations among the variables. In this section, t- test is used to identify the relationship with certain variables of life satisfaction by gender and domicile. Chi-square is also used in the same manner. ANOVA is used to analyze the associations with age groups. Inter-correlation matrix is also conducted to understand the validity and relationship among the variables. Different tests are conducted based on the objectives and hypothesis.

Table 11.1 shows Pearson’s Inter Correlation Matrix of Social Networking Sites (SNS) and Social Capital taking into consideration of the Offline and Online Domains of Social Capital.

From the table, Social Capital (Online Bridging) is correlated with Social Capital (Offline Bridging) at 0.01 level of significance (.631**).

Hence, the table shows that Social Capital (Online Bridging) have a strong positive relationship with Social Capital (Offline Bridging) but did not have any significant relationship with Social Networking Sites (SNS). This shows that respondents use of Social Networking Sites (SNS) did not have any association with their Social Capital.

Table 11.1 Inter Correlation Matrix for SNS and Bridging Social Capital

Sl.No	Characteristics	1	2	3
1	Social Networking Sites (SNS)	1		
2	Social Capital (Online Bridging) (Binned)	0.004	1	
3	Social Capital (Offline Bridging) (Binned)	0.013	.631**	1

Source: Computed **Correlation is significant at the 0.01 level (2 –tailed)

Association between Social Networking Sites and bonding social capital

In this section, the associations between social networking sites and bonding social capital is analyzed and discussed with statistical tests in order to measure the differences and associations among the variables. In this section, T test is used to identify the relationship with certain variables of life satisfaction by gender and domicile. Chi-square is also used in the same manner. ANOVA is used to analyze the associations with age groups. Inter-correlation matrix is also conducted to understand the validity and relationship among the variables. Different test are conducted based on the objectives and hypothesis.

Table 11.2 shows Pearson’s Inter Correlation Matrix of Social Networking Sites (SNS) and Bonding Social Capital taking into consideration of the Offline and Online Domains of Social Capital.

From the table, Social Capital (Online Bonding) is correlated with Social Capital (Offline Bonding) at 0.01 level of significance (.883**).

Hence, the table shows that Social Capital (Online Bonding) have a strong positive relationship with Social Capital (Offline Bonding) but did not have any significant relationship with Social Networking Sites (SNS). This shows that respondents use of Social Networking Sites (SNS) did not have any association with their Social Capital.

Table 11.2 Inter correlation matrix for SNS and bonding social capital

Sl.No	Characteristics	1	2	3
1	Social Networking Sites (SNS)	1		
2	Social Capital (Offline Bonding) (binned)	.026	1	
3	Social Capital (Online Bonding) (binned)	.040	.883**	1

Source: Computed **Correlation is significant at the 0.01 level (2 –tailed)

Table 11.3 shows Pearson’s Inter Correlation Matrix of quantity of using Social Networking Sites (SNS) and Social Capital taking into consideration of the domains like Offline Bonding Social Capital, Offline Bridging Social Capital, Online Bonding Social Capital, Online Bridging Social Capital and Level of Life Satisfaction.

The correlation coefficient between Offline Bridging Social Capital and Offline Bonding Social Capital is .220** which indicates a weak positive correlation between Offline Bridging Social Capital and Offline Bonding Social Capital. Between Social Capital (Online Bonding) and Social Capital (Offline Bonding), there is a correlation at 0.01 level (.718**) which indicates a strong positive correlation between Social Capital (Online Bonding) and Social Capital (Offline Bonding). Also, between Social Capital (Online Bonding) and Social Capital (Offline Bridging), there is a correlation at 0.01 level (.211**) which indicates a weak positive correlation between Social Capital (Online Bonding) and Social Capital (Offline Bridging). Social Capital (Online Bridging) correlates with Social Capital (Offline Bonding), Social Capital (Offline Bridging) and Social Capital (Online Bonding) at 0.01 level of significant (.315**, .552** and .319**). This indicates that between Social Capital (Online Bridging), Social Capital (Offline Bonding) and Social Capital (Online Bonding) there is a moderate positive correlation. Also, between Social Capital (Online Bridging) and Social Capital (Offline Bridging) there is a strong positive correlation. There is a correlation between Life Satisfaction with Social Capital (Offline Bridging), Social Capital (Online Bonding) and Social Capital (Online Bridging) at 0.01 level of significant. (.199**, .113** and

.319**) which indicates a weak positive correlation between Life satisfaction with Social Capital (Offline Bridging), Social Capital (Online Bonding) and Social Capital (Online Bridging).

Hence, the table shows that the respondents' intensity of using Social Networking Sites and Bridging and Bonding Social Capital did not have any association with their Level of Life Satisfaction.

Table 11.3 Inter correlation matrix of SNS, Social Capital and Life Satisfaction

Sl.No	Characteristics	1	2	3	4	5	6
1	Social Networking Sites (SNS)	1					
2	Social Capital (offline Bonding) (Binned)	.035	1				
3	Social Capital (offline Bridging) (Binned)	.013	<i>.220**</i>	1			
4	Social Capital (online Bonding) (Binned)	.029	<i>.718**</i>	<i>.211**</i>	1		
5	Social Capital (online Bridging) (Binned)	.009	<i>.315**</i>	<i>.552**</i>	<i>.319**</i>	1	
6	Life Satisfaction (Binned)	.032	.075	<i>.199**</i>	<i>.113**</i>	<i>.168**</i>	1

Source: Computed **Correlation is significant at the 0.01 level (2-tailed)

Conclusion

This chapter discusses the descriptive statistics and association between social networking sites, social capital and life satisfaction. The chapter concludes that social networking sites have no associations with neither social capital nor life satisfaction. The next chapter focuses on the conclusions and suggestions of the study.

CHAPTER VIII

CONCLUSIONS AND SUGGESTIONS

This chapter focus on the major findings, conclusions and suggestions. The study mainly discusses the nature and patterns of social networking sites, forms of online social capital and the level of life satisfaction among college going youth in Mizoram. The study also attempts to understand the associations between youth engagement or activities in online social networking sites with their social capital and life satisfaction and to offer suggestive social work measures for the youth.

8.1 Summary

The thesis consists of eight chapters. The first chapter briefly discusses in general an overview of key concepts of Social Capital, Social Networking Sites, Life Satisfaction and evolution and current scenario of Social Networking Sites (SNS). Theoretical framework, need and significance of the study are also covered.

The second chapter presents the available literatures in the related area of study like Social Networking Sites (SNS) and youth, Social Capital and Youth, Social Network and Social Capital, Life Satisfaction among Youth, Social Networking Sites and Life Satisfaction and Social Capital and Life Satisfaction.

The third chapter highlight the methodology employed in the study including research design, sampling and data processing procedures.

The fourth chapter narrates the socio-demographic profile of the respondents like family profile, economic status of the family, socio demographic bases of the respondents' family and academic records.

The fifth chapter discuss descriptive statistics for patterns of social networking sites like modes of access to SNS, time and money spent, favourite sites, motivating factors and activities in Social Networking Sites (SNS).

Chapter six describes social capital by patterns, formation, privacy and network preferences.

The seventh chapter discuss the associations between Social Networking Sites (SNS), Social Capital and Life Satisfaction by statistical tools like Pearson's correlation, ANOVA, Chi-square and t- test.

The last chapter summarise the major findings, discussions, conclusion and implications for social work intervention and scope for further research.

Social Networking Sites (SNS) play an important role and also influencing among youth. SNS are tremendously increasing and attracting the attention of youth in every walk of life. Today, without connecting and associating with SNS, it is impossible to live a life in this 21st century. Further, SNS are used considerably in academic and research etc.

Moreover, college going youth love to spend their time in Social Networking Sites (SNS) like Facebook etc. They also spend most of their time in taking and sharing different video posts etc to their friends and while away their precious time by making new friends and built their social capital.

In this study, Social Networking Sites (SNS) can be defined as ‘social space’ for people who want to expose themselves among others and staying connected with each other. While the term ‘Social Networking Site’ is used to describe the phenomenon, the term ‘social networking sites’ also appears in public discourse, and the two terms are often used interchangeably (Boyd 2008). According to Bourdieu, “Social capital as the sum of the resources, actual or virtual, that accrue to an individual or a group by virtue of possessing a durable network of more or less institutionalized relationships of mutual acquaintance and recognition” (Sokratis 2008) Life satisfaction is defined as a perception of being happy with one’s own life and a belief that one’s life is on the right track. To date, our understanding of how life satisfaction relates to youth outcomes is limited, however a recent pilot study on a nationally representative sample of adolescents found that it is negatively related to outcomes such as substance use, depression, getting in fights, and delinquency and positively related to good grades (Lippman et al., 2012). According to the United Nations classification, ‘youth’ is defined as persons between 15 and 24 years of age.

In general, youth who use Social Networking Sites (SNS) frequently look at the content and lives of their peers. They have fewer opportunities to live out their dreams as they spend less time face-to-face with others. Constant comparisons result from this, which can harm one's self-esteem and perception of one's body, aggravating depression and anxiety in teens. Excessive exposure to Social Networking Sites (SNS) results in

less time spent on doing healthy, real-world activities, creates a stimulation pattern similar to that of other addictive behaviors, and sleep deprivation as a result of staying up late to continue scrolling through their social media feeds, a habit known as vamping.

Academically Social Networking Sites (SNS) platforms are significant factors that are starting to cause distress and mental blockage. Nowadays, students often find it difficult to concentrate when studying and instead prefer to check social media. All of this amounts to time wasted without any benefit. Since they are more focused on using social networking sites, students frequently struggle to present their work within the allotted time range. This results in students varying more on such platforms to get information and knowledge instead of looking out for the same in books, journals, or notes. Students' reading habits, as well as their learning and research skills, are deteriorating as a result of the ease with which data may be obtained online.

At the family level, youth engagements in social networking sites platforms are also diffusing family values, relationships and time together. The unit of family as a behavioral modification agent is slowly declining and turns deaf ears due to the appealing contents and activities in social networking sites where family members are busy with their own smart phones or other devices living in a virtual world and ignoring the family systems.

In order to explore the patterns of social networking sites among the college students, a study was undertaken with the following objectives and hypothesis:

- 1) To probe into the patterns of social networking sites used by college students.
- 2) To understand the different forms of social capital among college student.
- 3) To assess the level of life satisfaction among college students.
- 4) To find out the association between social networking sites and social capital.
- 5) To examine the association between social networking sites and the level of life satisfaction.
- 6) To suggest measures for social work intervention.

The following hypotheses draw its inspiration from Ellison, Steinfeld & Lampe (2007).

- 1) Use of Social Networking Sites will be positively associated with individuals' perceived bridging social capital.
- 2) Use of Social Networking Sites will be positively associated with individuals' perceived bonding social capital.
- 3) The relationship between quantity of using Social Networking Sites and bridging and bonding social capital will vary depending on the degree of a person's satisfaction with life.

8.2 Major Findings

The major findings of the present study including quantitative and qualitative inquiry are organized and presented into headings like the socio-demographic profile of the respondents family profile, economic status of the family, socio demographic bases of the respondents' family and academic records; patterns of social networking sites like modes of access to SNS, time and money spent, favourite sites, motivating factors and activities in social networking sites; social capital by patterns, formation, privacy and network preferences and the associations between Social Networking Sites, Social Capital and Life Satisfaction.

8.2.1 Socio-Demographic Profile of the Respondents

Briefly summarizing the socio-demographic data, it can be concluded that the respondents that majority (778.53%) belongs to the age group 17-21 years of age in which the mean age is 21 years. The gender proportion is not equally divided where the female population forms majority (65.32%). The respondents are at their late adolescents and young age, therefore almost all (98.17%) are single or unmarried. Christianity is the pre dominant religion with almost all (96.88%) of the respondents are Christians with a little more than three fourth (57.25%) belonging to Presbyterian in denomination. Lushei is the predominant tribe and the vast majority (86.97%) belongs to Lushei tribe.

With regards to family composition, majority (62.20%) belongs to nuclear family and vast majority (91.93%) are born and brought up in a stable family environment. The respondents' socio-economic basis shows a fairly sustained status in which majority (77.80%) falls in APL category wherein majority (70.46%) own and live in their owned

houses. In terms of settlement or domicile, the respondents are proportionately distributed into rural (48.09%) and urban (51.01%) areas. The majority (47.71%) of the family have a medium size (1-5 members) in which the mean family size is 6.06 members. A vast majority have medium (3-6) number of dependents in their family also almost all (95.05%) families have medium (2-4) number of earners in their family.

Concerning the head of the family, the educational level is low with majority (30.09%) attaining education up to middle school level. Skilled labour is the most common source of income in which majority (30.46%) are engaging in skilled labour of various trades or specializations. By this, majority (47.34%) have a monthly income at Upper middle (Rs. 22764-70496).

In terms of academic records, majority of the respondents are fairly good academic performers and score first division marks in both HSLC (53.94%) and HSSLC (51.93%) examinations. At present, Bachelor of Art (BA) of various streams are most opted academic lines in which majority (71.19%) pursue BA as their bachelors' course.

8.2.2 Device and Internet Connections

Smartphones or mobile phones are the most commonly used device to assess the internet as they are easily available and convenient today. Thus, majority (74.13%) used smartphones or mobile phones for assessing the internet where home serves as the most convenient place by vast majority (93.39%) of the respondents. By this, half (47.52%) have been exposed or started using the internet connections for various reasons since their late adolescent period which is more than four years back.

Since the robust introduction and marketing of Reliance Jio services, more users are attracted to opting for their connections. A third (31.19%) chooses to use Jio as their main internet service providers as they offer cost effective services. With this, half (46.42%) have a monthly expenditure on internet between ₹.100-200/- which is relatively affordable and catchy for customers.

8.2.3 Pattern of using Social Networking Sites (SNS)

Social networking sites offer plenty of exciting and attractive sites or platforms for its users. In terms of most used social networking sites, one third (32.11%) primary use Instagram and Whatsapp in which male consist of one third (38.0) of the users. The favorite social networking sites (SNS) is Whatsapp which consist of almost half

(46.06%) of the respondents which is due to the fact that Whatsapp is simple and user friendly for communication and entertainment purposes. Half (45.50%) of the respondents consider the entertaining feature or platform as the motive for accessing social networking sites.

Majority (47.52%) have been using social networking sites since the last 4- 5 years. The daily screen time or time spent of accessing social networking sites in a day is between 4-5 hours by majority (37.61%).

8.2.4 Network of Online Social Capital

Majority (46.79%) of the respondents have less than 500 online friends. The majority (66.60%) of the gender composition of the network of online friends are both genders (male and female) in which majority (73.60%) of them are female. A vast majority (71.38%) have a network with their own age group which is 17-21 years. In this female respondents form majority (73.60%).

8.2.5 Friendship Pattern Online

A vast majority (75.78%) use Social Networking Sites to bridge their social capital by connecting to new friends by their own choices. Half (50.28%) of the respondents admit to have prior knowledge about their online friends. Majority (77.25%) declare that their medium of interaction with their online friends is usually at the face-to-face level which indicates the nature of their bonding social capital. Almost all (84.40%) prefers face to face interaction with their friends over online interaction.

Majority (34.31%) randomly engage in social networking sites for keeping oneself updated with others and trending happening and issues in life. A vast majority (78.90%) are not comfortable with meeting strangers online where the gender proportion varies with female forming the majority (80.90). Among those that felt more inclined to virtual interaction majority (6.61%) consider reason for meeting strangers online as simply to kill boredom and loneliness.

8.2.6 Levels of Life Satisfaction

The respondents are close to their ideals in most ways of their life, in which female scores higher with 5.21 mean scores than male. The overall mean score for life satisfaction is 22.71. Based on the Chi-square test, there is no significant relationship between accessing to favorite social networking sites and levels of life satisfaction among college students in Mizoram.

From Pearson's Inter Correlation Matrix of social networking sites and level of life satisfaction, it is found that only the domains of social networking sites have correlation between them. There is no association between life satisfaction and social networking sites.

8.2.7 Association between Social Networking Sites and Social Capital

From the 't' test analysis of the relationship between Social Networking Sites (SNS) and the dimensions of social capital, the table shows that Social Capital (Online Bonding) have positive relationship with all the domains of social capital but did not have any significant relationship with Social Networking Sites (SNS). This concludes that the respondents' use of Social Networking Sites (SNS) did not have any association with their Social Capital. This further indicates that youth access to social networking sites is primarily for time pass and entertainment.

8.2.8 Association between Social Networking Sites and the Level of Life Satisfaction

From the Chi-square test to understand the relationship between social networking sites and level of life satisfaction, the result shows that there is no association between respondents' use of Social Networking Sites (SNS) and their Level of Life Satisfaction. This hints that college students' activity or screen time Social Networking Sites (SNS) is neither a reason nor impact of their Level of Life Satisfaction.

8.2.9 Association between Social Networking Sites and Bridging Social Capital

From Pearson's Inter Correlation Matrix of Social Networking Sites (SNS) and Bridging Social Capital there is a correlation between only the domains of Social Capital (Online Bridging And Offline Bridging) but did not have any significant relationship

with Social Networking Sites (SNS). This shows that respondents use of Social Networking Sites (SNS) did not have any association with their Social Capital.

8.2.10 Association between Social Networking Sites and Bonding Social Capital

From Pearson's Inter Correlation Matrix of Social Networking Sites (SNS) and Bonding Social Capital there is a correlation between only the domains of Social Capital (Online Bonding And Offline Bonding) but did not have any significant relationship with Social Networking Sites (SNS). This shows that respondents use of Social Networking Sites (SNS) did not have any association with their Social Capital.

8.2.11 Association between Social Networking Sites, Bridging and Bonding Social Capital and Satisfaction with Life

From Pearson's Inter Correlation Matrix of Social Networking Sites (SNS) with Bridging Social Capital, Bonding Social Capital and Life Satisfaction there is a correlation between only Social Capital and Life Satisfaction but did not have any significant relationship with Social Networking Sites (SNS). This shows that the respondents' intensity of using Social Networking Sites (SNS) and Bridging and Bonding Social Capital did not have any association with their Level of Life Satisfaction.

8.3 Hypotheses Testing

The findings about the hypotheses of the present study are presented below:

- There is no relationship between the use of Social Networking Sites (SNS) and individuals' perceived Social Bridging Capital.

The null hypothesis is accepted and the alternative hypothesis is rejected for all domains regarding Social Networking Sites (SNS) and Social Capital. Only between Social Capital domains there is an association.

- There is no relationship between the use of Social Networking Sites (SNS) and individuals' perceived Social Bonding Capital.

The null hypothesis is accepted and the alternative hypothesis is rejected for all domains regarding Social Networking Sites (SNS) and Social Capital. There is an association only between the social capital domains

- There is no relationship between quantity of using Social Networking Sites (SNS) and Bridging and Bonding Social Capital with the degree of a person's Satisfaction with Life.

The null hypothesis is accepted and the alternative hypothesis is rejected for all domains regarding Life Satisfaction with Social Networking Sites (SNS) and Social Capital. There is an association only between Social Capital domains and Life Satisfaction.

8.5 Suggestions

As part of the study, both from the findings of the present study and observation of the study area, the following measures are being suggested for the enhancement of youth in enriching their social capital, enhancing skills or potentials in handling social networking sites and improving their level of life satisfaction.

8.5.1 Suggestions at the Micro level

- As the study reveals that the average hours spent daily by the youth is 4-5. Thus, psychological support to those who excessively spend time on social networking sites to enhance healthy lifestyle. Simultaneously educating parents about the usage and consequences of modern technology would go a long way in bridging the generation gap by technological advancement.
- The study also shows that the core reason or activities that prompt youth to use social networking sites is simply to keep up with others and trending issues. This is not an ideal practice for their perception of self and identity where popular culture is drastically invading their life and values. Formation of youth counseling center that caters the mental health needs to strengthen the youth wellbeing and resilience.

8.5.2 Suggestions at the Mezzo level

- Almost all respondents are uncomfortable with meeting strangers online especially the female. Therefore, this situation can lead to cyber bullying and other related online consequences which is creating great threat to life and privacy. Promoting helpline center for youth particularly for the victims of cyber bullying.

- As the study reveals that the college youth did not use social networking sites to enhance their social capital, the phenomenon of bridging social capital is limited by their usage of internet platforms and social networking sites. Youth must be taught to broaden their outlook and be open meet new cultures, people and experiences a network of social capital. For this, academic Institutions can play active role in disseminating awareness on the prospects of social networking sites. Teachers can play active roles in sensitizing and mobilizing the community on current issues relating to ICT and the challenges faced by youth.
- Community awareness on IT rules can be promoted by academic instructions like colleges to bridge the technological barriers by imparting hands-on training and workshop at their adopted villages. This activity would create chances for transferring knowledge from institutions to the community by bringing human resources and technical expertise.
- Networking with Cyber Crime Cells to enrich their services in receiving complaints and matters relating online harassment. This would create open access platform for victims especially the female youth population

8.5.3 Suggestions at the Macro level

- Jio network is the most used internet connections in Mizoram followed by Airtel. Both these services and other service providers are not meeting the demands of the public and lacks consistency and high-speed internet connections. Internet service to be strengthened especially in rural areas to enhance online learning and communication.
- As the result of the study suggest that the main motives and activities in social networking sites by college students is basically entertainment purpose only, capacity building on the prospects of social networking sites to enhance academic related knowledge and experiences.
- The findings of the study indicates that college youth usage of social networking sites remains stagnant at the maintained and bonding social capital. There are gaps for improving their usage towards leveling up their social capital to create rooms for bridging social capital. As such the impact of

social networking sites such as Facebook etc. may be studied distinctively to gather comprehensive understanding on the potentials for bonding and bridging social capitals.

- The research gaps reveals that there are areas of improvement in empirical studies on the academic impact and potentials of using social networking sites for youth population to expand their potential for growth at all spheres of life. Therefore, research on more issues related to the use of social networking sites in in-depth manner can be conducted. Moreover, academic and mass media research and awareness on the benefits and drawbacks of online network platforms would be beneficial in promoting efficiency.
- Promotion of healthy lifestyle to endorse mental health like offering platforms for youth like motivational speeches and heart-to-heart talks on life experiences by professionals and eminent citizens or celebrities.
- The government should take steps to boost young people's ICT abilities. One strategy to combat poverty is to increase young people's employability and marketability by improving their ICT abilities. Adoption should focus on developing skills across a variety of ICT platforms as well as basic ICT knowledge.
- In terms of policy consequences, holistic, integrated, and coherent policies are required to ensure the successful and productive use of ICTs. There is an urgent need for governmental measures to focus on youth in order to give not just physical access but also the skills required for efficient ICT utilization.

8.5.3 Suggestions for Social Workers

The purpose of the study is to identify the social work intervention. From the findings, the researcher can link that there is scope for social work intervention in the context of the present study. Social workers can make intervention plans as follows:

- Social workers need to understand how technology is influencing the human behavior and affect the client system.
- Community participation can be initiated to mobilize the youth in policy making especially towards matters related to youth development and ICT.

Moreover, young people should be well-informed on the ethical issues surrounding digital technologies.

- Casework as a primary method can be used to intervene at the individual levels who are victims of cyber bullying and other related issues.
- Counseling services can be provided to those who are excessively using or addicted to social networking sites in order to regain their social roles and responsibilities.
- Strength perspective can be applied in harnessing the best utility of the internet or social networking sites among the youth. Educating both the student and non-student youth about the applications of the internet in matters concerning academic, employment, skill development etc.

8.5.5 Implications for Social Work Practice

- Social work is both academic and professional practice which integrates the social work knowledge base and skills. The discipline is much relevant to the historical and contemporary social realities and its interventions
- Social work research is one of the secondary methods of social work that facilitates to provide comprehensive knowledge and interventions applicable to the social realities at local, state, regional, national and international levels. Tribal youth are vulnerable group facing lot of challenges in the society due to technological advancements.
- The social network research is limited with regard to social network sites and social capital

8.6 Conclusion

As a result, the present research facilitates for youth policy for the tribal youth. Social Work methods such as case work, group work i.e. micro level social work practice, macro level social work practice in order to help the tribal youth to order to use the Social Networking Sites (SNS) for contribution purpose and to use the potential force for nation building.

The educational institutions, governmental and non-governmental organizations, community and faith-based organizations, ministry of youth affairs and sports, mass communication, civil society organizations like YMA and other youth organizations can

use this study to understand the patterns of social networking sites of college students in terms of gender, type of youth and age group. The present study projected the different forms of social capital formation both offline and online and the impact they have towards their level of life satisfaction and vice versa.

8.7 Limitations of the study

The limitations of the study are:

- This study is generalized and did not give an in-depth analysis on any particular social networking sites
- Due to the homogeneous nature of the respondents, the data seems to be similar among a friend circle
- Each college represent only 5% each of the total samples, so it is difficult to understand the actual demographic representation for certain colleges
- Since the questionnaires are randomly given, there are big chances of not representing male and female population in ratio.

8.8 Scope for Future Research

- Research on specific matters relating to youth exposure to social media can be instigated.
- A cross sectional study on pre and post Covid 19 pandemic in connection to the present area of study would be interesting research which will contribute to the knowledge on the social capital and life satisfaction among Mizo youth.
- Qualitative study may be conducted among those who monetize social networking sites/social media platforms to explore their social capital.
- Research on the motives and impact of social networking sites to understand the psychosocial aspects of the youth population.

APPENDICES

**Social Network Sites, Social Capital And Life Satisfaction
Among College Students In Mizoram**

Research Scholar
R. Lallianzela
Department of Social Work
Mizoram University

Research Supervisor
Prof. C. Devendiran
Department of Social Work
Mizoram University

(Dear respondent, kindly offer your valuable time for this questionnaire. This is purely academic, confidential and for research purpose only. Thanking you with anticipation)

Date:

Place:

Section A – Profile of the respondents

1. Gender : 1 Male 2 Female
2. Age : _____
3. Marital Status : 1 Single 2 Married 3 Divorced
4 Remarried
4. Religion : 1 Christian 2 Hindu 3 Muslim 4 Others
5. Denomination : 1 Presbyterian 2 Adventist
3 United Pentecostal Church (NE)
4 United Pentecostal Church (Mizoram)
5 Baptist 6 Roman Catholic
7 Salvation Army 8 Others
6. Sub-tribe : _____
7. Socio-economic status : 1 APL 2 BPL 3 AAY
8. Type of Family : 1 Nuclear 2 Joint
9. Form of Family : 1 Stable 2 Broken 3 Reconstituted/Step
10. Ownership of house : 1 Owned 2 Rented
11. Area of living (Temporary) : 1. Rural 2. Urban
12. Area of living (Permanent) : 1. Rural 2. Urban
13. **Household Profile**
 - a) No of family members : _____
 - b) No of dependants : _____
 - c) No. of earners : _____
 - d) Total monthly household income: _____

14. Academic records

SI/No	Examinations	Division			
		Distinction	First	Second	Third
1	HSLC	1	2	3	4
2	HSSLC	1	2	3	4
3	Bachelor's degree (latest semester)	1	2	3	4

Section B – Patterns of Social Networking Sites Usage

15. How do you access social networking sites?

- 1 Computer 2 Mobile Phone 3. Both 1&2 4. Tablet
5. Both 2&4

16. Where do you use the internet most often?

- 1 At home 2 Friends home 3 College 4 Cyber café
5 Others

17. What are the services for your internet connection?

- 1 Airtel 2 Jio 3 Voda 4 Idea 5 Wifi (BSNL)
6 Wifi (Netsurf)

18. On average, how much money did you spend per month on internet bills (in Rupees)?

1. Below 100 2. 100 – 200 3. 200 – 300 4. 300 – 400
5. 400 – 500 6. Above 500

19. On an average, what is the time you spend on social networking sites per day?

1. Less than 1 hour 2. 1 – 2 hours 3. 2-3 hours 4. 4-5 hours
5. 5- 6 hours 6. More than 6 hours

20. Roughly how long have you been using social networking sites?

1. Less than a year 2. 1 -2 years 3. 3 -4 years
4. 5-6 years 5. More than 6 years

21. Indicate whether you have account on the following sites:

SI/No	SNS Accounts	Yes	No
1	Facebook and Whatsapp	1	2
2	Instagram and Whatsapp	1	2
3	Facebook and Instagram	1	2
4	Facebook, Instagram and Whatsapp	1	2
5	Facebook, Instagram, Whatsapp and Youtube	1	2
6	Snapchat, Pinterest, Facebook, Whatsapp, Instagram and Youtube	1	2
7	Twitter, Snapchat, Pinterest, Facebook, Whatsapp, Instagram and Youtube	1	2

22. Which social networking sites do you use?
- 1 Twitter, Facebook, Whatsapp & Instagram
- 2 Snapchat, Facebook, Whatsapp & Instagram
- 3 Facebook, Whatsapp & Instagram 4 Facebook & Instagram
- 5 Facebook, Instagram & Whatsapp 6 Instagram & Whatsapp
- 7 Facebook & Whatsapp

23. What is your favorite social networking sites?
- 1 Facebook 2 Whatsapp 3 Instagram 4 Youtube

24. **Indicate the Motives factor of using social networking sites:**

- 1 Attractiveness 2 Popularity 3 Entertaining
- 4 Easy to communicate 5 Knowledge building 6 Creativity
- enhancements
- 7 Easy to communicate & knowledge building
- 8 Knowledge building & creativity enhancement
- 9 Keeping pace with celebrities 10 Communication & entertainment
- 11 Time Pass 12 Entertainment & socializing
- 13 Entertainment & knowledge building
- 14 Knowledge building & Socializing
- 15 Entertainment & Creativity

25. **Please answer the following in regards to the social networking site you use**

SI/No	Items	Not at all	A little	Somewhat	Highly
1	I feel that the privacy of my personal information is protected	1	2	3	4
2	I trust it will not use my personal information for any other purpose	1	2	3	4
3	I worry that I will be embarrassed by information others post about me on it	1	2	3	4
4	I would continue to use it regardless of its privacy policy if it helps me meet new people	1	2	3	4
5	I would continue to use it regardless of its privacy policy if it helps me stay in touch with friends	1	2	3	4
6	I would continue to use it regardless of its privacy policy if it is popular	1	2	3	4

26. In general, how concerned are you about the privacy of the following information you submit on social networking sites?

SI/No	Items	Not at all	A little	Somewhat	Highly
1	Dating history	1	2	3	4
2	Financial information (eg. info on things you buy, where you buy from, etc)	1	2	3	4
3	Gossip between friends	1	2	3	4
4	Intimate secrets	1	2	3	4
5	Lifestyle related (eg. photos, blogs, history etc)	1	2	3	4
6	Professional / work related information	1	2	3	4
7	Religious / political beliefs	1	2	3	4

27. Rate the comments/feedback you received from others in regards to:

SI/No	Items	Always negative	Negative	Positive	Always positive
1	Profile photo	1	2	3	4
2	Wall post	1	2	3	4
3	Status update	1	2	3	4
4	Post items in groups	1	2	3	4

28. Rate the comments/feedback you give to others in regards to:

SI/No	Items	Always negative	Negative	Positive	Always positive
1	Profile photo	1	2	3	4
2	Wall post	1	2	3	4
3	Status update	1	2	3	4
4	Post items in groups	1	2	3	4

Section C – Forms of Social Capital

29. How many friends/followers do you have online?

1 less than 500 2 500-1000 3 more than 1000

30. Indicate the gender composition?

1. Mostly opposite gender 2. Mostly same gender 3. Both

31. Please indicate who you speak to most using social networking sites

SI/No	Items	Never	Rarely	Sometimes	Always
1	Close friends	1	2	3	4
2	Co-workers	1	2	3	4
3	Family	1	2	3	4
4	Friends	1	2	3	4
5	People that live far away	1	2	3	4
6	Strangers / people you do not already know	1	2	3	4

32. What are their age groups?

1. Below 18 years 2. 18 – 22 years 3. 23 – 27 years 4. 28 -32 years
 5. 33- 37 years 6. 38 – 42 years 7. 42 and above

33. What are your activities in social networking sites (SNS)?

1. Socializing or keeping in trend with life
 2. Uploading/downloading music, videos etc
 3. Sharing knowledge, ideas and thoughts
 4. Sharing Day to day emotion, activities etc

34. What leads to friendship?

1. Choice 2. Request

35. Do you know them before hand?

1. Yes 2. No

36. Do you meet them online or in real world/offline?

1. Online 2. Real world

37. What do you prefer – virtual or face to face?

1. Virtual 2. Face to face

38. Are you comfortable with strangers online?

1. Yes 2. No

40. If Yes, indicate the factors:

1 Not applicable 2 To kill boredom and loneliness
 3 Enjoy meeting new people 4 Easier to communicate
 5 More freedom 6 More exciting

41. **Rate your Online Social Capital (Bonding)**

Sl/No	Items	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
1	There are several people online I trust to help solve my problems.	1	2	3	4
2	There is someone online I can turn to for advice about making very important decisions.	1	2	3	4
3	There is no one online that I feel comfortable talking to about intimate personal problems.	1	2	3	4
4	When I feel lonely, there are several people online I can talk to	1	2	3	4
5	If I needed an emergency financial assistance, I know someone online I can turn to	1	2	3	4
6	The people I interact with online would put their reputation on the line for me.	1	2	3	4
7	The people I interact with online would be good job references for me.	1	2	3	4
8	The people I interact with online would share all their things with me.	1	2	3	4
9	I do not know people online well enough to get them to do anything important.	1	2	3	4
10	The people I interact with online would help me fight an injustice	1	2	3	4

42. Rate your Online Social Capital (Bridging)

Sl/No	Items	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
1	Interacting with people online makes me interested in things that happen outside of my town.	1	2	3	4
2	Interacting with people online makes me want to try new things.	1	2	3	4
3	Interacting with people online makes me interested in what people unlike me are thinking.	1	2	3	4
4	Talking with people online makes me curious about other places in the world.	1	2	3	4
5	Interacting with people online makes me feel like part of a larger community.	1	2	3	4
6	Interacting with people online makes me feel connected to the bigger picture.	1	2	3	4
7	Interacting with people online reminds me that everyone in the world is connected.	1	2	3	4
8	I am willing to spend time to support general online community activities	1	2	3	4
9	Interacting with people online gives me new people to talk to.	1	2	3	4
10	In my entire social network, both online and offline, I come in contact with new people all the time	1	2	3	4

43. Rate your Offline Social Capital (Bonding)

SL/No	Items	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
1	There are several people offline I trust to help solve my problems.	1	2	3	4
2	There is someone offline I can turn to for advice about making very important decisions.	1	2	3	4
3	There is no one offline that I feel comfortable talking to about intimate personal problems.	1	2	3	4
4	When I feel lonely, there are several people offline I can talk to	1	2	3	4
5	If I needed an emergency financial assistance, I know someone offline I can turn to	1	2	3	4
6	The people I interact with offline would put their reputation on the line for me.	1	2	3	4
7	The people I interact with offline would-be good job references for me.	1	2	3	4
8	The people I interact with offline would share all their things with me.	1	2	3	4
9	I do not know people offline well enough to get them to do anything important.	1	2	3	4
10	The people I interact with offline would help me fight an injustice	1	2	3	4

44. Rate your Offline Social Capital (Bridging)

SI/No	Items	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
1	Interacting with people offline makes me interested in things that happen outside of my college/town.	1	2	3	4
2	Interacting with people offline makes me want to try new things.	1	2	3	4
3	Interacting with people offline makes me interested in what people unlike me are thinking.	1	2	3	4
4	Talking with people offline makes me curious about other places in the world.	1	2	3	4
5	Interacting with people offline makes me feel like part of a larger community/college community	1	2	3	4
6	Interacting with people offline makes me feel connected to the bigger picture.	1	2	3	4
7	Interacting with people offline reminds me that everyone in the world is connected.	1	2	3	4
8	I am willing to spend time to support general offline community activities	1	2	3	4
9	Interacting with people offline gives me new people to talk to.	1	2	3	4
10	In my entire social network, both offline and online, I come in contact with new people all the time	1	2	3	4

Section D - Level of Life Satisfaction

45. Rate your Satisfaction with Life

1 - Strongly disagree 2 - Disagree 3 - Slightly disagree 4 - Neither agree nor disagree
5 - Slightly agree 6 - Agree 7 - Strongly agree

Sl/No	Items	1	2	3	4	5	6	7
1	In most ways my life is close to my ideal.	1	2	3	4	5	6	7
2	The conditions of my life are excellent	1	2	3	4	5	6	7
3	I am satisfied with my life.	1	2	3	4	5	6	7
4	So far, I have gotten the important things I want in life	1	2	3	4	5	6	7
5	If I could live my life over, I would change almost nothing	1	2	3	4	5	6	7

Thank you for your valuable time

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Annexure : XII

Affiliated/ Constituent Colleges of Mizoram University (2017-18) : At A Glance

Sl No	Name of College	Number of Students			Number of Teachers			Number of Non Teaching Staff		
		M	F	TT	M	F	TT	M	F	TT
1	Pachhunga University College	1136	1253	2389	63	37	100	68	21	89
2	Govt. Lunglei College	402	372	774	38	22	60	12	5	17
3	Govt. Champhai College	340	321	661	29	26	55	12	3	15
4	Govt. Serchhip College	207	194	401	32	14	46	8	6	14
5	Govt. Aizawl College	552	517	1069	19	36	55	10	6	16
6	Institute of Advanced Study in Education (CTE)	539	369	908	10	28	38	15	5	20
7	Govt. Saiha College	236	190	426	11	2	13	13	4	17
8	Govt. Kolasib College	250	190	440	31	24	55	17	4	21
9	Govt. Hnahthial College	55	52	107	13	13	26	6	5	11
10	Govt. Hrangbana College	907	851	1758	29	42	71	11	8	19
11	Govt. Lawngtlai College	237	157	394	20	16	36	7	3	10
12	Govt. Zirtiri Resi. Sc. College	364	240	604	26	33	59	11	11	22
13	Govt. Mamit College	65	47	112	12	4	16	4	3	7
14	Govt. J.Buana College	278	260	538	17	14	31	9	3	12
15	Govt. Mizoram Law College	81	79	160	2	10	12	8	7	15
16	Govt. Saitual College	111	121	232	16	11	27	11	2	13
17	Govt. Khawzawl College	46	34	80	11	11	22	5	3	8
18	Govt. Zawnuam College	28	25	53	12	2	14	4	2	6
19	Govt. Aizawl North College	629	670	1299	19	8	27	7	3	10
20	Govt. Aizawl West College	462	404	866	14	22	36	9	4	13
21	Govt. T.Romana College	585	487	1072	15	23	38	11	6	17
22	Govt. J.Thankima College	372	237	609	9	15	24	8	5	13
23	Govt. Kamalanagar College	234	72	306	18	14	32	9	4	13
24	Govt. Johnson College	477	378	855	14	14	28	6	7	13
25	RIPANS	240	472	712	13	30	43	66	64	130
26	NIELIT	325	62	387	23	11	34	2	6	8
27	Mizoram College of Nursing	7	110	117	0	18	18	16	0	16
28	HATIM	137	114	251	19	5	24	24	7	31
29	Aizawl City College	45	22	67	12	7	19	1	1	2
30	Divine Mercy College	8	5	13	5	10	15	4	2	6
31	St. Xaviers College	12	8	20	5	17	22	2	3	5
32	Helen Lowry College	17	10	27	6	10	16	4	5	9
33	DIET, Aizawl									
34	DIET, Lunglei									
35	SCERT									
	TOTAL			17707			1112			609

Figure 3.2: MZU Annual Report 2017-2018

BIODATA

Name : R. Lallianzela
Sex : Male
Date of Birth : 23rd November, 1988
Marital status : Unmarried
Address : VH- 254, Venghlun, Lunglei:
Mizoram, 796701
Email id : xelakawlmi@gmail.com

Details of Educational Qualification

Sl. No	Examination Passed	Year	Board/University	Percentage	Division
1	H.S.L.C.	2005	Mizoram Board of School Education (MBSE)	69	First
2	H.S.S.L.C.	2007	Mizoram Board of School Education (MBSE)	61.2	First
3	Bachelor of Social Work	2010	North Eastern Hill University (NEHU)	48	Second
4	Master of Social Work	2012	Mizoram University (MZU)	58.6	Second
5	M. Phil in Social Work	2014	Mizoram University (MZU)	6.10	Grade A

Seminars/Workshops/Training attended in research related

Sl.No	Seminars/Workshops etc	Organizers	Date
1	6 th International Conference on Life Skills Education	IALSE & Don Bosco Institute of Management, Guwahati	12 th – 14 th February, 2015
2	Training Program on Data Mining and Business Analytics (North East)	Indian Statistical Institute, Bangalore & Pachhunga University College	2 nd – 4 th March, 2015
3	State Level Seminar on Basics of SPSS	Dept. of Social Work, HATIM	25 th September, 2020
4	Faculty Development Programme on Research Methodology	Faculty Development Centre, Mizoram University	1 st – 7 th October, 2020

6	National Online Workshop on Social Work Research Skills – I: Formulation and Design of Qualitative, Quantitative and Mixed Methods Research Proposals	Department of Social Work, Mizoram University	18 th – 24 th November, 2020
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Paper presented in Seminars/Workshops

Sl.No	Title of paper	Name of Seminar/Workshop	Organizers	Date
1	Internet and Family Relations Among College Students in Mizoram	National Online Seminar on Family, Community, Health and Wellbeing: Patterns, Process and Outcome of Social Work Research in India	Department of Social Work, Mizoram University	23 rd – 24 th June, 2021
2	A comparative study on access to social media among male and female college students in Mizoram	National Level Workshop on Capacity Building Programme in Social Science	OKDISCD, Guwahati & Govt. JB.College, Lunglei	12 th – 14 th February, 2019

Article published in Journals/Books

Sl.No	Title	Journal/Book	ISSN/ISBN No.
1	Patterns of internet use among college students in Mizoram	Contemporary Social Scientist, School of Social Sciences, Mizoram University	ISSN No:2230 – 956X

Work experience

Sl.No	Designation	Agency/ Institution	Year of joining
1	Assistant Professor, Department of Social Work	Higher and Technical Institute, Mizoram (HATIM), Lunglei	1 st June, 2015 till date

PARTICULARS OF THE CANDIDATE

NAME OF THE CANDIDATE : R. Lallianzela
DEGREE : Doctor of Philosophy
DEPARTMENT : Social Work
TITLE OF THESIS : Social Networking Sites, Social
Capital and Life Satisfaction Among
College Students in Mizoram

DATE OF ADMISSION : 30th July, 2014

APPROVAL OF RESEARCH PROPOSAL

1. DRC : 29th September, 2014
2. BOS : 1st October, 2014
3. SCHOOL BOARD : 21st October, 2014

MZU REGISTRATION No. : 149 of 2011

Ph. D REGISTRATION NO & DATE : MZU/Ph.D./702 of 21.10.2014

EXTENSION (IF ANY) : No.12-4/MZU (Acad)/20/199
Dated 18th July, 2022

(C. DEVENDIRAN)

Head

Department of Social Work

Mizoram University

ABSTRACT

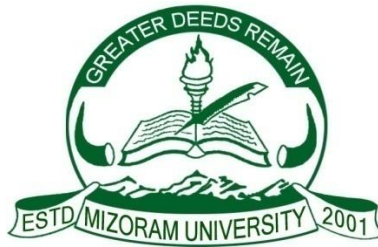
**SOCIAL NETWORKING SITES, SOCIAL CAPITAL AND LIFE SATISFACTION
AMONG COLLEGE STUDENTS IN MIZORAM**

**AN ABSTRACT SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY**

R. LALLIANZELA

MZU REGISTRATION No.: 149 of 2011

Ph. D REGISTRATION No. : MZU/Ph.D./702 of 21.10.2014



DEPARTMENT OF SOCIAL WORK

SCHOOL OF SOCIAL SCIENCES

DECEMBER, 2022

**SOCIAL NETWORKING SITES, SOCIAL CAPITAL AND LIFE SATISFACTION
AMONG COLLEGE STUDENTS IN MIZORAM**

BY

**R. LALLIANZELA
DEPARTMENT OF SOCIAL WORK**

**SUPERVISOR
PROF. C. DEVENDIRAN**

Submitted

**In partial fulfillment of the requirements for the Degree of
Doctor of Philosophy in Social Work of Mizoram University, Aizawl**

Introduction

This study is an attempt to assess the social networking sites, social capital and level of life satisfaction among college youth in Mizoram.

The Internet is becoming more and more important for nearly everybody as it is one of the newest and most forward-looking media and surely the medium of the future. The internet is fast becoming a natural background part of everyday life. It has been embraced globally at an amazing speed because of its capabilities for communication – for creating, cultivating, and continuing social relationships.

Geographical boundaries are no longer an obstacle to making and maintaining human connections, the internet removes many constraints of space and time. The capacity of the Internet to alter our daily lives is evidenced primarily by its accessibility and convenience. It is clearly on the way to becoming an integral tool of business, communication, and popular culture across the world. Some individuals argue the Internet will revolutionize social interactions, where others argue that the Internet will lead to loss of privacy, impersonal communications and isolation. People are heavily using the Internet for interpersonal communication. Yet claims about the impact of the Internet on social relationships are controversial. The evidence is clear that interpersonal communication is an important use of the Internet, if not it's most important use.

The Internet provides a context and channel for people to meet with strangers for the first time, initiate meaningful and satisfying conversations, and build stable, long term relationships, similar to face-to-face interactions (Walther and Burgoon 1992). Many people use Internet regularly to meet someone special or to maintain personal relationships (Parks & Floyd, 1996).

Social networking is based on the idea that society exists as a structured set of relationships between people (Toomey et al., 1998). There are currently many social network sites, offering a variety of services targeted at diverse audiences across the globe. Online social network sites bring together a vast number of people who share common interests, views and goals (Boyd & Ellison, 2007). These new forms of social networking impact the development and maintenance of social capital (DiMaggio et al., 2001).

Social networking sites facilitate relationship development and thus offer a natural link to social capital. Researchers have consistently found that using social network sites is

related to higher social capital (Burke et al., 2011; Ellison et al., 2007; Valenzuela et al., 2009).

The World Bank defines Social capital as the institutions, relationships, and norms that shape the quality and quantity of a society's social interactions. Increasing evidence shows that social cohesion is critical for societies to prosper economically and for development to be sustainable. Social capital is not just the sum of the institutions which underpin a society – it is the glue that holds them together.

Life satisfaction is the way a person evaluates his or her life and how he or she feels about where it is going in the future. It is a measure of well-being and may be assessed in terms of mood, satisfaction with relations with others and with achieved goals, self-concepts, and self-perceived ability to cope with daily life.

Youth is characterized as a transition period, that is, from childhood to adulthood. It is the stage of physical change and development from puberty to 35 years when a person's body grows at the maximum. Internal and external changes take place. It is a period of emotional development when the young people learn how to cope with emotional stress and to face realities in life. Further, it is a stage of acquiring new roles and responsibilities. In this stage, the young people learn much life coping skills at home and in educational institutions. The role of young people expands as a brother, sister, friend, son, daughter, student and non-student, church member, youth leader and as a member of the community and society. Another important characteristic of youth is that it is a stage of ambition and goals. At the same time, it is the period of stress and strain. A young person faces many challenges and may have difficulties in dealing with them.

The National Youth Policy 2003 defines Youth into two broad sub-groups viz. 13-19 years and 20-35 years. The youth belonging to the age group 13-19, which is a major part of the adolescent age group, is regarded as a separate constituency. But in the current National Youth Policy 2014, the youth age-group is defined as 15-29 years with a view to have a more focused approach, as far as various policy interventions are concerned.

Overview of literature

Online social networking site usage has increased significantly over the previous ten years, rivaling search engines as the most popular websites on the Internet today. Online social network sites have emerged as crucial tools for managing relationships with a sizable and frequently diverse network of people who offer social support and act as conduits for useful information and other resources, according to growing evidence from analyses of social network site usage (see Hitwise, 2010, Boyd & Ellison, 2007; Ellison *et al.*, 2007).

The internet's impact on today's world is undeniable, and it is rapidly improving communication. However, the psychological impact is far greater. The majority of internet users, particularly young people, are the primary victims. Its heavy use has also been linked to decreased communication with friends and family members, as well as increased feelings of loneliness, anxiety, and depression. (see Bargh & Katelyn, 2004, Brignall & Valey , 2007, Grennaro & Dutton, 2007 and DiMaggio et al., 2001).

In terms of social life and community involvement, frequent internet use (mostly for entertainment) turns people into socially isolated "nerds," cutting them off from genuine social relationships and reducing local social networks with social involvement. It has been discovered that the longer people used the Internet, the more weak ties they formed at the neighbourhood level over time. According to American cross-sectional surveys and a longitudinal household interview study, those who use the internet frequently have fewer social contacts than others. (see Becker 2000, Haythornthwaite, 2009, Mesch & Ilan, 2006 and Tyler, 2002).

People in online networks may or may not be geographically separated and share common affinities or interests. Teens primarily use social networking sites to communicate with known friends. Teenagers' friends in their neighborhoods and high schools are likely to overlap significantly with their social networks. As a result, experiences with Social Networking Sites may be related to teenage youths feeling a stronger connection with their peers at school or at home (see Boyd & Ellison, 2007; Boyd, 2008).

The usage of internet communication has become customary, and as a result of societal norms and group practices, it has been modified to serve as a crucial tool for sustaining social and professional ties in daily life, spanning the boundaries of location, work, and the home. (see Poole & DeSanctis, 1990 and Wellman & Haythornthwaite, 2002).

The Internet makes it simpler for people to work from home, maintain friendships and even romantic relationships from home, conduct financial transactions from home, cast their votes, participate in community discussions regarding politics and social issues, and pursue other social connections from home. Internet communications have the potential to replace telephone and face-to-face communications in a huge variety of ways. This is significant since, when considered in terms of their contribution to pleasure and well-being, such face-to-face and telephone relationships have frequently been characterized by psychologists as being of higher quality (see Tyler, 2002).

Studies among college students show a link between higher social networking site use and poorer rates of college adjustment, which has sparked concerns about online social networking and requests for tighter regulation and provider accountability (see Raackea & Bonds-Raackeb, 2013).

Many studies confirm that college students use social networking sites extensively, with the vast majority visiting the sites at least once per day. Students primarily use these social-networking sites with the purpose of staying in touch with old friends, checking pictures and connecting with students in a class (see Miller & Lifer, 2009; Boudreaux & Consalvo, 2014).

The honor of being the first to conceptualize Social Capital in an explicitly sociological manner in the contemporary period is attributed to Bourdieu. For Bourdieu, capital in general consists of accumulated human labor that assumes either a distinct material form or an integrated one. Two years after P. Bourdieu's elaborations, in 1987 and mainly in 1988, J.S. Coleman too, also introduced his notion of Social Capital. Coleman introduces the notion of Social Capital as a means of support. In particular, he claims that Social Capital encourages the students' school or university performance, thus strengthening the generation of human capital, i.e. of knowledge. Parallel to the ongoing sociological interest in Social Capital, Putnam developed his ideas which states that Social Capital is formed by features of social organizations, such as trust, norms, and networks that can improve the efficiency of society by facilitating coordinated actions (see Sokratis, 2008).

A study among university students in South Africa shows that Facebook (Social Networking Site) use plays a vital role in the creation or maintenance of social capital among the students. Their accesses to Social Networking Sites especially Facebook

increase their communication skills and help them find new friends and learn new ideas and share their thoughts and feelings. This further led to increase in bonding and bridging their social capital (Johnston *et al* 2011).

In terms of social capital, a study conducted among urban teenagers in the United States examined the patterns of Social Networking Sites usage and discovered that youth who use Facebook and Myspace report higher social capital in both their school and online relationships. The analysis also suggests that different modes of Social Networking Sites experiences are related to bridging and bonding social capital in different ways. Bridging capital is related to time spent on social networking sites, whereas bonding capital is related to positive or negative experiences (see John, 2012).

Studies generally suggest that there is a positive association between intensity of Facebook use, online gaming, and online social capital given the popularity of new media platforms like social network sites and video games and their growing centrality in the social lives of teens and young adults. These studies also show that, while general gaming frequency was not related to online social capital, civic gaming experiences connected to MMO play were related to online bridging while MMO play was directly related to online bonding social capital (see Skoric et al. 2010).

Life satisfaction judgments of students are likely to be influenced by their various social and individual resources. School-related social support provided by parents, classmates, and teachers may have an indirect influence on students' life satisfaction, which is mediated by students' school satisfaction, scholastic competence, and general self-efficacy (Anne et al., 2010).

Life satisfaction is a mediator between domain satisfaction and performance, with satisfaction levels in particular domains serving as its antecedents. Numerous studies indicate a connection between students' academic success and their level of life satisfaction (see Rode et al., 2005; Baldwin et al., 1997).

A study in China shows that Contrary to common beliefs, students from an urban area or from better-off families were not necessarily more satisfied with current life than those students coming from the countryside or low income families and also life satisfaction was positively related to female gender, self-esteem, social support, and the liberal attitudes on female gender roles, but negatively correlated with depression and suicidal ideation (Zhou et.al, 2013).

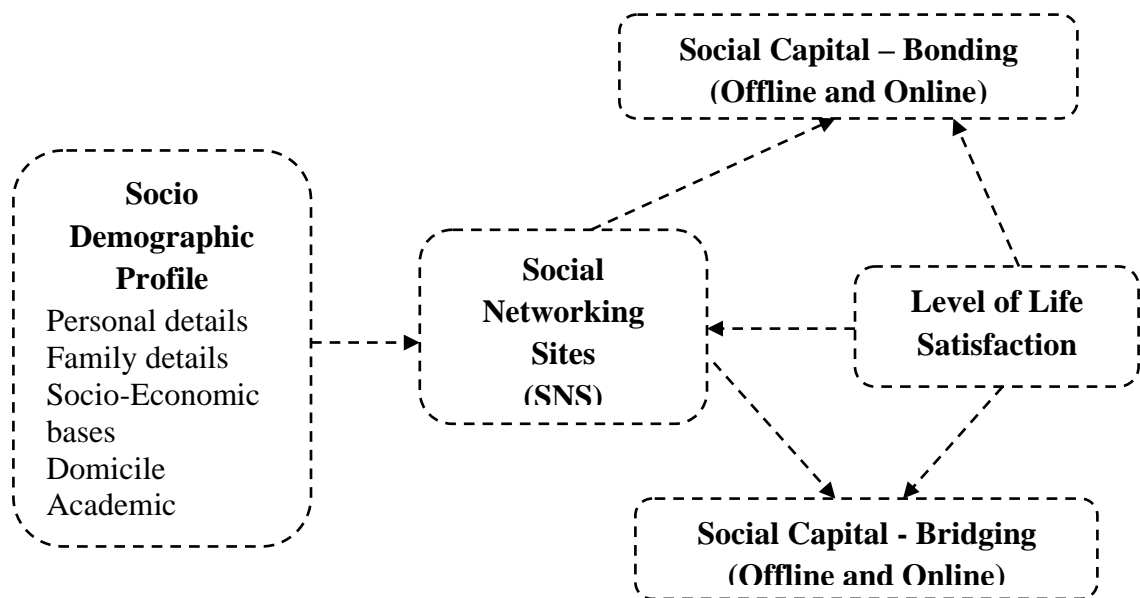
Conceptual framework of the study

The study presents the conceptual framework of the study based on the understanding and analysis of social capital and college students' use of social networking sites (Ellison et al., 2007). Social capital is categorized into three dimensions – bonding, bridging and maintained social capital. For the definition of youth in the study, the Indian National Youth Policy 2014 is adopted as it categorized the youth into persons who are in the age group between 15-29 years which suits for this purpose.

Also, the concept of gender is taken into account to compare and analyze genders preferences to online activities, formation and influence of social capital and level of life satisfaction.

The conceptual framework portrayed here is adopted from variables based on the understanding of the researcher. In this model, the socio-demographic characteristics of the respondents, patterns of social networking sites, forms of social capital in social networking sites, bonding and bridging social capital both offline and online and the level of life satisfaction are displayed. As the intensity of using social networking sites increases the bridging social capital will increase or develop. The amount of using social networking sites increases the bonding social capital will be enriched. Depending on the degree of satisfaction with life both the intensity of using social networking sites and development of social capital will enlarge.

Figure 2.1 Conceptual framework of the study



Statement of the problem

Social networking is a fast-growing online activity aided by the rapid advancement in mobile phone technologies of various ranges of brands and with tempting designs and prices. Acting in a media-rich environment and a bedroom culture, the Net-generation or digital natives express different values, attitudes and behaviors than previous generations. Understanding the place of the internet in the lives of young individuals requires avoiding a purely deterministic interpretation and recognizing the social embeddedness of technology and its variable outcomes. The internet can be constitutive of new cultural features of young social life, but it can also reproduce older conditions.

Youth of Mizoram are also not left aside from the rapidly changing world of technology. With the investment of various service providers companies, the access to internet is getting easier and the frequency of usage and new users also alarmingly on the rise. This study will attempt to bring into deeper and wider scene of the impact of internet among the youth, its impact upon their social capital and life satisfaction and look forward for redressing the technological gaps and barriers in the society.

In the present study, certain elements like social capital and level of internet user youth will be measured to analyze the relationship that the internet /social networking sites have upon the youth development towards human relationship. With reference to social capital the dimensions to study covers bridging, bonding and maintained social capital. The following objectives have been framed.

Objectives of the study

The objectives of the present study are as follows:

- 1) To probe into the patterns of Social Networking Sites used by college students;
- 2) To understand the different forms of social capital among college student;
- 3) To assess the level of life satisfaction among college students;
- 4) To find out the association between Social Networking Sites and Social Capital;
- 5) To examine the association between Social Networking Sites and the Level of Life Satisfaction and
- 6) To suggest measures for Social Work Intervention;

Hypotheses

The following hypotheses draw its inspiration from Ellison et al., 2007.

- 1) Use of Social Networking Sites will be positively associated with individuals' perceived bridging social capital.
- 2) Use of Social Networking Sites will be positively associated with individuals' perceived bonding social capital.
- 3) The relationship between quantity of using Social Networking Sites and bridging and bonding social capital will vary depending on the degree of a person's satisfaction with life.

Pilot study

In the preliminary stage of the pilot study, the researcher discussed the present study with the college authorities and leaders of student representatives. in order to seek permission and support to conduct the present study. The researcher also explained about the objectives and the scope of the study. The pilot study ascertained the feasibility to carrying out the present study with the student respondents. The college authorities offered full cooperation in order to conduct the study.

Research design

The present study is cross sectional in nature and descriptive in design. The descriptive design is used to describe the various socio-economic factors that are included in the present study. The term 'design' means 'blue print pattern'. Clarie Setizet. al (1962) stated that a research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure'. As the name itself implies, the purpose of this research design is to provide description of an individual, a community, a society, an event or any other unit under investigation. The descriptive design is used to describe the various socio-economic factors that are included in the present study. The study intends to explain and assess the patterns of social networking sites among college students in relation to their social capital and life satisfaction through various scales and measures.

The present study is based on primary data collected through qualitative and quantitative methods. In the qualitative method, participatory methods were included the case study, focus group discussion and daily activity schedule. The quantitative data was collected by using structured questionnaire. The secondary data was collected from books,

journal, articles, and annual reports. The study makes use of appropriate scales in order to measure social capital and life satisfaction.

Population and unit of the study

The population of the study is youth. Here, youth who are going to college represents the unit of the study. The collection of data was done between July-September, 2019.

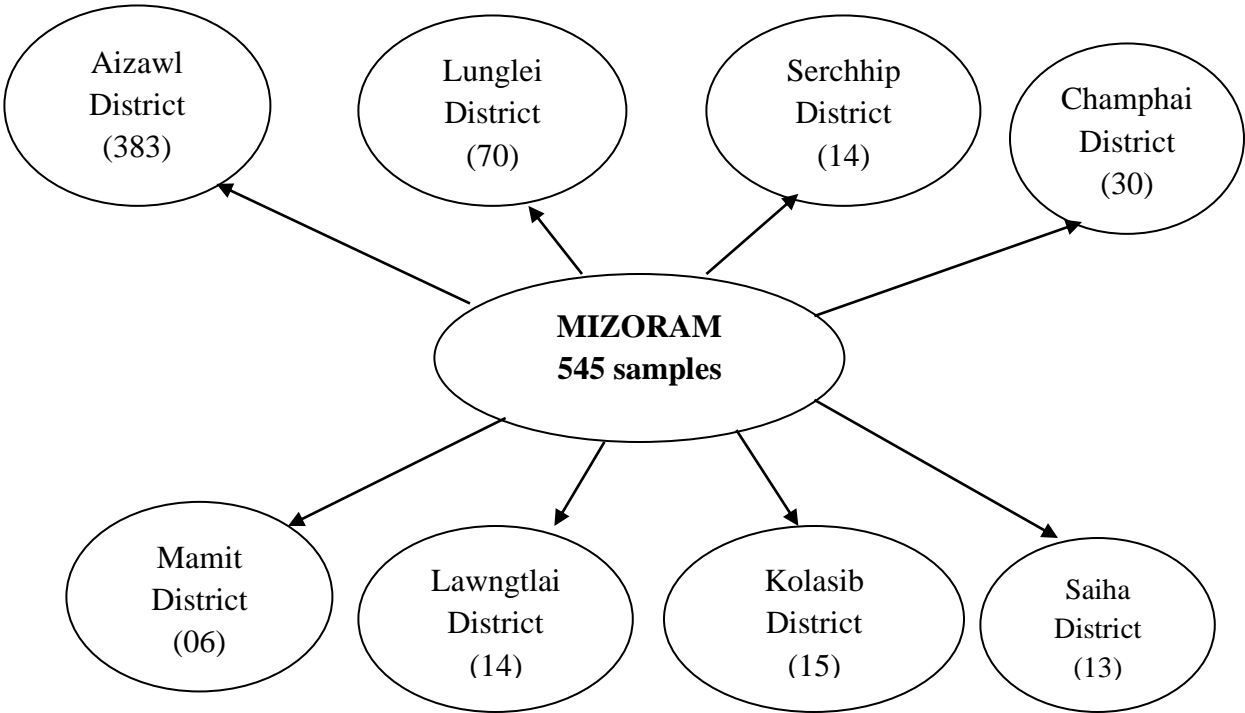
Sampling

The study was carried out in all colleges across all the 11 district of Mizoram. The researcher was able to collect the list of colleges from the MZU Annual Report, 2018. College students from all the colleges in Mizoram registered under Mizoram University were selected for the present study. The annual report stated that there were 32 colleges and the total population was 17707. The unit of the study is youth that are college going students. The sample size consists of 545 college students (which is 5 percent of the total population) drawn by using stratified proportionate sampling method.

MZU Annual Report

The sample size is drawn from the MZU Annual report 2017-2018 under Annexure: XII Affiliated/ Constituent Colleges of Mizoram University (2017-18): At A Glance (See Appendix-MZU Annual Report 2017-2018).

Figure 3.3: Diagram for sample selection



Inclusion criteria

Using the inclusion criteria (listed below), a list of all youth who fall within the inclusion criteria and are willing to give informed consent were chosen as the final sample.

- All colleges in the state of Mizoram
- Male and female college going youth
- All departments/stream in the colleges
- All willing college students for the study

Exclusion criteria

The exclusion criteria include

- Uneducated youth
- College dropout students
- College students who are little or less interested in using social networking sites

Ethical consideration

The research has been carried out as per the fundamental ethical principles of research. At first, permission for conducting research was sought from the respective institutions. Then, class representatives (CR) were approached and inquire about for their support in dissemination for the questionnaire and arrangements for focus group discussions and case studies. Respondents were willing to give informed consent for participation in the study took part in the study and confidentiality was maintained.

Tools of data collection

The present study based on primary data collected from college students using quantitative methods through questionnaire. The questionnaire was divided into four sections. The first section of the questionnaire deals with the profile of the respondents including family profile, socio-economic status and academic profile. The second section deals with patterns of social networking sites used. The third portion consists of forms of social capital which are both online and offline. The researcher adopted a standardize scale for assessing the online social capital called Internet Social Capital Scale (ISCS). The tool was developed by Dmitri Williams, 2006. The tool was also checked for its feasibility and reliability. In the final section, Life satisfaction was measured with Satisfaction with Life scale developed by Diener, E, et al., 1985. In the qualitative method, participatory methods like case study, focus group discussion and daily activity schedule were included.

Sources of data collection

The source of data is one of the most significant segments, without which, it is very difficult to gain knowledge of the present study. There were two sources of data used by the researcher. They were primary and secondary sources. The primary data was collected from the respondents of the colleges through structured questionnaire. In the qualitative method, participatory methods were included the case study, focus group discussion and daily activity schedule. The secondary data was collected from books, journals, websites and MZU Annual Report 2017-2018.

Pre-testing

The finalized tool was pretested with 30 samples and find out the feasibility and adoptability of the tool. There were inconveniences with the length of the questions as it took too long time to furnish their answers. The content and flow were appreciated. The researcher modified the questions as suggested by the student respondents based on the pretesting of the tool which helped to focus the present study exactly on what the researcher wanted to study based on the objectives.

Data collection

The data collection was done by researcher. The data were collected from the respondents of the 32 colleges across all 11 districts of Mizoram during the month of July – September, 2019. The questionnaire was distributed to the respondents and the data were collected with the help of research assistants in the district levels. There were three phases in the data collection process. In Phase I, colleges in the southern districts were covered. In phase II, colleges in northern districts were targeted. In the last phase, colleges and other institutions within Aizawl city were administered for data collection.

Reliability test

The standardized tools of Satisfaction with Life and Internet Social Capital Scale (ISCS) were statistically tested for validity and reliability after the final data collection was over and entered in SPSS. The Cronbach Alpha and the Guttman split-half coefficient values of Internet Social Capital Scale (ISCS) were .887 and .884. The Cronbach Alpha and the Guttman split-half coefficient values of Satisfaction with Life were .775 and .647.

Data analysis

The raw data are processed and analyzed with the help of a computer package known as Statistical Package for Social Sciences (SPSS). The data were interpreted based on the objectives of the present study. The data are analyzed in the form of descriptive statistics and inferential statistics. The descriptive statistics mean and standard deviation, proportions and percentages and Karl Pearson's co-efficient of correlation were also applied in the study. The inferential statistics parametric tests test was also used in the present study for testing hypotheses.

Operational Definitions

Social Networking Sites (SNS) – Social Networking can be defined as 'social space' for people who want to expose themselves among others and staying connected with each other. While the term 'Social Networking Site' is used to describe the phenomenon, the term 'social networking sites' also appears in public discourse, and the two terms are often used interchangeably (Boyd 2008).

Social Capital- According to Bourdieu, "Social capital as the sum of the resources, actual or virtual, that accrue to an individual or a group by virtue of possessing a durable network of more or less institutionalized relationships of mutual acquaintance and recognition" (Sokratis, 2008)

Life Satisfaction- Life satisfaction is defined as a perception of being happy with one's own life and a belief that one's life is on the right track. To date, our understanding of how life satisfaction relates to youth outcomes is limited, however a recent pilot study on a nationally representative sample of adolescents found that it is negatively related to outcomes such as substance use, depression, getting in fights, and delinquency and positively related to good grades (Lippman et al., 2012).

Youth- United Nations defines 'youth' as persons between 15 and 24 years of age.

Major Findings

Socio-Demographic Profile of the Respondents

Briefly summarizing the socio-demographic data, it can be concluded that the respondents that majority (778.53%) belongs to the age group 17-21 years of age in which the mean age is 21 years. The gender proportion is not equally divided where the female population forms majority (65.32%). The respondents are at their late adolescents and young age, therefore almost all (98.17%) are single or unmarried. Christianity is the predominant religion with almost all (96.88%) of the respondents are Christians with a little more than three fourth (57.25%) belonging to Presbyterian in denomination. Lushei is the predominant tribe and the vast majority (86.97%) belongs to Lushei tribe.

With regards to family composition, majority (62.20%) belongs to nuclear family and vast majority (91.93%) are born and brought up in a stable family environment. The respondents' socio-economic basis shows a fairly sustained status in which majority (77.80%) falls in APL category wherein majority (70.46%) own and live in their owned houses. In terms of settlement or domicile, the respondents are proportionately distributed into rural (48.09%) and urban (51.01%) areas. The majority (47.71%) of the family have a medium size (1-5 members) in which the mean family size is 6.06 members. A vast majority have medium (3-6) number of dependents in their family also almost all (95.05%) families have medium (2-4) number of earners in their family.

Concerning the head of the family, the educational level is low with majority (30.09%) attaining education up to middle school level. Skilled labour is the most common source of income in which majority (30.46%) are engaging in skilled labour of various trades or specializations. By this, majority (47.34%) have a monthly income at Upper middle (Rs. 22764-70496).

In terms of academic records, majority of the respondents are fairly good academic performers and score first division marks in both HSLC (53.94%) and HSSLC (51.93%) examinations. At present, Bachelor of Art (BA) of various streams are most opted academic lines in which majority (71.19%) pursue BA as their bachelors' course.

Device and Internet Connections

Smartphones or mobile phones are the most commonly used device to assess the internet as they are easily available and convenient today. Thus, majority (74.13%) used smartphones or mobile phones for assessing the internet where home serves as the most convenient place by vast majority (93.39%) of the respondents. By this, half (47.52%) have

been exposed or started using the internet connections for various reasons since their late adolescent period which is more than four years back.

Since the robust introduction and marketing of Reliance Jio services, more users are attracted to opting for their connections. A third (31.19%) chooses to use Jio as their main internet service providers as they offer cost effective services. With this, half (46.42%) have a monthly expenditure on internet between ₹.100-200/- which is relatively affordable and catchy for customers.

Pattern of using Social Networking Sites (SNS)

Social networking sites offer plenty of exciting and attractive sites or platforms for its users. In terms of most used social networking sites, one third (32.11%) primary use Instagram and WhatsApp in which male consist of one third (38.0) of the users. The favorite social networking sites (SNS) is WhatsApp which consist of almost half (46.06%) of the respondents which is due to the fact that WhatsApp is simple and user friendly for communication and entertainment purposes. Half (45.50%) of the respondents consider the entertaining feature or platform as the motive for accessing social networking sites.

Majority (47.52%) have been using social networking sites since the last 4- 5 years. The daily screen time or time spent of accessing social networking sites in a day is between 4-5 hours by majority (37.61%).

Network of Online Social Capital

Majority (46.79%) of the respondents have less than 500 online friends. The majority (66.60%) of the gender composition of the network of online friends are both genders (male and female) in which majority (73.60%) of them are female. **A vast majority** (71.38%) have a network with their own age group which is 17-21 years. In this female respondents form majority (73.60%).

Friendship Pattern Online

A vast majority (75.78%) use Social Networking Sites to bridge their social capital by connecting to new friends by their own choices. Half (50.28%) of the respondents admit to have prior knowledge about their online friends. Majority (77.25%) declare that their medium of interaction with their online friends is usually at the face-to-face level which indicates the nature of their bonding social capital. Almost all (84.40%) prefers face to face interaction with their friends over online interaction.

Majority (34.31%) randomly engage in social networking sites for keeping oneself updated with others and trending happening and issues in life. A vast majority (78.90%) are

not comfortable with meeting strangers online where the gender proportion varies with female forming the majority (80.90). Among those that felt more inclined to virtual interaction majority (6.61%) consider reason for meeting strangers online as simply to kill boredom and loneliness.

Levels of Life Satisfaction

The respondents are close to their ideals in most ways of their life, in which female scores higher with 5.21 mean scores than male. The overall mean score for life satisfaction is 22.71. Based on the Chi-square test, there is no significant relationship between accessing to favorite social networking sites and levels of life satisfaction among college students in Mizoram.

From Pearson's Inter Correlation Matrix of social networking sites and level of life satisfaction, it is found that only the domains of social networking sites have correlation between them. There is no association between life satisfaction and social networking sites.

Association between Social Networking Sites and Social Capital

From the 't' test analysis of the relationship between social networking sites and the dimensions of social capital, the table shows that social capital (online bonding) have positive relationship with all the domains of social capital but did not have any significant relationship with Social Networking Sites. This concludes that the respondents' use of social networking sites did not have any association with their social capital. This further indicates that youth access to social networking sites is primarily for time pass and entertainment.

Association between Social Networking Sites and the Level of Life Satisfaction

From the Chi-square test to understand the relationship between social networking sites and level of life satisfaction, the result shows that there is no association between respondents' use of social networking sites and their level of life satisfaction. This hints that college students' activity or screen time in social networking sites is neither a reason nor impact of their level of life satisfaction.

Association between Social Networking Sites and Bridging Social Capital

From Pearson's Inter Correlation Matrix of Social Networking Sites and bridging social capital there is a correlation between only the domains of social capital (online bridging and offline bridging) but did not have any significant relationship with Social Networking Sites. This shows that respondents use of social networking sites did not have any association with their social capital.

Association between Social Networking Sites and Bonding Social Capital

From Pearson's Inter Correlation Matrix of Social Networking Sites and bonding social capital there is a correlation between only the domains of social capital (online bonding and offline bonding) but did not have any significant relationship with Social Networking Sites. This shows that respondents use of social networking sites did not have any association with their social capital.

Association between Social Networking Sites, Bridging and Bonding Social Capital and Satisfaction with Life

From Pearson's Inter Correlation Matrix of Social Networking Sites with bridging social capital, bonding social capital and life satisfaction there is a correlation between only social capital and life satisfaction but did not have any significant relationship with Social Networking Sites. This shows that the respondents' intensity of using social networking sites and bridging and bonding social capital did not have any association with their level of life satisfaction.

Hypotheses Testing

The findings about the hypotheses of the present study are presented below:

- There is no relationship between the use of social networking sites and individuals' perceived social bridging capital.

The null hypothesis is accepted and the alternative hypothesis is rejected for all domains regarding social networking sites and social capital. Only between social capital domains there is an association.

- There is no relationship between the use of social networking sites and individuals perceived social bonding capital.

The null hypothesis is accepted and the alternative hypothesis is rejected for all domains regarding social networking sites and social capital. There is an association only between the social capital domains

- There is no relationship between quantity of using Social Networking Sites and bridging and bonding social capital with the degree of a person's satisfaction with life.

The null hypothesis is accepted and the alternative hypothesis is rejected for all domains regarding life satisfaction with social networking sites and social capital. There is an association only between social capital domains and life satisfaction.

Suggestions

As part of the study, both from the findings of the present study and observation of the study area, the following measures are being suggested for the enhancement of youth in enriching their social capital, enhancing skills or potentials in handling social networking sites and improving their level of life satisfaction.

Suggestions at the Micro level

- As the study reveals that the average hours spent daily by the youth is 4-5. Thus, psychological support to those who excessively spend time on social networking sites to enhance healthy lifestyle. Simultaneously educating parents about the usage and consequences of modern technology would go a long way in bridging the generation gap by technological advancement.
- The study also shows that the core reason or activities that prompt youth to use social networking sites is simply to keep up with others and trending issues. This is not an ideal practice for their perception of self and identity where popular culture is drastically invading their life and values. Formation of youth counseling center that caters the mental health needs to strengthen the youth wellbeing and resilience.

Suggestions at the Mezzo level

- Almost all respondents are uncomfortable with meeting strangers online especially the female. Therefore, this situation can lead to cyber bullying and other related online consequences which is creating great threat to life and privacy. Promoting helpline center for youth particularly for the victims of cyber bullying.
- As the study reveals that the college youth did not use social networking sites to enhance their social capital, the phenomenon of bridging social capital is limited by their usage of internet platforms and social networking sites. Youth must be taught to broaden their outlook and be open meet new cultures, people and experiences a network of social capital. For this, academic Institutions can play active role in disseminating awareness on the prospects of social networking sites. Teachers can play active roles in sensitizing and mobilizing the community on current issues relating to ICT and the challenges faced by youth.
- Community awareness on IT rules can be promoted by academic instructions like colleges to bridge the technological barriers by imparting hands-on training and

workshop at their adopted villages. This activity would create chances for transferring knowledge from institutions to the community by bringing human resources and technical expertise.

- Networking with Cyber Crime Cells to enrich their services in receiving complaints and matters relating online harassment. This would create open access platform for victims especially the female youth population

Suggestions at the Macro level

- Jio network is the most used internet connections in Mizoram followed by Airtel. Both these services and other service providers are not meeting the demands of the public and lacks consistency and high-speed internet connections. Internet service to be strengthened especially in rural areas to enhance online learning and communication.
- As the result of the study suggest that the main motives and activities in social networking sites by college students is basically entertainment purpose only, capacity building on the prospects of social networking sites to enhance academic related knowledge and experiences.
- The findings of the study indicates that college youth usage of social networking sites remains stagnant at the maintained and bonding social capital. There are gaps for improving their usage towards leveling up their social capital to create rooms for bridging social capital. As such the impact of social networking sites such as Facebook etc may be studied distinctively to gather comprehensive understanding on the potentials for bonding and bridging social capitals.
- The research gaps reveals that there are areas of improvement in empirical studies on the academic impact and potentials of using social networking sites for youth population to expand their potential for growth at all spheres of life. Therefore, research on more issues related to the use of social networking sites in in-depth manner can be conducted. Moreover, academic and mass media research and awareness on the benefits and drawbacks of online network platforms would be beneficial in promoting efficiency.
- Promotion of healthy lifestyle to endorse mental health like offering platforms for youth like motivational speeches and heart-to-heart talks on life experiences by professionals and eminent citizens or celebrities.

- The government should take steps to boost young people's ICT abilities. One strategy to combat poverty is to increase young people's employability and marketability by improving their ICT abilities. Adoption should focus on developing skills across a variety of ICT platforms as well as basic ICT knowledge.
- In terms of policy consequences, holistic, integrated, and coherent policies are required to ensure the successful and productive use of ICTs. There is an urgent need for governmental measures to focus on youth in order to give not just physical access but also the skills required for efficient ICT utilization.

Suggestions for Social Workers

The purpose of the study is to identify the social work intervention. From the findings, the researcher can link that there is scope for social work intervention in the context of the present study. Social workers can make intervention plans as follows:

- Social workers need to understand how technology is influencing the human behavior and affect the client system.
- Community participation can be initiated to mobilize the youth in policy making especially towards matters related to youth development and ICT. Moreover, young people should be well-informed on the ethical issues surrounding digital technologies.
- Casework as a primary method can be used to intervene at the individual levels who are victims of cyber bullying and other related issues.
- Counseling services can be provided to those who are excessively using or addicted to social networking sites in order to regain their social roles and responsibilities.
- Strength perspective can be applied in harnessing the best utility of the internet or social networking sites among the youth. Educating both the student and non-student youth about the applications of the internet in matters concerning academic, employment, skill development etc.

Limitations of the study

The limitations of the study are

- This study is generalized and did not give an in-depth analysis on any particular social networking sites
- Due to the homogeneous nature of the respondents, the data seems to be similar among a friend circle
- Each college represent only 5% each of the total samples, so it is difficult to understand the actual demographic representation for certain colleges
- Since the questionnaires are randomly given, there are big chances of not representing male and female population in ratio.

Implications for Social Work Practice

- Social work is both academic and professional practice which integrates the social work knowledge base and skills. The discipline is much relevant to the historical and contemporary social realities and its interventions
- Social work research is one of the secondary methods of social work that facilitates to provide comprehensive knowledge and interventions applicable to the social realities at local, state, regional, national and international levels. Tribal youth are vulnerable group facing lot of challenges in the society due to technological advancements.
- The social network research is limited with regard to social network sites and social capital

Conclusion

As a result, the present research facilitates for youth policy for the tribal youth. Social Work methods such as case work, group work i.e. micro level social work practice, macro level social work practice in order to help the tribal youth to order to use the Social Networking Sites (SNS) for contribution purpose and to use the potential force for nation building.

The educational institutions, governmental and non-governmental organizations, community and faith-based organizations, ministry of youth affairs and sports, mass communication, civil society organizations like YMA and other youth organizations can use this study to understand the patterns of social networking sites of college students in terms of gender, type of youth and age group. The present study projected the different

forms of social capital formation both offline and online and the impact they have towards their level of life satisfaction and vice versa.

Scope for Future Research

- Research on specific matters relating to youth exposure to social media can be instigated.
- A cross sectional study on pre and post Covid 19 pandemic in connection to the present area of study would be interesting research which will contribute to the knowledge on the social capital and life satisfaction among Mizo youth.
- Qualitative study may be conducted among those who monetize social networking sites/social media platforms to explore their social capital.
- Research on the motives and impact of social networking sites to understand the psychosocial aspects of the youth population.

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